The Forty-third
Annual Conference of the
International Society for
Exploring Teaching and
Learning (ISETL)

October 17-19, 2013

Orlando, FL

Proceedings

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

Edited by Susan E. Copeland
Clayton State University

PRESIDENTS OF THE SOCIETY

1970-71	Samuel Postlethwait
1971-72	Dave Husband
1972-73	Ben Meleca
1973-74	Robert Hurst
1974-75	John Hinton
1975-76	Sally Short
1976-77	Stan Nelson
1977-78	John Zimmerman
1978-79	Mary Lynch
1979-80	George D. Brown
1980-81	Warren D. Dolphin
1981-82	Joseph E. J. Habowsky
1982-84	Charles E. Wales
1984-85	Blaine Carpenter
1985-86	Donald E. Borchardt
1986-87	Jean E. Wold
1987-88	James Marlin
1988-90	Kenneth Klopfenstein
1990-93	William J. Mullin
1993-95	Bonnie Johnson
1995-97	Kenneth Brown
1997-99	Shirley Rickert
1999-2001	George Watson
2001-03	Bruce Saulnier
2003-05	Alexander Crispo
2005-07	Susan E. Copeland
2007-09	Peter E. Doolittle
2009-11	Angela Humphrey Brown
2011-13	Jill Lane
2013-15	Jerry Samples

CONFERENCE COMMITTEE

Sheila Wood, Registrar
Julie Schrock, Proposal Review Chair
Susan E. Copeland, *Proceedings* Editor
Tammy V. Wiley, Pro-Cam Conference Planner and Liaison

**You may not read, but you can't hide: Using video
to assess out of class reading assignments in a flipped classroom model**

Heidi Abraham
Brigham Young University
340 MCKB
Provo, UT 84602
heidi_abraham@byu.edu

Objectives:
During this presentation, participants will:

a) Learn about a flipped classroom model

b) Interact with examples of video based class reading assignments

c) Discover ideas to improve classroom engagement and assessment

Audience:
This presentation will benefit faculty who teach in face-to-face or blended classrooms that are looking for ways to increase engagement on classroom assignments.

Activities:
This presentation will include the following activities:
a) Discussion about the principals of a flipped classroom model
b) Discussion about concerns participants have had with getting students to complete reading assignments prior to classroom instruction
c) Demonstration of video based study guides that enhance students understanding of course readings
d) Explanation of how this has impacted class time including increasing student engagement on in class assignments

Description:
There has been much buzz lately about the concept of flipping a classroom so that the lecture portion of the course occurs outside the classroom and engaging classroom activities happen in class. Although we are hearing about flipped classrooms in various forms right now, the requirement for a student to obtain content independently before coming to class is not a new idea (Berrett, 2012). A flipped classroom is based on the idea that students will read, watch videos, listen to podcasts, or review websites and bring learned content with them to class so that they can engage in problem solving tasks during face to face time with the instructor (Houston & Lin, 2012).

Although this allows the classroom teacher to coach students through the difficult concepts found in classroom activities, it puts the ownership on students to read or watch instruction materials outside of class (Berrett, 2012). Students have historically struggled to complete classroom readings (Homeyra, 2012). There is evidence that students are more likely to watch

videos than read material, but there are still concerns getting students to complete outside class assignments (Homeyra, 2012). By creating video assessments, students are more engaged in outside assignments and are more likely to come to class prepared to produce quality work on in class activities.

Come to this session to learn how to create engaging assessments to encourage completion of outside assignments and bring energy back into your flipped classroom.

References

Bergmann, J. (2013) Flipped Learning: Turning Learning on Its Head. Retrieved March 8, 2013 : http://flipped-learning.com/

Berrett, D. (2012). How 'flipping' the classroom can improve the traditional lecture. The Chronicle of Higher Ed Retrieved from http://chronicle.com/article/How-Flipping-the-Classroom/130857/

Houston, M. & Lin, L. (2012). Humanizing the Classroom by Flipping the Homework versus Lecture Equation. In P. Resta (Ed.), Proceedings of Society for Information Technology & Teacher Education International Conference 2012 (pp.1177-1182). Chesapeake, VA: AACE.

Sadaghiani, Homeyra (2012). Online prelectures: An alternative to textbook reading assignments. The Physics Teacher, 50, (301-303).

Attending to the Needs of All Students: Differentiating Instruction - A Practical Model

Enid Acosta-Tello
National University
3390 Harbor Boulevard
Costa Mesa, California 92626
eacostat@nu.edu

Carol Shepherd
National University
10901 Gold Center Drive
Rancho Cordova, California 95670
cshepher@nu.edu

Objectives:
a. The objective of this presentation will be to provide a template which can be used to plan, present, and organize differentiated instruction for learners.
b. The presentation will provide direction on how to utilize the template for instruction with young learners, older learners, and students at the higher education level.

Audience:
This presentation will be beneficial for faculty who have students who need differentiation of course content and who instruct teacher candidates who work with learners who require differentiation.

Activities:
During this presentation, participants will:
a) Be presented with a template which can be used to plan, present, and organize differentiated instruction for learners
b) Engage in activities in which they utilize the template to differentiate lessons at different levels
c) Engage in self-reflection and analysis of one of their own lessons, utilizing the template to differentiate instruction for their learners

Description:
It is widely accepted that instructors should make learning accessible to all students in their classes. Differentiating instruction, therefore, needs to become an automatic strategy utilized during the lesson planning process. Though various strategies for differentiating instruction have been set forth, the ability to differentiate on a consistent basis still remains illusive; most differentiation being accomplished by rewriting lesson plans, or continually reforming student groups. Preliminary, localized investigation indicates that teachers understand the need but are unclear how instruction may be differentiated as an on-going methodology.

The "Three Phase Lesson" model is a process by which teachers are asked to consider the foundational assumptions inherent in their lessons whenever they teach new concepts.   Using the "Three Phase Lesson" model, instructors identify prior knowledge which the student must

possess in order to be successful in learning the new concepts. Instructors then delineate specific components inherent in the concepts that need to be mastered and identify tasks which will require the student to practice these new concepts. If a student is unsuccessful in acquiring the new concepts and does not have any major learning disability, then it is most likely that the student's prior foundational knowledge was insufficient to build upon, and the teacher can differentiate instruction by addressing identified foundational areas first.

Though this Three Phase Model sets forth a technique, it is more conceptual than methodological, and therefore, once mastered, can easily become part of teachers' considerations when planning their lessons; thus it will make providing differentiated instruction simpler to accomplish. Teacher candidates can use this to facilitate their ability to deliver instruction within their classrooms. Faculty at the higher education level can use this template to analyze the needs of their students and provide supplementary/alternative instruction and assignments which provide avenues for student learning and success, leading to greater retention.

References

Alexander, K., Entwisle, D. and Horsey, C. (April 1997). From first grade forward: Early foundations of high School dropout. Sociology of Education, 70, (2), 87-107.

Bridgeland, J., DiIulio, J., &Morison, K. (2006). The Silent Epidemic. Washington, D.C.: Civic Enterprises, LLC.

Heacox, D. (2002). Differentiating Instruction in the Regular Classroom. Minneapolis, MN: Free Spirit Publishing.

Tomlinson, C. (1999). The Differentiated Classroom. Alexandria, VA: Association for Supervision and Curriculum Development.

Tomlinson, C. (2001). How to Differentiate Instruction in Mixed-Ability Classrooms, 2nd edition. Alexandria, VA: Association for Supervision and Curriculum Development.

Expanding the Classroom: Engaging Students beyond the Four Walls

Angel Anorga
University of Cincinnati Blue Ash College
9555 Plainfield Road
Blue Ash, OH 45236
angel.anorga@uc.edu

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

Alan Lundstedt
University of Cincinnati Blue Ash College
9555 Plainfield Road
Blue Ash, OH 45236
alan.lundstedt@uc.edu

Audience:
This presentation will be beneficial to faculty who desire to enhance student learning in face-to-face, blended learning (hybrid), and online courses by improving student engagement outside the classroom.

Activities:
This presentation will include the following activities:
Demonstration of practical and easily accessible tools to engage students with course content and the instructor outside the classroom
Discussion of tips and strategies to create the best learning experience outside the classroom while avoiding common pitfalls
Creation of a ready-to-use activity to engage students outside the classroom

Description:
Has the amount of class time ever been a concern for how much, and the type of activities you have planned for your students? Have you ever needed additional time to convey important course content to your students? Has scheduling ever been a barrier to meeting with students outside the normal class period? If you answered yes to any of the previous questions, this is the workshop for you.

We know that planning effective lessons involves a series of steps that go from identifying learning outcomes to seeing students achieving those outcomes by the end of the class. For learning to take place during and after the lesson, several factors must take place: motivation, engagement, practice, rehearsal, etc. Additionally, planning and implementing a lesson that includes activities that promote learning in and out of the classroom is a task that requires thoughtful and careful planning (Fabroni, 2007).

Several experimental studies demonstrate that the use of technologies offer new possibilities to enhance teaching and learning (Kassenes-Noor, 2012). Through an experimental comparative study they show that the use of technology in active, informal ways serves as an outside-of-the-class learning tool.

Getting students in the same physical place at the same time, outside of the normal class time can be a real mission impossible. However, available web 2.0 tools, classroom management systems, as well as a variety software apps has greatly improved the ability to connect with students despite multiple disparate schedules.
In this interactive presentation, participants will learn about widely available technologies that can be used to expand the physical boundaries of the classroom. Additionally, participants will discuss ideas for the design and implementation of effective student engagement activities beyond the classroom.

References

Fraboni, M., (2007). Culture Points: Engaging students outside the classroom. PRIMUS: Problems, Resources, and Issues in Mathematics Undergraduate Studies (1051-1970), 17 (2), p. 117

Kassens-Noor, E., (2012). Twitter as a teaching practice to enhance active and informal learning in higher education: The case of sustainable tweets. Active Learning in Higher Education, 13: 9-21

Ulbig, S., (2009). Engaging the unengaged: Using visual images to enhance students' "Poli Sci 101" experience. Political Science and Politics , Vol. 42, No. 2, pp. 385-391

Universal Design: Creating Accessible Instruction in a Digital Environment

Susan Asselin
Virginia Tech
205 War Memorial Hall
Blacksburg, VA 24061-0313
sasselin@vt.edu

Objectives:
The overall goal of this session is to provide strategies to improve access to online instruction for learners with disabilities by applying principles of universal design.   More specifically, objectives for this presentation include to: a) understand challenges faced by students with disabilities, b) provide an overview of principles of universal design for learning and instruction, and c) apply the UD framework and web accessibility standards to distance education media, materials and software within learning or course management systems.

Audience:
Curriculum Specialist, Instructional Designers, College Faculty

Activities:
College faculty want simple strategies they can implement when they get back to the classroom whether in traditional or online format. Distance educators who use learning management systems such as Scholar or Blackboard will be provided with best practices for structuring and organizing instruction. In addition, specific strategies for increasing accessibility of commonly used Microsoft tools including Word and PowerPoint will be shared. Finally, trends in web accessibility and web collaboration tools for video, audio, conferencing and organization will be provided and analyzed using the POUR web access guidelines.

Description:
Institutions of higher education are experiencing major shifts in pedagogy due to teaching approaches that focus on student centered learning and outcomes. Designing instruction to meet student's needs particularly in an online environment is challenging to most college faculty. Instructors may create barriers to learning without recognizing students face challenges to learning due to physical, cognitive, sensory, or social/emotional disabilities.

One of the most promising practices in higher education, Universal Design for Learning/Instruction is garnering attention as we learn more about the functioning of the brain and learning as well as increased availability of new technologies. Universal design acknowledges diversity of learners, and offers a flexible, innovative model that promotes access and participation to 21st century digital learning environments. Engagement in higher education and academic life are shaped by sharing and receiving information, learning, and collaborating with others. Universal design offers students a unique opportunity to secure physical and intellectual access to a rich digital learning environment. Researchers describe universal design as one that is based on the learner and the other, on the learning environment. Both approaches offer principles that focus on inclusive instructional practices to meet the needs of the greatest number and type of learners.

The Universal Design (UD) model in education was derived from the field of architecture and extended to include the concept of learning environments Rose and Meyer (2002). UD features flexible curriculum materials and methods that are integrated into the instructional planning process, not added onto or adapted to fit existing curricula. Universal design principles in learning insures that instructional practices are accessible and offer a) inclusiveness, b) physical or cognitive access, c) alternative delivery methods, d) multiple ways to access information, e) choices in interaction, f) feedback, and g) a variety of means to demonstration of knowledge (CAST, 2013). Based on better understanding of how the brain functions, neuroscience supported the notion that individual cognitive styles and functioning indicated the need for flexible curriculum with multiple pathways to recognize and interact with information and engage and demonstrate learned content. Universal Design for learning begins with understanding cognitive styles of learners and offers strategies for designing curriculum methods, materials, media, and student performance and assessment.

Universal Design for Instruction (UDI) integrates accessibility features of the "built" environment, which are in turn, translated to the learning environment in higher education (McGuire, Scott & Shaw, 2003; Higbee, Chung, & Hsu, 2005). Principles of UD are based on Ron Mace's model from architecture at the North Carolina State University, Center for Universal Design (1997). This model for the built environment addresses the following principles: a) equitable use, b) flexibility, c) simple & intuitive, d) perceptible information, d) tolerance for error, e) low physical effort, and f) size and space for approach. Scott, McQuire & Foley (2003) extended the notion of universal design to the learning environment by adding a) community of learners, and b) instructional climate to the architectural principles.

As universities respond to the need to create universally designed curricula, they recognized the use of emerging technologies, tools and assistive devices are available and reach a wider range of students. Computer technologies offer opportunities to develop more flexibility through digital multimedia, personalization, alternatives to print technology, and access to virtual resources. Not only do technologies and application of universal design principles extend an individual's abilities, but they help organize and manage daily tasks, promote independence and success in the workplace (Asselin,2011). Trends in technology further demonstrate the potential for full participation and access to information. Web accessibility and web based collaboration tools integrated into content management systems can be examined using POUR guidelines for web access (WWWC, 2013) and offer great potential for implementing universally designed instruction.

<div align="center">References</div>

Asselin, S.B. (2011). Assistive Technology in Higher Education. In Surry, D.W., Stefurak, J., & Gray, R.M. (Eds.), Technology Integration in Higher Education: Social and Organizational Aspects.(pp. 188-200). Hershey PA: Information Science Reference.
Center for Applied Special Technology (CAST). www.cast.org. Retrieved April 28, 2013.
Higbee, J.L., Chung, C.J. & Hsu, L. (2005). Enhancing the inclusiveness of first year courses through instructional design. Best Practices for Accessibility & Retention in Higher

education. Minneapolis, MN: Center for Research on Developmental Education and Urban Literacy.

McGuire, J.M., Scott, S.S., & Shaw, S.F. (2003). Universal design for instruction: The paradigm, its principles, and products for enhancing instructional access. Journal of Postsecondary Education and Disability, 17(1), 11-21.

North Caroline State University, Center for Universal Design (1997). The principles of universal design. Available:
www.design.ncsu.edu:8120/cud/univ_design/principles/udprinciples.htm

Rose, D.H. & Meyer, A. (2002). Teaching every student in the digital age: Universal design for learning. Alexandria VA: Association for Supervision and Curriculum Development.

Scott, S.S., McGuire, J.M. & Foley, T.E. (2003) Universal Design for Instruction: A Framework for anticipating and responding to disability and other diverse learning needs in the college classroom. Equity and Excellence in Education, 36(1), 40-49.

Scott, S.S., McGuire, J.M. & Foley, T.E. (2003) Universal Design for Instruction: A Framework for anticipating and responding to disability and other diverse learning needs in the college classroom. Equity and Excellence in Education, 36(1), 40-49.

World Wide Web Consortium: Web Content Accessibility Guidelines 2.0 (2007). Retrieved from http://www.w3.org on April 28, 2013.

Mind the Gap: Relationship-building in online classrooms

Kathleen Bartlett
MESH Solutions, LLC, a DSCI Company
Instructor, Brevard Community College and FIT
Orlando, FL 32826
kbartlett@mesh.dsci.com

Denise Nicholson
DSCI C4ISR Systems Solutions Group
12601 Research Parkway
Orlando , FL 32826
dnicholson@dsci.com

Objectives:
During this presentation, participants will

a) Learn to make brief, engaging instructor-led videos to generate a sense of connection between course content and learner state

b) Learn to write quick, supportive, mentoring responses to all student communication opportunities

c) Learn to design, facilitate, and assess collaborative learning activities that engage students and build classroom community

Audience:
This presentation will benefit faculty who teach online courses and who want to cultivate engaging, interactive learning relationships that bridge the gap between students and content for greater student satisfaction, retention, and achievement.

Activities:
This presentation will include the following activities:

d) Discuss, practice, and make 3- to 5-minute welcome video for your course

e) Discuss, practice, and plan ways to maximize interactive communication opportunities (e.g., meaningful comments on discussion boards, in emails)

f) Discuss, practice, and plan facilitated collaborative assignments for your course

Description:
Few students who complete an online class agree that the educational value is equal to that of face-to-face instruction (Taylor et al., 2011). What is missing? We know that student satisfaction is highly correlated to their relationships with instructors (Johnston et al., 2005), and a connection with a faculty member supports student potential for completion (O'Brien, &

Renner, 2002). Instructors who maintain an active role in online courses and whose course design creates a sense of instructor presence increase student motivation and engagement.

Students often report an unengaged or uninvolved instructor as a major reason for dissatisfaction with online courses (Lorenzo, 2012), and online courses that require more student involvement correlate to increased rates of student satisfaction (Johnston et al., 2005). When students feel connected and engaged in online classrooms, they are more likely to feel satisfied, and to succeed in the course. A strong group dynamic, fostered by the instructor, creates a collaborative environment of peer-to-peer and student-to-instructor interactions that build and reinforce relationships. Students are more likely to engage in meaningful classroom dialogue when they are responding to the face of their instructor (and other students) via videos or photos posted in the classroom.

Online, interpersonal learning relationships do not occur as fluidly as in face-to-face environments. Some students seek interactions via email or by Discussion Board behaviors that evoke a response (positive or negative). But the majority of students need more than text-based content (readings, questions, quizzes, tests) to stimulate engagement. They skim readings looking for answers to questions. They memorize vocabulary words for the multiple choice test. These types of comprehension-based, lower-level learning activities are one-directional (teacher/student) and do not build critical thinking skills. This kind of instruction fails to bridge the gap between learner state and course content, and if students cannot make those connections, they grow frustrated and sometimes stop participating all together.

To see if relationship building activities improved the satisfaction and performance of online community college students, I designed and tested three strategies to foster interactions among students and between student and instructor: brief, instructor-made videos; prompt, personalized responses to all student communications, and facilitated classroom collaboration. Results were overwhelming positive, and I will share preliminary data during our discussion. The simple strategies I have employed, and which some of you may have used in your classrooms, too, require minimal investment of time and resources, but result in improved student perception of course, instructor, and classmates, and improved performance and retention. In this presentation, we will discuss and practice these strategies:

1. Face time
Use brief (5-7 min.) instructor-made videos, one per week to welcome students and introduce new concepts.
2. Talk time
Use brief, prompt, personalized responses to student emails and posts to foster relationships.
3. Share time
Use an embedded course blog and other collaborataive assignments with active roles for instructor and students to generate community and engage students in higher order application.

References

Johnston, J., Killion, J., Oomen, J. (2005). Student satisfaction in the virtual classroom. The Internet Journal of Allied Health Sciences and Practice 3.2.

Lorenzo, G. (2012). A research review about online learning: Are students satisfied? Why do some succeed and others fail? What contributes to higher retention rates and positive learning outcomes? Internet Learning 1.1.

O'Brien, B. & Renner, A. (2002). Online student retention: Can it be done? Paper presented at the ED-MEDIA 2002 World Conference on Educational Multimedia, Hypermedia & Telecommunications, Denver, CO.

Taylor, P., Parker, K., Lenhart, A., and Patten, E. (2011). The digital revolution and higher education: College presidents, public differ on value of online learning. Pew Research Social and Demographic Trends.

Acknowledgements

Malcom Knowles's Six Principles of Learning
and How They Motivate Students in the Learning Environment

Stephanie Battis
Wilmington University
320 DuPont Highway
New Castle, DE 19720
stephanie.a.battis@wilmu.edu

Objectives:
At the conclusion of this workshop, attendees will be able to:

1. Identify who Malcolm Knowles is
2. Explain his philosophy of adult learning
3. Provide an explanation of Knowles's six
    principles of learning
4. Utilize Knowles's six principles in exercises
    to understand completely his philosophy

Audience:
The presentation will be beneficial for any faculty member who teaches in either undergraduate or graduate courses and is in need of new and innovative ways to engage and motivate students in participatory learning.

Activities:
This presentation will include the following activities:

1. Assessment and feedback activities designed to help participants to reflect on
    the activity and learning outcome.
2. Activity learning exercised (1) pre-test (2) team building exercise demonstrating team and
    learning collaboration.
3. Open discussion with other participants about Knowles's six principles and how they can be
    used in the classroom

Description:
As an instructor, you should have a basic understanding of how adults learn. Adult learners bring experiences and self-awareness to learning that younger learners do not. To understand adult learning, you should understand learning domains, learning styles, and how and why adults learn.

In addition, educators have determined that most adults, adolescents, and children learn best by experiencing a blend of activities that promote the three learning domains: cognitive, affective and behavioral. It is also important to understand the primary learning styles because we retain 10% of what we see; 30 to 40% of what we see and learn and 90% of what we see, hear and do (Knowles, 1984) see above for citation.

Finally, Malcom Knowles has made six assumptions/principles regarding adult learners and has also suggested how instructors should deal with each of these assumptions.

These topics will be discussed throughout this workshop.

References

Hiemstra, R. & Sisco, B. (1990). Individualizing instruction. San Francisco: Jossey-Bass.

Knowles, M. S., Swanson R. A. & Holton, E. F. III (2005). The adult learner: The definitive classic in adult aducation and human resource development(6th ed). California: Elsevier Science and Technology Books.

McKeachie W. J. (2002). McKeachie's teaching tips: Strategies, research, and theory for college and university teachers (11th ed.) Massachusetts: Houghton Mifflin Company.

Merriam, S. B. & Caffarella, R. S. (1999). Learning in adulthood: A comprehensive guide (2nd. ed.). CAlifornia: John Wiley & Sons, Inc.

Murray, B. (2000). Teaching students how to learn. Monitor Staff. 31(6).

Recognizing and Supporting Diversity in Part-Time Faculty

Laurie Bedford
Walden University
155 Fifth Ave. South, Suite 100
Minneapolis, MN 55401
laurie.bedford@waldenu.edu

Objectives:
During this presentation participants will:
1. Analyze research findings related to part-time faculty's rationale for teaching and professional needs
2. Discuss a framework for valuing diversity among part-time faculty
3. Draft a plan to support part-time faculty
Audience: The audience for this session is administrators of distance learning programs that employ part-time faculty

Activities:
The facilitator will:
1. Present findings related to part-time faculty's rationale for teaching and professional needs
2. Lead a discussion that proposes a framework for valuing diversity among part-time faculty
3. Facilitate participants' drafting of a plan to support part-time faculty

Description:
Part-time faculty constituted a large proportion of instructors in online education programs during the late 1990's and early 2000's as institutions were experiencing an unprecedented growth in that area. Although enrollment, and thus the reliance on part-time instructors, has stabilized in the past few years (Allen & Seaman, 2011), issues related to the use of part-time instructors remain unresolved. While there seems to growing support for the use of part-time instructors in the online setting (Thornton, 2011), discourse about organizations' dependence on part-time faculty remains mostly negative (Bedford, 2009; Street, Maisto, Mervies, & Rodes, 2012). The most salient concerns are the ability of part-time faculty to provide quality education as well as organizations' capacity to support them

Response to the ongoing criticism with regard to the reliance on adjuncts has been mixed. June (2012) has called for ending the use of part-time instructors all together. In contrast, Flaherty (2013) suggests that addressing pay incongruencies, providing professional development, and increasing interactions with students will raise the recognition of adjuncts to the status that they deserve. In other instances, part-time instructors have mobilized to create a discourse that values them as colleagues. They have asked that the unique skills they bring to the organization with regard to diversity, professionalism, prior experience and commitment to student learning be recognized (Street, Maisto, Merves, & Rhodes, 2012; Schmidt, 2011; June, 2012). Bedford (2011) suggests that organizations capitalize on these distinctive characteristics of part-time faculty. This situates them as a heterogeneous group with varied rationale for teaching and diverse professional needs. Armed with this information, organizations can support part-time faculty using methods aligned with what part-time faculty will value and appreciate.

While many perspectives on the part-time instructor situation have been published, little research on how part-time faculty prefer to be supported exists. During this session, presenters will share findings of an exploratory, quantitative study that examined part-time faculty's rationale for teaching as well as their articulated professional needs. Next, the findings of the study will be juxtaposed with best practices for professional development and support for faculty. Finally, those best practices will be developed into a framework that values diversity among part-time faculty. The final outcome of the session will be a draft of a plan to support part-time faculty designed to support them through a variety of mechanisms.

References

Allen, I., & Seaman, J. (2011). Going the distance: Online education in the United States, 2011. Babson Survey Research Group and Quahog Research Group, LLC. Retrieved from http://www.onlinelearningsurvey.com/reports/goingthedistance.pdf

Bedford, L. (2009). The professional adjunct: An emerging trend in online instruction. Online Journal of Distance Learning Administration, 12(3). Retrieved from http://www.westga.edu/~distance/ojdla/fall123/bedford123.html

Flaherty, C. (2013). Making the case for adjuncts. Inside Higher Education. Retrieved from http://www.insidehighered.com/news/2013/01/09/adjunct-leaders-consider-strategies-force-change

June, A. (2012). Adjuncts' working conditions affect student learning, report says. Chronicle of Higher Education, 59(1), 92.

Schmidt, P. (2011). Unions confront the fault lines between adjuncts and full-timers. (Cover story). Chronicle of Higher Education, 58(14), A1-A6.

Street, S., Maisto, M., Merves, E., & Rhodes, G. (2012). Who is Professor "Staff" and how can this person teach so many classes? Center for the Future of Higher Education. Retrieved from http://feaweb.org/_data/files/HIGHER_ED/Who_Is_Professor_Staff_and_How_Can_This_Person_Teach_So_Many_Classes_Report1.pdf

Thornton, E. (2011). Here I'm a 'member,' not an adjunct. Chronicle of Higher Education, 58(17), A25.

The PRISM Competencies of 21st Century Education

Kalani Beyer
Retired
12829 Via Moura
San Diego, CA 92128
ckalani@sbcglobal.net

Suzanne Evans
Pacific Oaks College
55 Eureka
Pasadena, CA 91103
suzevans17@hotmail.com

Objectives:
Upon completion of the workshop, participants will
1. Articulate the PRISM principles in relation to their practice.
2. Engage in interactive activities that can be adapted to any subject matter to increase collaboration, communication, creativity and critical thinking
3. Discuss individual action plans to improve the success of learning in their environments via implementation of PRISM principles.

Audience:
This workshop is directed toward educators in higher education; teacher- educators; educators who are committed to designing and integrating more innovative interactive teaching activities in their classrooms.

Activities:
 In this interactive session, we will first explore the PRISM Principles:
P PRAXIS & Pedagogy,
R RELATONSHIPS (communication),
I INNOVATION (creativity),
S SYNERGY (collaboration), and
M METAMORPHOSIS (critical thinking).
Using these principles, we will collaboratively share ways to transform traditional classroom environments into vibrant learning communities where all students are authentically engaged. Participants will share activities that embody critical thinking, communication, and collaboration and creativity skills. We will explore ways to assess & revise curriculum to develop a culture of learning that emphasizes essential skills necessary for today's learners to excel.

Description:
As educators in higher education, it is imperative that we respond to the needs of an ever changing global society and prepare students towards success in the 21st century global society (Zhao, 2012). As stated by Franklin Delano Roosevelt, "We cannot build the future for our youth, but we can build our youth for the future." Through the process of deeper learning,

students must develop content and 21st century competencies (transferable knowledge and skills) that prepare them to excel in life and work (NRC, 2012).

The PRISM model is the philosophical framework that can help lead us towards meeting the needs of 21st century education. It involves creating a climate of shared learning that collaboratively supports creative inquiry, brainstorming techniques, creating and demonstrating originality, and refining and evaluating ideas (AACTE, 2010). This climate of shared learning must utilize assessments, successes and mistakes, as a guide to practice, while communicating new ideas, demonstrating openness to diverse perspectives, and viewing failure as inevitable are all a part of this process (Jacobs, 2012). Moreover, it must support ongoing learning, reflection and research, while implementing innovations, acting on creative ideas, and contributing to the field and to new learning. Finally, it must promote transformative learning and social justice.

The core PRISM competencies are modeled after the following 4C's of 21st century education: communication, collaboration, creativity, and critical thinking (NEA, 2010). Just as a prism takes light and transforms it into a rainbow of colors, educators should prepare candidates who reflect the needs of all people and are leaders for the global society.   This demands we model these competencies and dispositions for our candidates so they in turn can guide the others. Education is about transformation and we must serve as agents of change, ensuring that all students are prepared to thrive in the 21st century.

<div align="center">References</div>

American Association of Colleges for Teacher Education(AACTE). (2008). Handbook of technological pedagogical content knowledge for educators (tpck). New York: Routledge.

American Association of Colleges for Teacher Education(AACTE). (2010). 21st century knowledge and Skills in educator preparation. White paper. http://www.p21.org/storage/documents/aacte_p21_whitepaper2010.pdf

Jacobs, H. (2012). Curriculum 21: Essential education for a changing world. Alexandria, VA: ASCD

Koppett, K. (2001). Training to imagine: Practical improvisational theatre techniques to enhance creativity, teamwork, leadership, and learning. Stylus Publishing LLC.

National Education Association(NEA). (2010).Preparing 21st century students for a global society: An educator's guide to the "Four Cs" http://www.nea.org/assets/docs/A-Guide-to-Four-Cs.pdf

National Research Council (NRC). (2012). Education for life and work: Developing transferable knowledge and skills in the 21st century. Washington, DC: National Academies Press. http://www.nap.edu.

Zhao, Y. (2012). World Class Learners: Educating Creative and Entrepreneurial Students. San Francisco, CA: Corwin Press.

Show me the evidence!: Searching for Student Thinking in the College Classroom

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

Objectives:
During this presentation, participants will:
a) Partake in thought-provoking discussions on facilitating student thinking,
b) Identify relevant thinking patterns/processes for their courses,
c) Examine student work samples and teacher work products.
d) Investigate practices for facilitating and assessing student thinking,
e) Ponder and plan ways to apply strategies for using the assessment process to explore their students' thinking.

Audience:
This presentation will be valuable for professors who want to increase student thinking in their courses and plan relevant assessments that displays evidence of those pertinent thought processes.

Activities:
This presentation will include the following activities:
A) Metacognitive activities designed to help session participants articulate clear thinking targets;
B) Discussions with other session attendees about practices and applications of thinking with an emphasis on how to facilitate and assess thinking;
C) Analysis of student work samples and teacher work products; and
D) Creation of assessment targets and relevant assessments.

Description:
One goal of college educators is to help students learn. More specifically, professors seek to aid students in learning the content of the college courses for which they are enrolled. Ritchhart, Church, and Morrison (2011) put forth the notion that if educators are to achieve such an aim, they must also have a goal to prioritize facilitating students' thinking because, "learning occurs as a result of our thinking and sense making" (p. 26). These researchers go on to propose that thinking cannot be a "mere add on or something we do if there is time" (p. 26) but must be a key goal in our classrooms. Ritchhart, Church, and Morrison (2011) further claim that we have to make thinking visible to our students if we want to nurture a culture of thinking in our classrooms. This is vital because "what is assessed exerts a strong influence on what learning is valued" (Swaffield, 2008, p. 142).

Other researchers also support such a proposal. Stiggins and Chappus (2012) assert that it is a waste of time to get students to master content just to know it. They advise that an educator should figure out certain ways of reasoning that is relevant to their field of study. This will result in targeting a loftier goal of wanting "students to learn to access their knowledge and

understanding in order to use it to reason, to figure out how things interrelate, to solve certain kinds of problems" (p. 49). If their argument is valid then Stiggins and Chappus are heading in the right direction with their idea that "we must prepare students to be lifelong assessors of the quality of their own reasoning" (p. 51). This raises the question of how do we achieve this goal. To accomplish this objective, educators have to make their students' thinking visible in the classroom. According to Ritchhart, Church, and Morrison (2011) this would require educators to be clear as to what type of thinking is being supported in their classrooms. Then educators have to work hard to make that thinking visible to students. "Documentation of students' thinking serves another important purpose in that it provides a stage from which both teachers and students may observe the learning process, make note of strategies being used, and comment on the developing understanding" page 39 (Ritchhart, Church, & Morrison, 2011)

Since the ultimate goal is learning, educators have to consider what they assess and how to conduct valid assessments that support their goals. Stiggins and Chappus (2012) maintain that a major factor in this process of assessing what students know and understand is to create appropriate tasks and evaluation procedures. Hence, "a well-designed set of assessment tasks available for teachers to use serve several benefits. Such tasks can exemplify for teachers the situations in which skills and understanding are used and so guide them in developing their own embedded assessment tasks" (Swaffield, 2008, p. 144). So if our goal is to facilitate student thinking in our classes then we need students to understand our thinking criteria (Stiggins & Chappuis, 2012). These researchers further proclaim that teachers much understand the patterns associated with the required thinking, if they are to develop relevant assessments that evaluate students' thinking. Accordingly, educators need to have reasoning targets. According to Musial, Niemincn, Thomas, and Burke (2009) valid assessments for thinking should focus on the important ideas and skills that educators wish to assess. Moreover, such targets would "specify thought processes students are to learn to do well within a range of subjects-solve problems, make inferences, draw conclusions, form judgments" (Chappis, Stiggins, Chappuis & Arter, 2012, p. 96). Educators have to be sure to create valid assessments for evaluating the thinking that occurs in their classes. "Being valid means that what is assessed corresponds with the behaviors or learning outcomes that it is intended should be assessed" (Swaffield, 2008, p. 142).

References

Chappis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). Classroom assessment for student learning: Doing it right-Using it well (2nd ed.). Boston: Pearson.

Musial, D., Niemincn, G., Thomas, J., & Burke, K. (2009). Foundations of meaningful educational assessment. NY: McGraw-Hill.

Ritchhart, R., Church, M., & Morrison, K. (2011). Making thinking visible: How to promote engagement, understanding, and independence for all learners. San Francisco: Jossey - Bass.

Stiggins, R. J., & Chappuis, J. (2012). An introduction to student-involved assessment for learning (6th ed.). Boston: Pearson.

Swaffield, S. (Ed.). (2008). Unlocking assessment: Understanding reflection and application. London and New York: Routledge

Collaboration... More than a Conversation

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

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

Objectives:
During this presentation, participants will:
   a. Engage in interactive, learner-centered activities,
   b. Determine how to utilize activities in own courses,
   c. Discuss how to adapt activities to classes of various sizes,
   d. Share ideas used in own courses

Audience:
This interactive teaching session benefits faculty who teach a variety of courses in any discipline. While activities are best suited for smaller classes of approximately 15-20 students, the presenters will facilitate discussion of how to adapt them to larger class sizes.

Activities:
This presentation will include the following activities:
   a. Simulations of several interactive activities, including a variation of "Celebrity" game;
   b. Introduction to protocols and activities used by the National School Reform Faculty;
   c. Discussion of application to various topics and class sizes; and
   d. Reflection of benefits and challenges to incorporating activities.

Description:
Research tells us that individuals learn in a variety of ways. Some experts prefer the term "learning style" to describe "distinctive behaviors which serve as indicators of how a person learns from and adapts to his environment" (Gregorc, 1979, p.234). Felder and Silverman's (Felder, 1996) research identifies five types of learners: sensing/intuitive learners, visual/verbal learners, inductive/deductive learners, active/reflective learners, and sequential/global learners. Others ascribe to the notion of multiple intelligences. Gardner (1983) originally described eight types of intelligences: spatial, linguistic, logical-mathematical, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic. There are a plethora of other ideas, with all agreeing that there is no one set way that all people learn.

One commonality among the research, though, is that all individuals do learn best when they are actively engaged with the material (e.g., Lambright, 2008; Silver & Perini, 2010; Weimer, 2002).

Unfortunately, active learning often translates to conversation between partner learners or among groups of learners. While the benefits of discussion are plentiful, there is merit to considering other activities that provide interaction among learners and the material.

In this interactive teaching session, participants will engage in several activities that promise to build community in the classroom, reach multiple intelligences/ learning styles, and foster deep connections with information. And, perhaps most importantly, they will have fun!

References

Felder, R.M. (1996). Matters of style. ASEE Prism, 6(4), 18-23.

Gregorc, A.F. (1979). Learning/teaching styles: Potent forces behind them. Educational Leadership, 36(4), 234-236.

Gardner, H.E. (1983). Frames of mind: The theory of multiple intelligences. New York: Basic Books.

Harmony Education Center. (2013). National school reform faculty. Retrieved from http://www.nsrfharmony.org/

Lambright, K.T. (2008). Lessons outside of the classroom: Examining the effectiveness of service learning projects at achieving learning objectives. Journal of Public Affairs Education, 14(2), 205-216.

Silver, H.F., & Perini, M.J. (2010). The eight Cs of engagement: How learning styles and instructional design increase student commitment to learning. In R. Marzano (Ed.), On excellence in teaching (pp. 319-342). Bloomington, IN: Solution Tree Press.

Weimer, M. (2002). Learner-centered teaching :Five key changes to practice. San Francisco, CA: Jossey-Bass.

Travel Abroad: Fostering Multicultural Competence,
Group Cohesion and Individual Growth

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

Sarah Stout
Delaware Valley College
700 East Butler Avenue
Doylestown, PA 18901
stouts6265@delval.edu

Objectives:
After attending this presentation, participants will:

a. Understand the distinction between a traveler and a tourist;
b. Define multicultural competence group cohesion and individual growth (appropriate to participants' discipline and student population); and
c. Discuss how to facilitate effective processing of travel experiences.

Audience:
This interactive teaching session benefits faculty who teach a variety of courses in any discipline.

Activities:
This presentation will include the following activities:

a. Engage in interactive activities regarding travel abroad;
b. Listen to perspectives from faculty and students who have engage in travel abroad experiences;
c. Share practical tips regarding preparation of travel abroad and return activities; and
d. Discuss how to adapt travel abroad experiences to individual participants' own academic programs.

Description:
Much has been said about the distinction between tourist versus traveler (e.g., Harbecke, 2008). Essentially, the tourist witnesses experiences from a distance, while the traveler immerses himself in the transformative experience (Fussell, 1980). The question is: How do we facilitate these transformative experiences?

As evident in the literature, there are a multitude of benefits to travel abroad. Most often discussed is the connection to multicultural competence. Research shows that students who travel abroad are able to expand their worldview by interacting with different cultures (Festervand & Tillery, 2001; Zirkel, 2008). Importantly, regardless of the length of the

experience, travel abroad has a significant impact on students' global engagement (Donnelly-Smith, 2009). It aids them in appreciation of diversity and understanding of other cultures (Roy, 1999). Travel abroad also helps create a bond among the students traveling together, as the group shares experiences- both positive and negative (e.g., Christoffersen, 2008); Weaver, 2004). This creation of a shared history promotes feelings of intimacy and helps establish significant interpersonal relationships. Finally, travel abroad provides opportunities for individual growth as daily routines are challenged and students must find ways to cope with unfamiliar settings (Gmelch, 1997).

The emphasis of this workshop will be on the processing of travel abroad experiences. We will utilize common skills taught in counselor education courses that emphasize becoming aware of your biases and values; attempting to understand the world from another's perspective; gaining knowledge of the systems, traditions and values of another culture; and being open to learning and change (Arredondo, Toporek, Brown, Jones, et al., 1996.) Using these key competencies as a guide helps learners process their travel experiences both in the moment, and once they have returned home.

References

Arrendondo, P., Toporek, M.S., Brown, S., Jones, J., Locke, D.C., Sanchez, J., and Stadler, H. (1996). Operationalization of Multicultural Counseling Competencies. AMCD: Alexandria, VA.

Christoffersen, J.E. (2008). Leading a study-abroad group of nursing students in Nicaragua: A First-timer's account. Nursing Forum, 43, 238-246.

Donnelly-Smith, L. (2009). Global learning through short-term study abroad. Peer Review, 12-15.

Festervand, T. A., & Tillery, K. R. (2001, November-December). Short-term study-abroad programs--a professional development tool for international business faculty. (International Perspective). Journal of Education for Business, 77(2), 106+. Retrieved from http://go.galegroup.com.hulk.delval.edu/ps/i.do?id=GALE%7CA83697051&v=2.1&u=delvalco_main&it=r&p=AONE&sw=w

Fussell, P. 1980. Abroad: British Literary Traveling between the Wars. New York: Oxford University Press on Demand.

Gmelch, G. (1997). Crossing cultures: Student travel and personal development. International Journal of Intercultural Relations, 21, 475-490.

Harbecke, F.D. (2008, January 30). The last article on the traveler/tourist distinction you'll ever read. Retrieved from: http://matadornetwork.com/bnt/the-last-article-on-the-travelertourist-distinction-youll-ever-read/

Roy, H.J. (1999). Studying abroad as a form of experiential education. Liberal Education, 85, 36-41.

Weaver, D.B. (2004). Introduction: Special issue on tourism and students. Tourism Review International, 8, 55-56.

Wilson, A.H. (1993). Conversation partners: Helping students gain a global perspective through cross-cultural experiences. Theory into Practice, 32, 21-26.

Zirkel, S. (2008). The influence of multicultural educational practices on student outcomes and intergroup relations. Teachers College Record, 110, 1147-1181.

How to Sync Learning Activities to Our Students' Learning Styles in an Online Course

Lara Carver, PhD, RN, CNE
National University
2850 W. Horizon Ridge Parkway #300
Henderson, NV 89052
lcarver@nu.edu

Catie Chung, PhD, RN, CNE
National University
2850 W. Horizon Ridge Parkway #300
Henderson, NV 89052
cchung@nu.edu

Objectives:
During this presentation, participants will:
1. Describe various learning styles.
2. Determine their personal learning style and reflect on how that impacts their teaching style.
3. Identify learning activities that address different learning styles.
4. Participate in sample learning activities.
5. Discuss resources available for assistance in developing learning activities.

Audience:
This session will be of interest to instructors of all disciplines; especially any instructor who wishes to match student learning styles to learning activities and increase learning in the online environment.

Activities:
This presentation will include the following activities:
(5 mins) Introduction and definition of learning styles: theoretical framework
(5 mins) Discussion of types of preferred learning activities
(10-12 mins) Interactive activity for audience to determine their own learning style
(10-12 mins) Demonstration of online learning activities, with personalized learning activity for the group
(10 mins) Discussion of resources and places to go for help
(5 mins) Questions/Comments

Description:
Online education continues its rapid expansion and serves the needs of many learners. Yet students have been shown to prefer learning material via multiple learning styles, including visual, auditory, reading/writing, and kinesthetic (Lujan & DiCarlo, 2006; Rogers, 2009). Additionally, various types of learning activities have been shown to best meet students' learning needs, regardless of the primary learning style they utilize (Karns, 2006). However, online coursework does not always address the course material in ways that accommodate students with various learning styles. Many online courses utilize discussion boards, and reading or writing assignments, which may be putting the auditory and/or kinesthetic learner at risk. Mestre (2010)

reminds us that effective pedagogies need to be considered when developing learning activities for online courses.

This presentation demonstrates incorporation of innovative learning activities which are designed to address learners with various learning styles in online courses. There are several resources available to assist instructors in the development of these activities. As instructors, it is important to remember we have very diverse classrooms and our learning activities need to address that diversity in a multimodal learning style format.

<div align="center">References</div>

Karns, G. L. (2006). Learning Style Differences in the Perceived Effectiveness of Learning Activities. Journal of Marketing Education, 28(1), 56-63.

Lujan, H. L., & DiCarlo, S. E. (2006). First-year medical students prefer multiple learning styles. Advances in Physiology Education, 30(1-4), 13-16. doi: 10.1152/advan.00045.2005

Mestre, L. S. (2010). Matching Up Learning Styles with Learning Activities: What's Effective? Journal of Library Administration, 50(7/8), 808-829. doi: 10.1080/01930826.2010.488975

Rogers, K. M. A. (2009). A preliminary investigation and analysis of student learning style preferences in further and higher education. Journal of Further & Higher Education, 33(1), 13-21. doi: 10.1080/03098770802638234

Toolboxes, Blindfolds, and Scavenger Hunts:
Facilitating and Processing Experiential Classroom Activities in the College Classroom

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

Activities:
During this presentation, participants will:
1.Participate in dynamic and experiential activities;
2.Consider how to adapt these activities to their classrooms   and courses;
3.Reflect via group discussion and written reflection of our workshop;
4.Be provided a handout with details about how to facilitate and process an activity

NOTE: I would be happy to present/do workshops with a few of the activities in depth, one each per presentation, including handouts on how to facilitate them in the classroom. I could present on the Toolbox alone, for example, and also present on reflection in writing about place, as well as the Trust Walk, or Scavenger Hunt.

Audience:
The ideal audience for this presentation includes instructors who want to learn non-traditional, even (dare I express?) fun approaches to student engagement, classroom community building, and experiential learning.

Description:
I cut my teeth learning group work as a camp counselor, and developed my facilitation skills leading campers onto teams and high ropes courses at that residential summer camp. If a group of middle school students couldn't teach me patience and how to manage group dynamics, nothing would be able to. I stuck with the work and eventually learned to back out of the facilitator spotlight, and empower groups to set goals and reflect on their experiences toward achieving goals that they created for themselves. I used Project Adventure's canonical Adventure Based Counseling (ABC) text, Islands of Healing and the Full Value Contract (FVC). I also used tried and true activities that could be related to various team goals such as improving communication, trust, or leadership.

Even as an inexperienced graduate teaching assistant, I began to connect course curriculum with activities I had learned to facilitate on outdoor adventure courses. I don't want to give too much away, but these activities included The Toolbox, Trust Walks, and Scavenger Hunts. For example, I might require students to 1. consider a course text or reading, 2. leave the classroom and find an object on campus she or he thinks relates to the text or reading in some way, then 3. back in the classroom write about how a specific passage connects with the object and one of the text's characteristics, such as its diction, imagery, or use of sources. As a bit more seasoned Assistant Professor of English, I have adapted my facilitation skills, and now use various

activities in each of my university courses, tailoring them to specific learning goals: critical thinking, literary analysis, or evaluating diverse sources.

If you want to learn about facilitating experiential activities to build classroom community, facilitate written reflection, as well as how to energize group discussions, join me for this presentation!

How does the human brain learn? Is there a difference in learning for the student with an aging mind in contrast to a traditional student? What support can a university provide for an older student? How can professors support older students in their academic path?

Martha Anita Connelly
Fort Worth, TX 76119
alcnlucy@gmail.com

Ellin M Eselin
Florida State College
9911 Old Baymeadows Rd
Jacksonville, Florida 32256
ellin.iselin@fscj.edu

Literature Review:
Dylan Thomas (1951) wrote, "Do not go gentle into that good night, old age should burn and rave at close of day; rage, rage against the dying of the light." As a brain-based researcher, and in a small way, understanding how the brain learns, research into critical learning in the aging mind interests me. Fred Gage at Salk Institutes destroyed the paradigm the aging brain turns in concrete (Peterson & Gage, 1998) and Gage, Toni, and Palmer (February 27, 2002) demonstrated for the first time that newly born brain cells are functional in the adult brain. His finding was that new neurons are continually being constructed all lifelong, and these neurons are just as functional as neighboring neurons. This is where mentoring of especially an aging mind comes in. We know that research shows mentoring of any age supports the academic path of a student (Galbraith, 2003 A, 2003 B). An aging student entering into an almost alien life of higher education will need support. Connelly-Nicholson (2012) showed that most of the aging population 37 students at University of Houston Downtown who answered 10 questions on SurveyMonkey all wanted some form of mentoring. Finally, the brain learns through quantum mechanics. Penrose proposed (1989 and 1994) that connections between neurons are controlled by large-scale quantum and there is an orderly, logical, and aesthetically consistent relation occurring within the microtubules of the cytoskeletons of neurons (Stuart Hameroff, personal interview March 1, 2010).

Summary:
Population trends show that by 2050, there will be 30 million Americans age 85 or older, about as many as there are 65 or more today. We are aging in the United States. A 2050 projection showed that over 44 percent of the United States population will be over fifty years old (United States Census). Fifty to seventy five-year-old students are already at the universities. In Texas, it came as a surprise to some of the twenty nine public universities that of the population of students at the university some were very older. In order to teach the aging mind professors should know a little of how the brain learns and how critical learning fits into that scheme. Professors should also understand that chronological does not mean that a person no longer can critically learn. Diamond (1998) stated, "Our challenge is to learn to keep the brain functioning at an optimum level for a lifetime," she added we need to "change our negative attitudes toward aging for ourselves and for others." Professors might think about mentoring and what mentoring entails in teaching older students. David Eagleman (2010) stated in a personal interview that

enrichment and mentoring is very important to the brain of any age. This will be an eye opening presentation for those presenting and attending; getting professors and universities firmly into 21st Century learning.

Objective:
To help professors understand that there is an influx of older students coming into the universities.

Activites:
During this presentation, participants will:
1) Discuss how we teach.
2) Discuss how students critically learn.
3) Discuss how learning at the university-level impacts older students
4) Discuss what older students need in their academic path.
5) Discuss mentoring for older students.

Audience:
This presentation will be well received by university professors who find a number of older students in their classes. This presentation would also benefit university counselors who find they are seeing older students.

Description:
In Texas in 2011, there were 11, 412 students enrolled at the 29 public universities in Texas aged 50 to 76 years old (D. Parker 2012 personal communication). Come to this session to find out how students 50 years and older can be supported in their academic path in learning. One presenter researches generational difference in the classroom while the other presenter researches the aging brain in higher education and is a brain-based researcher. Most students cannot listen for more than 10 minutes so you will learn how to break up lectures with problem sets for deeper and more critical learning. Come to this session to learn about critical-thinking skills for university students. Critical-thinking skills and ability to ask seminal questions are often misunderstood by students and especially older students who have come from a closed, linear and deterministic public school system. A mentoring system in place could support any student but especially older students. Come to this session, and you will further your understanding on mentoring older students.

References

Caine, G. and Caine R. N. (2006, summer) Meaningful learning and the executive functions of
        the brain, New Directions for Adult and Continuing Education, 110, 53-61.
Connelly-Nicholson, A. (2012). The aging mind and higher education. In Jack A Chambers(Ed).
        Selected Papers from the 23rd International Conference on College Teaching and
        Learning. (pp.65-82). Jacksonville, Florida: Florida State College.
Cook-Sather, A.(2002). Authorizing students' perspectives: toward trust, dialogue, and change in
        education. Educational Researcher, 31(3), 3-14.
Davidson Institute. (2006). Mentorships: A Guidebook. www.DavidsonGifted.org
Dewey, J. (1938). Experience and Education. New York: Touchstone.

Eriksson, P. S., Perfileva, E., Bjork-Eriksson, T. Alborn, A-M,Nordborg, C, Peterson, D A. & Gage, F. H. (1998) Neurogenesis in the adult human hippocampus. Nature Medicine,4(11), 1313 - 1317.

Galbraith, M.W. (2003 A).Celebrating mentoring. Adult Learning 14(1). 2.

Galbraith, M. W. (2003 B). The adult education professor as mentor: A means to enhance teaching and learning. Perspectives: The New York Journal of Adult Learning, 1 (1), 9-20.

Galbraith, M., W. (2003 C).Mentoring toward self-directedness. Adult Learning 14 (4), 9.

Guttman, M. (2001) The aging brain. USC Magazine Spring Cover Story- Caleb Finch.

Jerald, C. D. (2009). Defining a 21st century education Retrieved from http://www.centerforpubliceducation.org/

Gage, F, Toni, N & Palmer, T.D.. (February 27, 2002) Salk Scientists Demonstrate For the First Time That Newly Born Brain Cells Are Functional In the Adult Brain

Johnson, W. B., & Nelson, N. (1999). Mentor-protΘgΘ relationships in graduate training: Some ethical concerns. Ethics and Behavior, 9 (3), 189-21.

Johnson, S. (2006). The neuroscience of the mentor-learner relationship. New Directions for Adult and Continuing Education 110, 63-69.

Parks Daloz, L., A., Keen, C., H., Keen, J.P., & Deloz Parks, S. (1996). Lives of commitment; higher education in the life of the new common. In Deborah DeJure (Ed). Sterling, Virginia: Stylus Pub,

Pearlman, B. (ND). New learning environments for 21st-century skills Retrieved From http://www.bobpearlman.org/Learning21/New%20Learning%20Environments%20for%2021st%20Century%20Skills.PDF

Penrose, R. (1987) Newton, quantum theory and reality. In 300 Years of Gravity S.W. Hawking and W. Israel (eds.) Cambridge University Press.

Scott, P. (1996) The idea of the university in the 21st century a British perspective. In Peter Raggatt, Richard Edwards and Nick Small (Eds). The Learning Society Challenges and Trends. London: Routledge

The National Academy of Sciences (1997). Preparing for the 21st century technology and the nation's future. Retrieved from http://www.nas.edu/21st/technology/

United States Census Bureau. (2010). Numerical growth. Retrieved from http://www.census.gov/prod/1/pop/p23-190/p23190-f.pdf.

United States Department of Labor (2008). Older workers: Are there more older workers in the workplace. Retrieved from http://www.bls.gov/spotlight/2008/older_workers/

Whitehead, A. N. (1949). Aims of education, and other essays. New York: New American Library

Going Deeper: Examining the Development of Reflective Practice Using Poetry

Kathleen Cowin
Oregon State University - Cascades Campus
Bend, OR 97701
kathleen.cowin@osucascades.edu

Objectives:
During this presentation, participants will:
a) Experience the process of using poetry as a focal point in reflective practice,
b) Learn more about what student teachers said about their own experiences using the practice, and
c) Consider how reflective practice with poetry could assist students in many different fields of study in reflecting on their own learning.

Audience:
This presentation will be beneficial for faculty who work with students actively involved in internships where reflection on practice is vital to individual learning, growth and success.

Activities:
This presentation will include the following activities:
a) Participation in the process using a poem to reflect on an experience
b) Through discussion, analyze participants' experiences using poetry in this session with exemplars of student teacher reflections using poetry
c) Through discussion, consider the application of the process of using poetry in the session participants' own fields of study
d) Leave with a list of poetry resources for reflective practice

Description:
After seeing my student teachers arrive for the student teaching seminar discouraged, worried and upset, I wondered how I could change the focus of the seminar course to better meet their needs. In my first year teaching the seminar, I worked with the students to develop their reflective practices, but the process I used was rather formal and technical, focusing on the redesign and analysis of lesson plans they had taught or classroom management scenarios. Unfortunately, this more formal process did not stimulate a great deal of inward, self-reflection and failed to help student teachers address the emotional and affective aspects of their teaching practices and lives. Often this more formal process seemed to lead to the students becoming more negative about their practice and second guessing themselves instead of promoting introspection that resulted in learning or growth. It became paramount for me to find another way to help the student teachers reflect on their practice and experiences, be encouraged, and see all that they were learning about teaching.

My own experiences using poetry in a group process called the "Courage to Lead" gave me insights into a possible new way to conduct the seminar. This process was developed by the Center for Courage and Renewal and comes from the work of Parker Palmer (1998, 2004, 2007). The "courage work," as it is often called, uses poetry, stories, and other wisdom traditions, as a

focus for self-reflection and discussion for educators and other helping professionals to examine their own lives, personal and professional, and to be a source of renewal and sustainability in their work (Center for Courage and Renewal, 2010, Courage to Lead« retreats, personal communications, January 2007 to present; Palmer, 1998, 2004, 2007).

In this session, I will also briefly discuss literature describing and supporting a variety of other practices related to the use of poetry as a means of stimulating reflection and self-discovery and helping students maintain a "reflective spirit" (Akbari, 2007, p.1). Participants will experience the process using a poem and then the session participants will discuss exemplars from the reflections of my students and compare them to their own experiences in the session. After participating in the process, session participants will discuss if and how they might use the process in their own field of study or internship practices. Participants will also leave with a resource list for using poetry in reflective practice.

My student teachers tell me that this practice of reflection with poetry is the best part of their week. Many tell me it is like a "mini vacation" where the beauty of the poetry allows them to put their experiences in perspective, learn and grow, and leave uplifted for the next week of teaching. Come and see if this process is the mini vacation you and your students need to reflect deeply and learn from one's experiences.

References

Akbari, R. (2007). Reflections on reflection: A critical appraisal of reflective practices in L2 teacher education. System, 35, 192-207.doi:10.1016/j.system.2006.12.008

Center for Courage and Renewal Website (2010). Retrieved from http:/www.couragerenewal.org/about

Palmer, P. J. (1998). The courage to teach: Exploring the inner landscape of a teacher's life. San Francisco, CA: Jossey-Bass.

Palmer, P. J. (2004). A hidden wholeness: The journey toward an undivided life. San Francisco, CA: Jossey-Bass.

Palmer, P. J. (2007). The courage to teach: Exploring the inner landscape of a teacher's life (10th anniversary ed.). San Francisco, CA: Jossey-Bass.

Transformation Starts Here - Helping Students by Modeling Transformation

Ed Cunliff
University of Central Oklahoma
CTL 221
Edmond, OK 73034
ecunliff@uco.edu

Jeff King
University of Central Oklahoma
CTL 205
Edmond, OK 73034
jking47@uco.edu

Rachelle Franz
University of Central Oklahoma
CTL 224
Edmond, OK 73034
rfranz@uco.edu

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

   a. identify their own sense of the importance of modeling self-reflection to encourage transformative learning among students
   b. identify the theoretical base for self-reflection in transformative learning
   c. experiment on their own with one or more of the self-reflection tools and/or processes discussed
   d. test one or more processes for prompting self-reflection among students
   e. identify some external factors in the higher education environment that may be sources of challenge which can be moderated through self-reflective practice

Audience:
This session is intended for:
   a. faculty willing to think about their own role as a model of transformation
   b. faculty developers who face the challenge of cultivating faculty in a rapidly changing higher education environment
   c. those interested in transformative learning as theory and practice

Activities:
   a. Welcoming activity designed to raise the energy level regarding self-reflection.
   b. Participants will share their sense of the importance of modeling self-reflection as a means of encouraging students to enter that journey.
   c. Participants will share assumptions related to the faculty role that are being challenged externally as well as through self-reflection.
   d. Tools for self-reflection will be identified.

    e.   We will integrate participants' methods with our own to make all the ideas generated available for use back home.

Takeaways:
    a.   Increased knowledge about how to enhance individual practice of self-reflection.
    b.   Understanding of the value of modeling self-reflection before expecting that students will adopt it as practice.
    c.   Better understanding of the importance of self-reflection, what it "looks like," and "how to do it."

Description:

Self-reflection is a highly valued experience in higher education as well as in other parts of one's personal and professional life. It is a particularly important element in transformative learning as described by Mezirow (2000) and is suggested in the top of Maslow's hierarchy (1971). The concept of self-reflection within transformative learning is critical to the work of the authors from the University of Central Oklahoma where transformative learning has been identified as an umbrella for academic practice.

Transformative learning at UCO has been defined as: a holistic process that places students at the center of their own active and reflective learning experience. It is operationalized through the Central Six: discipline knowledge, leadership, creative and scholarly activity, civic engagement and service learning, health and wellness, and global and cultural competence. Through a blend of these opportunities, determined by the faculty to fit into a given course, students and faculty experience transformative possibilities.

<div align="center">Encouraging Reflective Practice</div>

Two of the authors, Drs. Franz and Cunliff, have been involved in research regarding the definition of transformative learning and its principles, as well as the perceived importance of self-reflection from faculty, staff and students. This qualitative research has found a strong support for the importance of self-reflection. Faculty, students and staff have clearly indicated that those who support and encourage transformative learning and self-reflection must themselves "practice what they preach." The third author, Dr. King, has been highly involved with research related to mindfulness and has presented and conducted workshops in this area. It is the hope of all three of us to continue to stretch our understanding and to spark further interest in others.

Both Parker Palmer and Stephen Brookfield have long supported the value of reflective practice on the part of students. While it is clear that they also support that practice amongst faculty, it is the authors' suggestion that such practice is a must on the part of the faculty. It is an authenticity on the part of the faculty member that is required for the learner to truly benefit for the interaction.

Reflection might be considered a subset of the larger field of contemplative pedagogy (e.g., Shapiro, Brown, & Astin, 2008). Research and practice in this area help faculty include reflection and mindfulness into classroom activity and student experience. Many of our faculty

build student reflection into their course activities, understanding the role reflection plays in helping students become conscious of their changes in perspectives and personal growth. One example: Dr. Christy Vincent uses the STOCK technique " Stop, Take a Breath, Observe, Consider, Keep going (see Larkin-Wong, 2012) " as a way to enable students to, in their own words, "help focus attention on our intention," and then note their progress in class that day. The faculty member participates in this activity along with students and is therefore modeling and practicing self-reflection.

Another approach at UCO is the walking labyrinth (Rudebock & Worden, 2012). While the walk through the labyrinth has been led by Dr. Diane Rudebock for several years now, we have just opened a permanent labyrinth on the west side of our campus. This provides another opportunity for faculty, staff and students to practice aspects of "contemplative pedagogy". The reflection itself may not be shared publicly, but the action is modeled.

As we will practice in this presentation, one instructor uses in-class reflective practice in a course entitled "Transformative Learning". Dr. Cunliff models reflective practice by employing "Think Alouds". Think alouds are moments when a faculty member vocalizes his or her own thoughts, thus allowing students into the thought process. For instance, if a particular experience went well, the faculty member might verbally reflect on what happened, was it really good, what happened that made it good" The faculty can also offer students a "penny for your thoughts" as they engage in a particular activity, encouraging self-reflection.

Another example of modeling reflective practice is one instructor's goal to incorporate reflection into assignments and activities by using Kolb's (1984) Experiential Learning Cycle. Dr. Franz has successfully used this concept for several years. The process begins with WHAT? as students describe what happened or what they experienced. Next, SO WHAT? examines the implications and what it meant to the student on a personal level. Finally, NOW WHAT? contemplates the impact the experience had on the lifelong learning process and everyday life, the connection of the experience to the students' future, and plan to do things differently next time.

Kolb's Experiential Learning Cycle
Reflective Practice for the Practitioner

One of the short-comings the authors have seen in much of the literature regarding self-reflection and transformative learning is that the central theme is on encouraging others (meaning students) to practice self-reflection. It does not address the issue of the faculty member or facilitator as practitioner of self-reflection.

There are many ways to define this issue, but one that appeals to the authors, involved in transformative learning, is that of authenticity. As a concept, authenticity pre-dates transformative learning as it has become to be defined since Mezirow's work in the ?70's. Indeed, it is arguably as old as the ancient Greek philosophers who suggested each of us should "know thyself". The idea of that the unexamined life as not worth living sprung from Socrates and is more recently affirmed by more modern thinkers such as Maslow or Sartre. The concept, as it has emerged, has been neatly defined as having four key components: awareness of ones

thoughts and motives, unbiased processing recognizing one's own positive and negative characteristics, behavior that represents one's true values, and relational orientation that speaks to truth in interpersonal relations (Kernis and Goldman, 2006). To what degree must an educator promoting self-reflection in others be authentic?

How important is it for faculty to self-reflect, how might they model this behavior, what are the different ways in which they themselves practice, and what are the goals (if any) of the reflective process? These are some of the questions that the authors hope will guide the interaction at the ISETL 2013 Conference session.

We look forward to sharing some lessons learned and other takeaway processes and resources in this session.

References

Kernis, M.H. & Goldman, B.M. (2006). A multicomponent conceptualization of authenticity: Theory and research. In M.P.Zanna (Ed.) Advances in experimental social psychology. (Vol. 38, pp. 283-357). San Diego: Academic Press.
Kolb, D.A. (1984). Experiential learning: Experience as the source of learning and development. Englewood Cliffs, NJ: Prentice Hall.
Larkin-Wong, K. (2012). A newbie's impression: One student's mindfulness lessons. Journal of Legal Education, 61(4), 665-673. Available:
http://www.swlaw.edu/pdfs/jle/jle614larkinwong.pdf
Maslow, A. (1971). The farther reaches of human nature. New York: Viking Press.
Mezirow, J., & Associates. (2000). Learning as transformation. San Francisco: Jossey-Bass.
Rudebock, C. D., & Worden, S. (2012). The labyrinth: A path for reflection and transformative learning. Available: http://www.uco.edu/academic-affairs/cettl/cettl-files/ucos-labyrinth.pdf
Shapiro, S. L., Brown, K. W., & Astin, J. A. (2008). Toward the integration of meditation into higher education: A review of research. Northampton, MA: Center for Contemplative Mind in Society. Available:
http://www.contemplativemind.org/programs/academic/MedandHigherEd.pdf

Realizing Dale's Active Learning Outcomes:
Allowing Students, Not the Expert, to Define Leadership

Beverly Davis
Purdue University
5500 State Road 38 East
Lafayette, IN 47905-9405
bevjd@purdue.edu

Michele Summers
Purdue University
5500 State Road 38 East
Lafayette, IN 47905-9405
msummers@purdue.edu

Session Purpose:
  a. To explore the interactive classroom in teaching leadership
  b. To discuss the impact on leadership studies when studying the everyday leader
  c. To have participants engage in actual student survey and discuss learning outcomes
  d. To evaluate final student recommendations from project
  e. To consider potential application of student project in teaching any course or discipline

Introduction:
If one were to enter "America's Best Leaders" into any search engine, numerous lists will appear listing contemporary governmental, business, and media leaders. Experts create lists of popular leaders regularly in a quest to define successful leadership. While these lists are worth our attention when teaching a university course on leadership, leadership studies could go much further in evaluating leadership effectiveness. Seldom are students offered the opportunity to explore the follower's perspective on leadership. In a foundational leadership course at Purdue University, students are assigned to do just that.

The purpose of this conference session will be to share leadership studies projects from a course entitled Applied Leadership. This course is a 200 level course in the Organizational Leadership Program in the College of Technology. This course, taught at an off-campus location, consists of mostly non-traditional working adults taking courses to improve their careers. Traditional students also benefit from the class discussions and learning outcomes. As working adults, students often apply course learning outcomes directly in their respective workplaces. As adult learners, this type of activity is the most effective adult learner teaching technique.
According to Edgar Dale's research and the Cone of Learning, the least effective method of teaching involves learning from information presented verbally such as listening to spoken words through lecture. (see diagram below). The most effective methods at the bottom of the pyramid involves direct, purposeful learning experiences that simulates "doing the real thing," and represents reality or the closest things to real, every-day life. Dale's Cone of Learning is a model that incorporates several theories related to instructional design and learning processes. Dale theorized that learners retain more information by what they "do" as opposed to what is "heard",

"read" or "observed." This theory on learning has often been referred to as experiential learning and action learning.

In addition, Knowles (1980) distinguished adult education as an "emerging study" which facilitates the development and implementation of learning activities for adults. This emerging area of study was based on six andragogical assumptions of the adult learner:
1. Need to Know: Adults need to know the reason for learning.
2. Experience: Adults draw upon their experiences to aid their learning.
3. Self-Concept: Adult needs to be responsible for their decisions on education, involvement in planning and evaluation of their instruction.
4. Readiness: The learning readiness of adults is closely related to the assumption of new social roles.
5. Orientation: As a person learns new knowledge, he or she wants to apply it immediately in problem solving.
6. Motivation (Later added): As a person matures, he or she receives their motivation to learn from

At the beginning of the course, students, as a class, create a list of traits/characteristics that wish to utilize while evaluating effective leadership. Typical lists include: Communicator, motivator, etc. This class differs from the typical leadership studies course at this point. Using the student created leadership trait/characteristic list, the class of students create a survey. Just as the leadership trait/characteristic lists vary for each class, each class creates their own survey. This is a non-scientific leadership survey consisting of ten questions destined to be completed by the average line worker, service worker, etc. Each student must have 25 completed surveys for their final project.

The final project is a final leadership guidebook. The survey results are shared during a final class session. The most important portion of this final assignment is the "final recommendation" for leaders. The final class is an opportunity for the class to share their results with the class and for each student to share his/her final recommendations for leaders. Many working adults have commented that this is one of the most meaningful projects of their school career as it shares the working person's or everyday perspective on leadership.

Audience:
This workshop would be of interest to instructors of all disciplines. Any instructor who wishes to incorporate new techniques to the class experience will enjoy this session.
Workshop Format765-637-5380

This interactive workshop is designed to allow participants to discuss the topic of active learning and the adult learners. Attendees will also experience and learn how to use this information when teaching any topic or discipline in the classroom. Presenters will share student projects and share experiences and recommendations for successful implementation.
   a. 10 minutes: Introduce presenters and topic. Participants complete leadership survey
   b. 15 minutes: Presenters share information on class, learning theories and adult learners
   c. 15 minutes: Presenters will share student projects from classroom and discuss participant survey responses

     d.   10 minutes: Small groups will discuss how this technique could be utilized in participants' own disciplines

     e.   5 minutes: Presenters conclude and summarize team discussions.

References

Dale, Edgar. Audio-Visual Methods in Teaching. 3rd Ed., Holt, Rinehart & Winston. New York, NY, 1969.

Knowles, M. (1975). Self-Directed Learning. Chicago: Follet.

Knowles, M. (1984). The Adult Learner: A Neglected Species (3rd Ed.). Houston: Gulf Publishing.

Knowles, M. (1984). Andragogy in Action. San Francisco: Jossey-Bass

Digital natives as pre-service and early-career teachers:
How age and experience influences teachers' technology use

Joshua DeSantis
York College of Pennsylvania
107 Appell Hall
York, PA 17403-3651
jdesant1@ycp.edu

Description:
Prensky (2001) posited that digital immigrants (born before 1980) were inferior technology users than digital natives (born after 1980). More than a decade later, the digital immigrants described by Prensky are today's pre-service and early-career teachers. The purpose of this study was to test Prensky's hypothesis. The findings of this study have important implications for higher, basic, and pre-service teacher education. Learning the nature of how teachers integrate technology in their instruction at varying points in their career is an essential first step in helping teachers learn to integrate emerging technologies in their instruction. If Prensky's argument is correct, and "the single biggest problem facing education today is that our Digital Immigrant instructors, who speak an outdated language (that of the pre-digital age), are struggling" (Prensky, 2005, p. 98), then educational technologists would be best served by directing their efforts toward assisting pre-digital revolution educators from imposing their outdated pedagogies upon students that have been conditioned to learn from other methods. If Prensky's opponents are correct, and it is time to "move beyond the 'digital natives' debate as it currently stands, and towards a more sophisticated, rational debate" (Bennett & Maton, 2010, p. 329), then education technologists could evolve the prevailing explanation of teachers' technology integration to a more nuanced description that accounts for teachers' relationships to technology throughout their careers.

This study employed a quantitative design. A survey instrument, originally developed by Lei (2009) and modified to represent evolutions in specific technologies, was sent to 1149 teacher education students at Indiana University of Pennsylvania and York College of Pennsylvania. 849 of the invitees were undergraduates, 115 of the invitees were enrolled in Master's Degree programs, and 185 were enrolled in Doctoral Programs. Of the invitees, 232 completed the survey, a 20.1% response rate.

The survey items were organized and analyzed to reveal answers to three research questions 1) How are pre-service, early-career, mid-career, and late-career teachers using technology? 2) Are younger teachers or pre-service teachers more proficient in their use of technology for classroom purposes than older teachers? and 3) What effect does the number of higher education courses taken have on teachers' technology proficiency?

Descriptive data were employed to address question one: How are pre-service, early-career, mid-career, and late-career teachers using technology? This data indicates the following 1) pre-service teachers are the most active social media users, at 3.5 hours per week; followed by late-career teachers, at 2.6 hours per week. Early-career teachers use Social media the least, at 2.33 hours per week 2) Late-career teachers are the most active users of productivity software and

cloud-based resources, at 4.8 hours per week. Pre-service teacher use social media the least, at 3.5 Hours per week. 3) Late-career teachers spend the most time using web-based resources to improve their teaching, at 4.1 hours per week. Early-career teachers use web-based resources the least, at 2.7 hours per week.

Inferential statistics were used to address research question two: Are younger teachers or pre-service teachers more proficient in their use of technology for classroom purposes than older teachers? The researcher employed a t-test to evaluate the relationship between technology proficiency and the experience of study participants. The null hypothesis for this t-test was that there was no difference in the technology proficiency of early and late-career teachers. The p value identified in the t-test was 0.59. The researcher failed to reject the null-hypothesis that there was no difference in the technology proficiency of early and late-career teachers.

Inferential statistics were also used to address research question three: What effect does the number of higher education courses taken have on teachers' technology proficiency? The researcher employed a t-test to evaluate the relationship between technology proficiency and the gender of study participants. The null hypothesis for this t-test was that there was no difference in the technology proficiency teachers who took 0-1 education technology courses and teachers who took 3 or mire higher education courses. The p value identified in the t-test was 0.06. The researcher failed to reject the null-hypothesis that there was no difference in the technology proficiency of early and late-career teachers at the p ? 0.05 significance level, however, the researcher rejected the null-hypothesis at the p ? 0.10 significance level.

These results reinforce existing literature that identifies differences in how digital natives and digital immigrants use technology (Berk, 2010; Junco & Mastrodicasa, 2007), however, some of those differences run contrary to those predicted by Prensky (2001). The results also Challenge assumptions that generational differences in technology use necessarily translate into more sophisticated integration of technology during digital natives' professional activity (Palfrey & Gasser, 2010) and Invite a more nuanced (and accurate) description of how pre-service, early-career, mid-career, and late-career teachers use technology to assist them in integrating emerging technologies in their instruction (Bennett, & Maton, 2010).

References

Bennett, S. & Maton, K. (2010). Beyond the 'digital natives' debate: Towards a more nuanced understanding of students' technology experiences. Journal of Computer Assisted Learning, 25(4), 321-331.

Berk, R. A. (2010). How do you leverage the latest technologies, including Web 2.0 tools, in your classroom? International Journal of Technology in Teaching and Learning, 6(1), 1-13.

Lei, J. (2009). Digital natives as preservice teachers: What technology preparation is needed? Journal of Computing in Teacher Education, 25(3), 87-97.

Junco, R., & Mastrodicasa, J. (2007). Connecting to the net.generation: What higher education professionals need to know about today's students. Washington, DC: Student Affairs Administrators in Higher Education (NASPA).

Palfrey, J., & Gasser, U. (2010). Born digital: Understanding the first generation of digital natives. New York, NY: Basic Books.

Prensky, M. (2001). Digital natives, digital immigrants. On the Horizon, 9(5), 1-6.

Prensky, M. (2005). Computer games and learning: digital game-based learning. In J. Raessens & J. Goldstein (Eds.), Handbook of computer game studies. Cambridge: MIT Press.

Guiding students towards understanding research:
Partnerships between faculty and librarians

Mark Dibble
Texas Lutheran University
1000 W. Court St.
Seguin, Texas 78155
mdibble@tlu.edu

Amelia Koford
Texas Lutheran University
1000 W. Court St.
Seguin, Texas 78155
akoford@tlu.edu

Objectives:
Explore the idea of teaching research
Look at ways faculty and librarians can work together

Audience:
This presentation will be helpful to anyone who has struggled with getting their students to understand not only the need for conducting research, but the process and language of research itself.

Activities:
Participants will be asked to reflect on the way they talk about research in their classes. Participants will look at the research process itself working through parts of a research problem. Participants we explore the role they play in teaching research to their students.

Description:
Many of our students spend lots of time searching for information. Students are familiar with exploring the web for finding basic information. Because students are familiar with this, they, and many of us as well, think they know how to do research and that they understand the purpose of research. Unfortunately, this is not the case. Students still need to be taught the ins and outs of academic research and how it differs from every day searching.

There are a variety of ways to teach students how to do research. One of the most successful ways is to create a partnership between faculty and librarians. Faculty and librarians each bring special skills to the table for teaching students research. True collaboration involves not only recognizing what those skills are, but how each can be utilized to best teach students research skills.

This presentation will focus on several successful partnerships between faculty and librarians, looking at the roles the various parties played, what made the collaboration successful, and how the partnerships were formed. We will also focus on activities faculty can assign to help students understand how to do research, focusing on how to guide students through the research process.

References

Birmingham, E., Chinwongs, L., Flaspohler, M. R., Hearn, C., Kvanvig, D., Portmann, R. (2008). First-Year Writing Teachers, Perceptions of Students' Information Literacy Competencies, and a Call for a Collaborative Approach. Communications in Information Literacy, 2 (1), 6-24.

Bowles-Terry, M., Erin D., & Holliday, W. (2010). "Writing Information Literacy" Revisited: Application of Theory to Practice in the Classroom. Reference & User Services Quarterly, 49 (3), 225-230.

Gaspar, D. B. & Wetzel, K. A. (2009). A Case Study in Collaboration: Assessing Academic Librarian/Faculty Partnerships. College & Research Libraries, 70(6), 578-590.

Lindstrom, J., & Shonrock, D. D. (2006). Faculty-Librarian Collaboration to Achieve Integration of Information Literacy. Reference & User Services Quarterly, 46(1), 18-23

Kenedy, R., & Monty, V. (2011). Faculty-Librarian Collaboration and the Development of Critical Skills through Dynamic Purposeful Learning. Libri: International Journal of Libraries & Information Services, 61(2), 116-124.

Pelikan, Michael (2004). Problem-Based Learning in the Library: Evolving a Realistic Approach. portal: Libraries and the Academy 4 (4), 509-520.

Watson, E. M. (2010). Taking the Mountain to Mohammed: The Effect of Librarian Visits to Faculty Members on their Use of the Library. New Review of Academic Librarianship, 16(2), 145-159.

Wijayasundara, N. (2008). Faculty-Library Collaboration: A Model for University of Colombo. International Information & Library Review, 40(3), 188-198

Designing Online Courses with a 21st Century Framework

Patricia Dickenson
National University
3031 Tisch Way
San Jose, California 95128
pdickenson@nu.edu

Objectives:
The focus of this presentation will explore the following questions:
1. What can online instructors do to better prepare students for 21 Century Citizenship?
2. How can instructors evaluate students' performance of the Four C's in an online learning platform?
3. How can online instructors infuse critical thinking, collaboration, communication, and creativity in an online learning platform?
4. What can instructors do to improve their students' performance of the Four C's?

Audience:
This session is targeted for online course designers, and online instructors.

Activities:
The activities for this session include: designing group work, creating questions and discussion boards for online discussions, creating assignments that meet course learning objectives and assessing online activities. Exploring Web 2.0 technology to facilitate online course learning objectives.

Description:
Critical thinking and problem solving can be explored through effective questioning during discussion boards as well as providing case studies to allow students to think critically, compare evidence and make decisions. This session will examine examples of what critical thinking content would look like in online academic classrooms.

Communication skills are especially critical in a global economy and as technology continues to evolve the way in which we "communicate" has been transformed as well. Communication and collaboration shills can be emphasized in numerous ways with an online learning platform. The way in which we communicate online will be demonstrate through Web 2.0 tools as well as group tasks and activities.

Collaboration is essential for online learners, however with students spanning across states this can be difficult for an online instructor to facilitate. Group work can be an effective means for online learners to collaborate however without an effective structure this process can become complex and cumbersome to an online learner. This session will examine best practices for online collaboration.

Creativity is an essential skill for 21 Century learners and it is vital for instructors to understand that this process is part of al long-term cyclical process of small successes and frequent mistakes.

Knowing how to assess students in their creativity can be challenging but essential to build a mindset of lifelong learning.

Just as the role of classroom teachers must shift to help students achieve proficiency in 21st century skills, so must the role of the teacher educator. Academic educators traditionally focus on their area of discipline rather than the learning environment in which their course takes place. However with more than one third of all higher education students taking at least one course online (Allen & Seaman, 2011) and dropout rates for online learning courses 10-20% higher than traditional courses, (Carr, 2000; Frankola, 2001) it is vital for online educators to implement best practices for online learning. The traditional face-to-face learning environment lends itself to interaction between peer-to-peer and teacher-to-student. However online learning can be a static instructor led discussion, which is not particularly supportive of student engagement (Adams, 2007). The role of academic educators in an online learning environment requires instructors to step outside their role as content expert, and design a virtual learning community in which interaction is seamless and tasks promote student engagement in a virtual environment.

Web based applications are currently used in different contexts for peer collaboration, online socialization, and engaging in meaningful exchanges. In the online course these tools can be essential for building on students' prior knowledge, enhancing curriculum, facilitating discussion and organizing and managing course content. Unlike traditional course content systems, web based applications are accessible on mobile devices and adaptable. These tools are student-centered and allows for collaboration regardless of the time or place.

Student engagement has been linked to academic achievement, school retention and student resiliency (Fredericks, et al., 2004). Understanding the role of student engagement in the school and classroom environment may clarify why school failure among Online Learners is higher than traditional classroom. Three types of engagement were identified by Frederics (2004) to encompass school and classroom engagement. Behavioral engagement involves participation in academic and social activities. Emotional engagement includes positive and negative reactions to people and activities at school and cognitive engagement involves reflective thinking as well as students' effort to grasp complex ideas and skills. In summary engagement is an important predictor of student success.

The classroom in which this case study took place includes a hybrid, traditional and online learning environment. Teachers were pursuing a California Teaching credential and master's degree. The instructor has over ten years of teaching experience in the K-12 setting and has taught in higher education for over four years. Her experience in higher education is in the traditional and online learning environment and at both public and private universities. Web 2.0 tools were utilized to manage course content via a course website, present course materials, assess student learning and promote student collaboration. Student were given the option of using Web 2.0 tools for course assignments. For example, rather than write a paper on the school environment they were observing, students could use a web tool to share pictures and video clips and record their reflection within their presentation. This created more dynamic and interactive presentations which students were able to share with their colleagues with a web url as opposed to a paper.

As a result of finding that some students were hesitant to use web 2.0 tools the instructor made several changes. For face-to-face classes during class meetings the instructor would explicitly model how to use the tool while delivering course content and then give a follow up activity in which students were able to apply the tool in the context of the topic. In online classes the instructor created a screen capture video which allowed her to record her voice and desktop as she demonstrated how to use the online tool. This would then be shared in the course webpage. The instructor would also pair students with greater technical expertise with less proficient ones. She would use mid-course feedback via online survey to assess students understanding, engagement and value of web tools. The instructor incorporated formal assessment such as Blogging, Voicethread responses and video recordings to determine if students had achieved mastery of subject matter. Students were also encouraged to self reflect on their learning through an online Blog.

A pre and post survey on students' knowledge of Web tools and their engagement on course content was administered. Results showed that students felt more comfortable incorporating technology in their classroom, were more interested in learning the course content, and were more likely to use web tools during instruction.

Findings will share best practices for using Web 2.0 tools in both an online and face-to-face learning environment as well as address the guided questions related to students' engagement.

References

Allen, I.E., & Seaman, J. (2011). Going the Distance Online Education in the United States, Babson Survey Research Group.

Carr, S. (2000, February 11). As distance education comes of age, the challenge is keeping the students. Chronicle of Higher Education, A39. Retrieved from http://chronicle.com/free/v46/i23/23a00101.htm

Fredericks, J., (2004). School engagement: Potential of the concept, state of the evidence. Review of Educational Research, 74(1), 59-109.

Exploring Effective Strategies and Learning Outcomes for Interdisciplinary Studies: A Case Study of a Research-based Approach to Interdisciplinary Undergraduate Education

Yue Ding
Emory University
400 Dowman Drive, N201 Math & Science Center,
Atlanta, GA 30322
yding7@emory.edu

Celeste N. Lee
Emory University
1555 Dickey Drive,
Atlanta, GA 30322
celestenlee@gmail.com

Objectives:
This presentation will demonstrate the structural framework of ORDER classes taught by five collaborative graduate students from different disciplines, including course structure, interdisciplinary curriculum, class dynamics, and final products. Then it will focus on specific efforts and characteristics that promote and facilitate learning for both the undergraduate students and graduate teacher-scholars, based on the teaching outcomes including data from student survey and course evaluations. At the conclusion of the presentation, the audience will be able to explain the structural framework for an effective interdisciplinary program (i.e., ORDER), list key strategies for developing interdisciplinary curriculum, and concretely discuss the impact of interdisciplinary education on students', both undergraduate and graduate, learning experiences. We hope that our findings will provide the audience with possible guidelines for applying effective teaching and curriculum design strategies innovate their own classes and departments, interdisciplinary or not.

Audience:
This presentation is intended for faculty, administrators, course developers, and general ISETL participants who may be interested in improving and innovating interdisciplinary research and collaborative active learning in higher education.

Activities:
After a brief description of the ORDER program and our research design, we will engage the audience in a discussion of the factors that they believe contribute most to building an effective class framework in interdisciplinary courses. We will use the discussion to help structure how we present the data of the effective strategies that emerged from the ORDER program. Next we will lead the audience in a demonstration/ role-play of one the effective hands-on interdisciplinary activities. Lastly we will present our data on undergraduate and graduate student learning outcomes - our presentation content will be multi-media (charts, graphs, info graphics, and students' voices). Finally, we will survey the audience to address their own experiences for possible guidelines and limitations on implementing teaching innovations for interdisciplinary, collaborative, and active learning.

Summary:
Multiple studies have argued the benefits and necessity for interdisciplinary curriculum in higher education (e.g. Newell & Green, 1982; Hursh, Hass, & Moore, 1983; Newell, 1990; Davis, 1995; Stark & Lattuca, 1997; Ratcliff, Johnson, & Gaff, 2004). Proponents of interdisciplinary studies contend to interdisciplinary curriculum is key to developing a number of intellectual skills. These include skills in problem solving - critical thinking, evaluation, synthesis, and integration. In addition, interdisciplinary courses are believed to develop the ability to see and employ multiple perspectives; to encourage tolerance and respect for the perspectives of others; to increase their willingness and capacity to question assumptions about the world and about themselves; and to promote the ability to think in creative and innovative ways; and to create sensitivity to disciplinary and other biases. The empirical evidence on the impact of interdisciplinary studies is, however, sparse. Few studies have systematically assessed the impact of interdisciplinary studies on students' learning and overall educational experience (Lattuca, Voigt, & Fath, 2004). Existing research that does address the effects of interdisciplinary curricula tends to focus on isolated, single learning stages of the students or only covered a small range of specific disciplines (Newell, 1992; Lattuca, Voigt, & Fath, 2004). Likewise, current research is heavily concentrated on undergraduate education; thus, we know very little about the impact of interdisciplinary studies on graduate education or possible connections between undergraduate interdisciplinary curricula and graduate student research and teacher training. Lastly, research on interdisciplinary studies often presents pedagogical techniques that are unspecified, unclear or too unique to be replicated and adopted in teaching innovations for broader practice. This project addresses the gaps in interdisciplinary studies literature by exploring the pedagogical strategies and student outcomes in a case study of an interdisciplinary program entitled ORDER (On Recent Discoveries of Emory Researchers).

Founded in 2002, the ORDER Program at Emory University, in Atlanta GA was developed to effectively bridge the gap between multidisciplinary graduate research and undergraduate general education. With initial funding from the Howard Hughes Medical Institute, Emory College, and the Emory School of Medicine, the program is designed to help students "develop critical thinking skills and facilitate understanding of science" (Sales et al, 2006). Originally designed for teaching science-majored interdisciplinary research to freshman students only (Sales et al, 2006), the program is now designed to teach interdisciplinary research from a variety of fields in the humanities, social sciences, and natural sciences. Additionally, the program currently sponsors the same course for two semesters within the academic year; the course is offered as a freshmen seminar in the fall and as a senior seminar in the spring. Five chosen graduate students or postdocs ("Teacher-Scholars"), from disciplines across the university, collaborate to create a curriculum that introduce their own research topics and projects to the undergraduate students while also addressing the fundamentals of conducting research. Using each teacher-scholar's own research approaches and personal experiences as examples, the students are required to follow their interest and conduct their own research projects. Each student is assigned a Teacher-Scholar, either in groups (freshmen) or individuals (seniors), who serves as their mentor throughout the semester. Teacher-scholars help guide the students' individual research projects and also serve as resource for navigating the university (freshman) or life after college (seniors). The experience provides an opportunity for close mentoring/teaching/collaborating relationships to develop between undergraduates and Teacher-

scholars as well as among undergraduate students. The course culminates with students presenting their semester long research project in the form of writing a group research paper (freshmen) or a research/ grant proposal (seniors). Additionally, students are required to give a creative oral presentation on their respective research projects.

Using the ORDER Program of as our unit of analysis, we conducted a yearlong case study of one course taught during the 2012-2013 academic year. The project is driven by two main research questions: 1) What are effective strategies for creating and implementing interdisciplinary curriculum? 2) How are students' learning experiences - both undergraduate and graduate - impacted by interdisciplinary studies? To answer these questions, we rely on data from 1) students grades and learning assessments (i.e., tests, quizzes, writing assignments, final projects, etc.), 2) student mid-term evaluations, suggestions, and comments for the course, 3) student self- and peer-evaluations, 4) Teacher-Scholars' reflections, 5) student end of term evaluations, suggestions, and comments for the course; and 6) official University course evaluation scores.

Preliminary results from content analyses of student mid-term and end of term evaluations suggest that students more favorably respond to interdisciplinary approaches that present a concrete common theme, topic, or question from a variety of perspectives/ disciplines rather focusing on the abstract or philosophical connections between disciplines. Additionally, students report "learning the most" from hands-on activities and real-world application of interdisciplinary perspectives. These preliminary results support previous findings on interdisciplinary studies (See Newell & Green, 1982; Davis, 1995). Qualitative (student self and peer evaluations) and quantitative (University course evaluations) data suggest that undergraduates believe that the course enhanced their critical thinking, analysis, application, and synthesis skills. Proponents of interdisciplinary studies argues that increased analytical and synthesis skills are key benefits of interdisciplinary education (Newell & Green, 1982; Newell, 1990; Davis, 1995; Stark & Lattuca, 1997; Ratcliff, Johnson, & Gaff, 2004). Similarly, students' comments suggest that the overall structural framework of the course fostered a collaborative environment that encouraged creativity, open-mindedness, and critical thinking. Finally, reflections from Teacher-Scholars reveal that the experience was, by and large, positive for graduate students. The Teacher-scholars report greater levels of comfort with teaching in general and presenting their own research in particular. They also mentioned a great appreciation for an opportunity to mentor and/or establish meaningful relationships with undergraduate students.

Based on our preliminary findings, we argue that the design and implementation of the ORDER program proves to be an effective mechanism in both teaching and learning innovation within interdisciplinary studies (and single discipline course). We attribute the success of the program to new structural connections in knowledge drawn from not only content provided by the teacher-scholars but more by the students' own experiences; open discussion enhanced by the disciplinary and educational diversity in both the students and the teacher-scholars; the close connection among group members and personal mentor/mentee relationships, and the motivation induced by first-hand research experiences from the students themselves.

Future analysis will continue to explore effective strategies for interdisciplinary studies, and the impact of interdisciplinary curricula on student learning experiences. Specifically, we will use

Bloom's (1956; 1984) six taxonomy of educational outcomes to analyze students' learning outcomes and to make comparisons between freshman and senior level learners.

Our ISETL presentation addresses the two main questions of our research project, that is, within the context of the ORDER program, what are effective strategies for creating and implementing interdisciplinary curriculum? And how are students' learning experiences - both undergraduate and graduate - impacted by interdisciplinary studies? We will begin the presentation by describing our research design. Next we will outline the three most effective pedagogical strategies. Lastly we will discuss our data on students' learning outcomes and overall educational experience in the course.

References

Bloom, B. S. (1956/1984). Taxonomy of educational objectives: Handbook 1: Cognitive domain. New York: Longman.

Davis, J. R. (1995). Interdisciplinary courses and team teaching: New arrangements for learning. Phoenix: Oryx Press.

Hursh, B., Haas, P., & Moore, M. (1983). An interdisciplinary model to implement general education. Journal of Higher Education, 54 (1), 42-49.

Lattuca, L. R. (2001). Creating interdisciplinarity: Interdisciplinary research and teaching among college and university faculty. Nashville, TN: Vanderbilt University Press.

Lattuca, L. R., Voigt, L. J., & Fath, K. Q. (2004). Does interdisciplinarity promote learning? Theoretical support and researchable questions. Review of Higher Education, 28 (1), 23-48.

Newell, W. H., & Green, W. J. (1982). Defining and teaching interdisciplinary studies. Improving College and University Teaching, 30(1), 23-30.

Newell, W. H. (1990). Interdisciplinary curriculum development. Issues in Integrative Studies, 8, 69-86.

Newell, W. H. (1992). Academic disciplines and undergraduate education: Lessons from the School of Interdisciplinary Studies at Miami University, Ohio. European Journal of Education, 27(3), 211-221.

Sales, J. et al. (2006). Bridging the gap: a research-based approach for teaching interdisciplinary science to undergraduate freshman students. Journal of College Science Teaching, 35(6), 36-41.

Stark, J. S., & Lattuca, L. R. (1997). Shaping the college curriculum: Academic plans in action. Boston: Allyn and Bacon.

Ratcliff, J. L., Johnson, K., & Gaff , J. G. (Eds.). (2004). Changing general education curriculum. San Francisco: Jossey-Bass.

Enhancing Faculty Performance through Coaching:
The Walden University Coaching Model

Lyda Downs
Walden University
155 Fifth Ave. South, Suite 100
Minneapolis, MN 55401
lyda.downs@waldenu.edu

Melissa McDowell
Walden University
155 Fifth Ave. South, Suite 100
Minneapolis, MN 55401
Melissa.McDowell@waldenu.edu

Laurie Bedford
Walden University
155 Fifth Ave. South, Suite 100
Minneapolis, MN 55401
laurie.bedford@waldenu.edu

Objectives:
During this presentation participants will:
    a. Discuss coaching as a professional development activity
    b. Discover effective coaching techniques for higher education online instructors
    c. Determine how coaching can meet the professional development needs of faculty

Audience:
This presentation will be beneficial for College Leadership, Centers for Teaching and Learning, and staff who support faculty with professional development opportunities.

Activities:
This presentation will include the following activities:
1. Lead a discussion to identify prior knowledge and understanding of faculty coaching
2. Present background on coaching as a professional development activity
3. Introduce the Walden coaching model to participation
4. Facilitation of small group activity to identify best practices for coaching that can be incorporated into the participants' home university professional development offerings

Description:
Coaching is a relatively new process in professional development; however coaching has deep theoretical roots that have been around for over a century and can be observed in the works of Alfred Adler and Carl Jung. Coaching provides a collaborative, less intimidating approach to improving performance; effective coaching can guide a faculty member from below average performance today to above average performance tomorrow. Not only does coaching provide a collaborative partnership, according to Passmore and Rehman (2012) coaching provides an

enhanced relationship thus encouraging the participants to learn information at a faster pace. The coach and faculty member can have a rapport that is mutual and not evaluative for it is similar to the mentoring relationship that studies continue to show have a positive effect on professional development (Smith 2011). Coaching increases self-efficacy that can in turn provide higher performance and greater job satisfaction (Leonard-Cross 2010).

Much of the coaching literature focuses on work with elementary teachers in the area of literacy. For example, Stover, Kissel, Haag, and Schoniker (2011) describe how coaching with elementary literacy teachers is used to support faculty in their efforts to engage in high quality instruction as well as to help faculty implement and maintain new practices. Regardless of educational level or content level, these are desirable outcomes of faculty development. As institutions are increasingly challenged to find innovative and effective ways to support diverse new and seasoned faculty (Cariago-Lo, Worthy-Dawkins, Enger, Schotter, & Spence, 2010), coaching can be an innovative alternative to a one-size-fits-all approach to professional development (Stover, Kissel, Haag, & Schoniker, 2011). Coaching allows individuals to identify their own goals and thus, have a voice in their own learning through reflection and feedback-practices which are all critical to change (McClead & Steinert, 2009; Stover, Kissel, Haag, & Schoniker, 2011).

Walden's coaching model combines individualized support with other professional development opportunities such as webinars, short courses, discussion groups and self-study. The coaching process is a supportive practice geared towards helping faculty improve on various pedagogical issues in the online classroom (Denton & Hasbrouck, 2009; Stover, Kissel, Haag & Shonikder, 2011). As described by Taie (2011), coaching is "the art and practice of inspiring, energizing, and facilitating the performance, learning and development of the coachee" (p. 34). The Walden Coaching Model incorporates three distinct options to support the individual professional development needs of faculty. The first is self-assigned coaching in which the faculty member directly requests a coaching session through the Center for Faculty Excellence. The second is a request from the Program Director, and is usually associated with an academic improvement plan aimed to support the faculty member in a specific area. The last option is by recommendation of the New Faculty Orientation (NFO) instructor who suggests coaching based on the faculty member's performance in the NFO. This option is a recommendation only and the faculty member is not required to follow-through with coaching. These three options provide an accessible pathway to faculty coaching.

References

Baker, J. D., Redfield, K. L., & Tonkin, S. (2006). Collaborative Coaching and Networking for Online Instructors. Online Journal of Distance Learning Administration, 9(4).

Denton, C. & Hasbrouck, J. A Description of Instructional Coaching and its Relationship to Consultation. Journal of Educational & Psychological Consultation, 19(2), 150-175. Doi:10.1080/10474410802463296

Kennedy, K., & Cavanaugh, C. (2010). Development and support of online teachers: The roles of mentors in virtual schools. Journal of Technology Integration in the Classroom, 2(3), 37-42.

Knight, J. (2009). Coaching. Journal of Staff Development, 30(1), 18-20,22,78.

Leonard-Cross, E. (2010). Developmental coaching: Business benefit -- fact or fad? An evaluative study to explore the impact of coaching in the workplace. International Coaching Psychology Review, 5(1), 36-47.

Passmore, J., & Rehman, H. (2012). Coaching as a learning methodology - a mixed methods study in driver development using a randomized controlled trial and thematic analysis. International Coaching Psychology Review, 7(2), 166-184.

Rowley, J. B. (1999). The Good Mentor. Educational Leadership, 56(8), 20-22.

Smith, E.R. (2011). Faculty Mentors in Teacher Induction: Developing a Cross-institutional Identity. Journal of Educational Research, 104(5), 316-329. doi:10.1080/00220671.2010.482948

Taie, E. (2011). Coaching as an approach to enhance performance. The Journal for Quality and Participation, 34(1), 34-38.

Cultural Competence in the College Classroom

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

Objectives:
   a. Session participants will have an understanding of cultural competence,   cultural diversity, and the importance of cultural competence in the classroom.

   b. Session participants will examine how and what they teach and the impact their teaching has on the learning experience.

   c. Participants will examine methods of teaching cultural diversity.

Audience:
This session is most appropriate for faculty who want to increase their cultural competence in their classrooms. This session is appropriate for faculty across disciplines.

Activities:
   a. Participants will engage is small group discussion to develop a working definition of cultural competence and cultural diversity.

   b. Participants will develop activities that can be utilized across a wide field of study.

   c. Strategies for including cultural competence into participants' courses will be discussed

Summary:
Globalization has invaded our lives and we are surrounded by a culturally diverse population. Effective educators must be sensitive to cultural differences so they can provide a diverse curriculum.   Understanding how and what is taught allows instructors the opportunity to examine their teaching habits (Inclusive Teaching, 2013). Being aware of the cultural differences of students establishes the bases for cultural competence in the classroom (Diversity Education, 2013). It is not necessary to teach tolerance, rather cultural and racial diversity and an understanding of one's attitudes (Lee, 2013). Designing a well-adjusted educational experience requires educators who are willing to examine their own assumptions and practices as well as considering what and how they teach. Initiatives to diversity teaching begins with educators experiences in the classroom, recognizing the complexity of the content, and understanding the challenges cultural diversity provides.

The goal of this session is to discuss strategies for implementing diversity in teaching across the curriculum. Discussion and interactive participation will provide faculty with the opportunity to develop activities that will enhance cultural competence in the classroom.

References

Inclusive Teaching (2013). University of Washington (Retrieved from
     www.washington.edu/diversity on March 25, 2013
Diversity Education (2013). Washington State University (Retrieved from
     http://diversityeducation.wsu.edu on March 25, 2013
Lee, K. (2013). Cultural diversity. (Retrieved from
     http://childparenting.about.com/od/socialdevelopment/a/teachdiversity.htm
     on March 25, 2013

Differentiation through Choice: Giving Students the Freedom to Learn

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

Objectives:
  a. To introduce participants to learner-centered instruction (participants are encouraged to bring their own syllabi to begin discussing how to incorporate learner centered/constructivist practices)
  b. To increase comfort in allowing students to participate in the creation of the course
  c. To share examples of classroom use   (products, sample contracts designed by students, images)
  d. To share student feedback (results of course evaluations and focus group interviews)
  e. To introduce the Principles of Engagement (Cambourne, 2002) framework:
       a. Learners are more likely to engage deeply with demonstrations if they believe that they are capable of ultimately learning or doing whatever is being demonstrated.
       b. Learners are more likely to engage deeply with demonstrations if they believe that learning whatever is being demonstrated has some potential value, purpose, and use for them.
       c. Learners are more likely to engage with demonstrations if they are free from anxiety.
       d. Learners are more likely to engage with demonstrations given by someone they like, respect, admire, trust, and would like to emulate (p.28).

Audience:
Anyone interested in creating a learner-centered classroom

Activities:
Constructivist theorists contend that students do not have to have mastery of a subject, but instead are "encouraged to explore it, handle it, relate it to their own experience, and challenge it whatever their level of expertise" (Weimer, 2002, p.13).

Participants will hear brief background, rationale, and process for changing a traditional undergraduate course to a learner-centered course. Presenter will share ideas for syllabus creation, students' reaction and feedback, and tips on how to serve as a facilitator of learning. Participants are encouraged to bring a course syllabus that could be shifted to a learning contract course and will have the opportunity to share ideas on how to change an existing course and what strategies are needed to support success.

Description:
Student-centered learning demands that students set their own objectives for learning and determine the resources and activities that will help them meet those objectives (Jonassen, 1999). When instructors require that students really think about what and how they have learned, they

are encouraging further learning to occur (Bransford et al, 2000). It's not enough to be a good teacher, but rather one who can teach students when they are ready and using methods that fit their learning styles. (Elmore, 2010).

In a collaborative environment, the teacher and student can devise a learning contract to ensure that the content objectives are being met and that resources are available. Learning contracts outline personal goals, learning resources and strategies, a timeline for completion, results and evaluation criteria. Students are encouraged to use this as an opportunity to evaluate their own learning priorities and to complete assignments that are both meaningful and challenging for them. Through product design and the ability to personalize learning, students are more likely to engage deeply with demonstrations and assignments (Cambourne, 2002). We are teaching them how to become lifelong learners, not just regurgitating or memorizing for a short period of time just to get by.

This proposal is a follow-up on a presentation at the 2011 ISETL Conference where I introduced the idea of constructivist learning in the classroom. I have since taught the course for 4 semesters (2 years) and have garnered more student feedback, ideas, and products to reflect even further upon the idea of learning contracts in the post-secondary classroom.

References

Atherton, J. (2005). Learning and teaching: deep and surface learning Retrieved March 31, 2009 from http://www.learningandteaching.info/learning/deepsurf.htm.
Bransford, J. D., Brown, A. L., & Cocking, R. R. (2000). How people learn: Brain, mind,experience, & school. Washington, DC: National Academy Press.
Cambourne, B. (2002). Holistic, integrated approaches to reading and language arts instruction: The constructivist framework of an instructional theory. In Farstrup, A.E., & Samuels, S.J. (Eds.). What Research has to say about reading instruction (pp.25-47). Newark, DE: International Reading Association.
Fosnot, C.T. (1996). In Fosnot, C.T. (Ed). Constructivism: theory, perspectives, and practice (pp. 8-33). New York, NY: Teachers College Press.
Jonassen, D.H. (1999). Designing constructivist learning environments. In C.M. Reigeluth (Ed.), Instructional-Design Theories and Models (Vol. II, pp. 215-239). Mahwah, New Jersey: Lawrence Erlbaum Associates.
Mayer, R. H. (1999). Designing instruction for constructivist learning. In C.M. Reigelluth (Ed.), Instructional-design theories and models: A new paradigm of instructional theory, Volume II. Mahwayh, NJ: Lawrence Erlbaum Associates.
Thompson, J., Licklider, B., Jungst, S. (2003). Learner-centered teaching: Postsecondary strategies that promote "thinking like a professional". Theory Into Practice. 42(2), 133-141.
Weimer, M. (2002). Learner-centered teaching: five key changes to practice. San Fransisco, CA: Jossey-Bass.

Have an Apple a Day!

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

CeCe Toole
Meredith College
3800 Hillsborough Street
Raleigh, North Carolina 27607
toolecec@meredith.edu

Objectives:
At the end of this session, attendees will:
1. Have a working knowledge of how to find Apple apps that are free or of minimal cost;
2. Have introductions to Apps that can be used in the K-5 setting, specifically related to Math and Literacy;
3. Consider multiple ways to integrate Apple Apps into the classroom curriculum as teaching, review, and assessment strategies;
4. Have the option to download and/or experience using favorite apps of the presenters.

Audience:
Anyone interested in learning more about Apple applications to be used in the classroom.

Activities:
Participants will hear brief background, rationale, and process for writing a grant to obtain Apple devices to be used with our post-secondary students. Presenters will share ideas for lessons and assignments incorporating Apple devices, students' reaction and feedback, and tips on how to identify high quality applications. Participants are encouraged to bring their own Apple device, but some will also be available for participants to use and explore.

Description:
Technology has changed access to information. Previously it was limited or scarce, only found in resources that teachers owned or borrowed, and now it is abundant through the use of information and communications technologies. As Ryan (2012) states, "In today's digital classrooms, teachers seamlessly move beyond teacher driven, textbook centered, paper-pencil schooling to digital forms of learning designed to foster reading development (p. 92). Access to more information allows students to learn at a higher level which leads to personal productivity, a 21st Century skill stated in the Common Core standards.

The Common Core standards, adopted by North Carolina in 2010, focus on development of critical thinking, developing reasoned arguments, using evidence to support positions, and using various other 21st Century skills in authentic contexts (Public Schools of North Carolina). The standards also contain an increased focus on integration of core subjects and problem solving

using real world application (Public Schools of North Carolina). These standards change the way education has traditionally been experienced.

North Carolina has also adopted the NC Professional Teaching Standards that mandate what teachers need to know and be able to do in 21st Century schools. These standards dictate new roles for teachers in their classrooms and schools, including but not limited to the ideas that teachers facilitate instruction and encourage all students to discover knowledge and communicate ideas.

As professors who train teachers, it is imperative that we model best practices in teaching. It is our desire to help teachers to become more comfortable using technology in the classroom to foster students' academic development. We also have a desire to help teachers and students in the schools utilize technology as a method for differentiated instruction and learning; therefore, meeting individual learning profiles not just a device that allows games to be played. As stated by Lindsay and Davis (2013), "...effective use of technology can build bridges between classrooms, nations, and humankind, and that 21st century skills harness not only the power of technology, but the power of people" (p. 2).

<div align="center">References</div>

Borka, M. (nd). Technology and teacher education: Integration in context.
    Education Department, College of Saint Benedict/Saint John's University St. Joseph,
    MN.
Lei, J. (Spring, 2009). Digital natives as preservice teachers: What technology preparation is
    needed? Journal of Computing in Teacher Education. 23(3): 87-97.
Public Schools of North Carolina. (n.d.). Common core state and nc essential standards.
    Retrieved from http://www.ncpublicschools.org/acre/standards/
Ryan, T. (2012). Digital teachers reshaping literacy experiences. Kappa Delti Pi Record. 48(2):
    92-95.

The Use of Digital Recording in Nursing Education-Promoting Active Learning and Improving Students' Self Evaluation of Essential Nursing Skills through the Incorporation of Technology

Jennifer Ellis
University of Cincinnati, Blue Ash College
9555 Plainfield Road
Cincinnati , Ohio 45236
Jennifer.Ellis@uc.edu

Carla Henderson
University of Cincinnat, Blue Ash College
9555 Plainfield Road
Cincinnati , Ohio 45236
Carla.Henderson@uc.edu

Description:
Nursing education programs are continually challenged to graduate safe practicing nursing students following nursing standards. Students need to exhibit four core competencies at time of graduation: critical thinking, communication, assessment and technical skills (Winters, Hauck, Riggs, Clawson and Collins, 2007). The process of clinical teaching involves instruction in college lab and clinical experiences in a variety of settings. It is critical for students to be actively involved in the learning process. Clinical competencies are demonstrated when students provide care to clients and specific psychomotor and technical skills in which students have to show proficiency (Gaberson and Oermann, 2007). National Council of State Board of Nursing (NCSBN, 2005) recommends the use of innovative teaching strategies to complement students' clinical experiences.

All nursing students are required to demonstrate satisfactory patient assessment to progress in the nursing program. This demonstration has traditionally occurred face to face with the student receiving verbal and written feedback after the demonstration. Utilizing technology to enhance the learning environment has the potential to enhance the traditional nursing skills lab (Salyers, 20007). Literature supports the use of videotaping as a teaching strategy and for evaluation purposes of skill development. It allows for student self assessment, faculty evaluation through feedback, improving student's confidence level, and ultimately improve performance (NCSBN, 2005; Watts, Rush, & Wright, 2009; Winters et al. 2007).
This poster presentation will review a pilot program implemented and discuss student feedback based on pre and post survey as well as faculty suggestions for implementation and recommendation for future use within the curriculum. In addition, the presenters will have the final product available for viewing. The poster will summarize the findings to provide suggestions for use across disciplines.

Teaching with Culture Based Education Models

Suzanne Evans
Pacific Oaks College
55 Eureka Street
Pasadena, California 91103
suzevans17@hotmail.com

Kalani Beyer
Palapala Consultation
12829 Via Moura
San Diego, California 92128
ckalani@sbcglobal.net

Objectives:
Participants will be able to
1. Define principles and practices of cultural competence and recognize the significance of cultural competency in education
2. Compare and contrast two Culture Based Education Models: Culture-Centered and Culturally Responsive Pedagogy
3. Self-identify personal levels of cultural competency based on both models
4. Develop action plan to utilize principles of models to increase one's own cultural competency.

Audience:
This workshop is directed toward educators in higher education; teacher- educators; educators who are committed to integrating more culture based models into their teaching activities.

Activities:
In this interactive session, we will first explore the principles of cultural competency exploring both the Culture-Centered and Culturally Responsive Pedagogy Education Models. Through sort activities participants will compare and contrast aspects of cultural education models. We will collaboratively share ways to transform traditional classroom environments into vibrant cultural centered and responsive learning communities where all students are authentically engaged. Participants will complete a self-assessment of their levels of cultural competency in their teaching. In small group shares, participants will develop action plans to incorporate culture centered and cultural responsive ideas into their teaching practices.

Description:
Because today's classrooms are microcosms of the plurality of cultures, races, religions and ethnicities in the United States, teacher education programs must be committed to training their candidates to understand cultural diversity and to promote racial, ethnic and linguistic equality (NCATE, 2000). Cultural differences influence students' world views, values, beliefs, social interactions as well as how they learn and interpret information. Teaching effectively in culturally diverse classroom means teachers must understand these differences and their effects while incorporating cultural proficient strategies and content to ensure equitable opportunities and academic success for all students.

According to Cross, Bazron, Dennis, and Isaacs (1989), culture impacts our lives as it determines on the most fundamental level the way in which we perceive our world, how we assign meaning to what we see, and how we respond to it. Culture is therefore, an organic concept, evolving constantly. As a shared set of belief systems, values, practices and assumptions, culture helps organize and interpret life and is learned, shared, and transmitted (Beyer, 2003; Chamberlain, 2005; Donini-Lenhoff & Hendrick, 2000).

There are basic principles of Cultural Models of Education. These include that culture is a predominant force in peoples' lives- cannot, not have culture (Banks, 2004). Also people are served in varying degrees by the dominant culture and have personal identities and group identities (Robins, Lindsey, Lindsey, & Terrell, 2002). Finally, diversity within cultures is vast and significant (Hammond & Cheney, 2009).

The two cultural models to be discussed are the Culture-Centered and Culturally Responsive Pedagogy Education Models. The goal of the culture centered model is to promote equity & mutual respect among students; motivate students to become active participants in their learning; encourage students to think critically and assist students in becoming socially/politically conscious. The goal of the Culturally Responsive
pedagogy Education Model is to acknowledge cultural heritages as both legacies and content to teach; focus on improving learning within diverse communities; engage educators to become culturally proficient; serve the marginalized student; and influence decisions related to curriculum.

Culture centered education provides a means to make the culture of the student the focus of their education Culture centered education helps make culture visible, acknowledge the beauty of culture, and helps utilize culture as a transformative tool. Culture centered education focuses on the learner/teacher, the process of teaching and learning and the learning environment.

Gay (2002, 2005) defines culturally responsive teaching as one that acknowledges the cultural heritages of different ethnic groups as both legacies and worthy content to be taught in the formal curriculum; that builds bridges of meaningfulness between home and school experiences; that uses a wide variety of instructional strategies connected to different learning styles; that teaches students to know and praise their own and each other's cultural heritages; and that incorporates multicultural information, resources, and materials in all the subjects and skills routinely taught in schools.

Cultural proficiency is the combination of practices, values and behavior that enables the person to interact effectively in culturally diverse settings (Cross, Bazron, Dennis & Isaacs, 1992). Robins, Lindsey, Lindsey & Terrell (2002) view cultural proficiency as a continuum with six points that indicate how people see and respond to difference. As our society and schools become more diverse, it is essential to cultivate in students an awareness of and respect for this changing mosaic of cultures. Students can adapt more easily to the changes of our increasingly multicultural society if they learn to understand and respect cultures other than their own. Implementation of new culturally proficient practices may provide the tools to ask tough questions about fairness, justice, and equality in order to help create the healthy society we need.

References

Banks, J. A. (2004). Multicultural education: Historical dimension and practice. In Handbook of research on multicultural education, 2nd ed., J.A. Banks & C.A. Banks, 3-29. San Francisco: Jossey Bass.

Beyer, C. K. (1996-1997). An educator's guide to reducing and enhancing tolerance. The Councilor, 56, 1996-1997, 35-41.

Beyer, C. K. (2003). An investigation of multicultural transformation: Success of culturally diverse students in integrated school, International Journal of Diversity in Organizations, Communities and Nations, 3, 445-461.

Capella-Santana, N. (2003). Voices of teacher candidates: Positive changes in multicultural attitudes and knowledge. The Journal of Educational Research, 96, 182-190.

Cortes, C. (1996). Preparing for a multicultural future. Principal, 76 (1), 16-20.

Costner, K. (2007). Seven principles for training culturally responsive teachers. Teacher Magazine, Online Retrieved June, 2008, from http:www.teacher magazine.org/tn/articles/2007/12

Chamberlain, S. P. (2005). Recognizing and responding to cultural differences in the education of culturally and linguistically diverse learners. Intervention in School & Clinic, 40(4), 195-211/04/07.

Cross,T., Bazron, B., Dennis,K., Isaaca,M. (1993). Toward a critically competent system of care. Washington, D.C: Georgetown University Child Development Program.

Darder, A. (1993). How does the culture of the teacher shape the classroom experience of Latino students: The unexamined question in critical pedagogy. In S.W. Rothstein (ed.), Handbook of schooling in urban America, Westport, CT: Greenwood   195-221.

Davis, B. (2006). How to teach students who don't look like you: Culturally relevant teaching strategies. Thousand Oaks, CA: Corwin Press.

Donini-Lehnoff, F.G., Hedrick, H.L. (2000). Increasing awareness and implementation of cultural competence principles in health professional education. Journal of Allied Health, 29(4), 241-245.

Gaitan, C. (2006). Building culturally responsive classrooms: A guide for K-6 teachers. Thousand Oaks, CA: Corwin Press.

Gay, G. (2000). Culturally responsive teaching: Theory, research, and practice. New York: Teachers College Press.

Gay, G. (2002). Preparing for cultural responsive teaching. Journal of Teacher Education 53(2), 106-116.

Hammond, R. & Cheney, P. (2009). Intro to Sociology. Freebooks. freebooks.uvu.edu/SOC1010/index.php/11.html

Ladson-Billings, G. (1994). We can learn from multicultural education research. Educational Leadership, 51 (May), 22-26.

Lindsey, R., Nuri, K., Terrell, T. (1999). Cultural proficiency: A manual for school leaders. Thousand Oaks, CA: Corwin Press.

Middleton, V. (2002). Increasing pre-service teachers' diversity beliefs and commitment. The Urban Review, 34, 343-362.

NCATE. (2006). Professional standard for the accreditation of schools, colleges, and departments of education. Washington, D.C.: NCATE.

Noordhoff, K. & Kleinfeld, J. (1993). Preparing teachers for multicultural
classrooms. Teaching and Teacher Education, 9, 27-39.

Robins, N., Lindsey, D., Lindsey, R., & Terrell, R. (2002). Culturally proficient instruction.
Thousand Oaks, CA: Corwin Press

Sleeter, C. (2001). Preparing teachers for culturally diverse schools:
Research and the overwhelming presence of whiteness. Journal of Teacher Education
52(2), 94-106.

Turning Classroom and Homework Assignments into Games to Enhance Learning

Steven Forsey
University of Waterloo
200 University Ave W.
Waterloo, Ontario N2L 3G1
spforsey@uwaterloo.ca

Objectives:
In this presentation, participants will

1: gain hands-on experience on different techniques they can engage their students in class and out of class using the technology that students are already familiar with

2: discover how they can add game mechanics into their assignments and different ways to assess students.

3: learn how first year science and engineering students have responded to this new approach of learning in an organic chemistry course.

Audience:
Instructors and faculty members who are looking for innovative ways to design course content and homework assignments, so that it can increase students' engagement and participation will benefit from this presentation.

Activities:
Top Hat audience response system will be used throughout the presentation to increase engagement among participants and receive their feedback in real time. Specifically, participants with laptop, smartphone, or tablet will have the opportunity to play a tournament game on the materials discussed during the presentation.

Description:
A new generation of students have grown up with computers and Internet around them and spend a significant amount of time playing online games than any generation before [1-2 Games are engaging, interactive, rewarding and above all fun. Research has shown that digital game have a great potential to enhance learning [3]. The combination of game theory with the use of friendly competitions provides a strong motivation for students; helping to increase their performance. [4]

In this presentation, we demonstrate an innovative classroom and homework technology that, Top Hat, which enables instructors to design and conduct variety of activities both in class and out of class. Specifically, we will focus on one of its most recently developed feature, Tournament module. Instructors can create variety of questions types, such as multiple choice, short word answer, numeric answer, matching, sorting and click on target images. These questions can be launched in class on the projector and students can submit answers using their mobile phones and receive immediate feedback. Using the Tournament, instructors can bundle any subset of the questions to create and schedule a multi-round tournament sessions. Point

system can be adjusted by the instructor to accounts for both speed and correctness. For participation in the tournament, students log in at the scheduled time and play in the real time head-to-head tournament with their peers. At the end of the tournament, students scores and their overall ranking will be displaced on the panel. We will discuss how we used this module in introductory Organic Chemistry with 700 students and share the findings how students responded to this new approach.

References

[1] L.A. Annetta, M.R. Murray, S.G. Laird, S.C. Bohr and J.C. Park, "Serious games: Incorporating video games in the classroom," EDUCAUSE quarterly, No. 3, 2006
[2] Kuss, D.J. & Griffiths, M.D. Online gaming addiction in children and adolescents:A review of empirical research, Journal of Behavioral Addiction, 1 (1), pp. 1-20, 2012
[3] S. Erhel, E. Jamet, Digital game-based learning: impact of instructions and feedback on motivation and learning effectiveness, Computers and Education, 2013
[4] Juan C. Burguillo, Using game theory and Competition-based Learning to stimulate student motivation and performance, Computers and Education, 55 (2), 566-575, 2010

Listen to Yourself, Talk to Yourself:
Empowering Pre-service Teachers with Self-care Strategies

Sharon Gilbert
Radford University
PO Box 6959
Radford, VA 24142
sgilbert13@radford.edu

Wendy Eckenrod-Green
Radford University
PO Box 6959
Radford, VA 24142
weckenrodgre@radford.edu

Boyoung Park
Radford University
PO Box 6959
Radford, VA 24142
bpark3@radford.edu

Objectives:
During this presentation, participants will:
1. Learn how to identify stress in their students.
2. Learn how to address students' needs, as they relate to managing stress.
3. Discuss appropriate boundaries in helping students with personal issues impacting their schoolwork and teaching.
4. Learn the steps in replicating our model.

Audience:
This presentation will be helpful for faculty in teacher preparation programs. It will also be appropriate for any discipline where students might experience stress in moving from their identity as students to professionals and juggling those expectations and responsibilities.

Activities:
This presentation will include the following activities:
1. Self-assessment of stress
2. Facilitation of one communication/assertiveness activity titled "?I think. I feel. I need."

Description:
Self-care is an expansive concept for which there is no single definition. The 1991 working definition of self-care as defined by the World Health Organization (WHO) stated: "Self-care in health is behaviour where individuals, families, neighborhoods and communities undertake promotive, preventive, curative and rehabilitative action to enhance their health" (WHO-SEARO, 2008, p. 30). The WHO also stated that individual self-care includes exercising for

good physical and mental health, eating well, and avoiding health risks such as smoking (WHO-SEARO, 2009).

Mental wellbeing is indispensable for emotional sustainability and the prevention of burnout for professional educators. Enlivening the mind-body connection for improved overall wellbeing has received recognition in research in recent years (Dixon, Mauzey, & Hall, 2003; Donaghy, 2007; Hertzog, Kramer, Wilson, & Lindenburg, 2009; Strohle, 2008; Taliaferro, Rienzo, Pigg, Miller, & Dodd, 2008), particularly pertaining to topics such as mindfulness (Geller, Krasner, & Koronas, 2010), coping skills (Osborn, 2004), and factors for wellness (Roach & Young, 2007). In regard to mental health, the World Health Organization (2007, para 2) stated:
Mental health can be conceptualized as a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.

Cultivating strengths and resources to build stamina and resilience for graduate and undergraduate students in the teaching profession may impact their mental health positively. Donaghy (2007) emphasized that mental health was influenced by a number of societal and environmental aspects such as the economy, employment levels, housing, war, political conflict, natural disasters, and manageable levels of stress. Mental health was also affected by aspects of the individual such as coping skills, lifestyle, and life satisfaction (Donaghy, 2007). There is significantly less research on the effects of well-being for graduate students who are enrolled in teacher education training programs.

Due to the stress of graduate school and the nature of the teaching profession, graduate students are often prime candidates for burnout and mental exhaustion. Balogun (2004) asserted that burnout among students in the helping profession is largely due to the incongruity between ideal job expectations and the actual reality of the work environment in which they may not have cooperation from peers and supervisors. An additional stress for students is that their patients, and in the case of teachers their students, may not be doing well or may be uncooperative (Balogun, 2004).

Teacher stress stems from a multitude of factors that includes excessive workload, inadequate resources, poor relationships with colleagues, low salary, student misbehavior, and difficult interactions with parents (Austin, Shah, & Muncer, 2005; Bowers, 2004; Howard & Johnson, 2004). Additionally, teachers who teach students with emotional and behavioral problems experience greater stress than other teachers (Cross & Billingsly, 1994). Some of these same stressors are at work in the lives of both undergraduate and graduate students in teacher preparation programs.

Teacher stress is important to examine because Austin et al. 2005 found a positive relationship between stress and depression, psychological distress, and burnout. Teachers who experienced high levels of stress also utilized negative coping strategies (i.e., escape and avoidance) (Austin et al., 2005). Austin et al. 2005 recommended several coping strategies for teachers that include social and emotional support, noncompetitive exercise, relaxation, and positive meaning creation. Taken together, facilitating teacher stress reduction and burnout is imperative. It is

critical to nurture and retain students and future professional educators., as well realize the impact that teacher stress and burnout has upon the longevity of the teaching profession. A group strategy also exists and entails structured, mutual aid groups with other professionals that focus on the theme of burnout. A small group geared toward well-being would aid students in teacher education programs to not only navigate the stress of graduate school, but also to facilitate building resiliency to help decrease attrition rates in the teacher profession. Cultivating strengths and resources to build stamina and resilience in one's work within the teaching profession is a shift from the existing models of stress reduction (Osborn, 2004). Osborne argued that what is most often researched and discussed is the reaction to, or fight against, the problem of stress by using coping methods and prevention which, by definition, convey a sense of constant struggle. Additionally, Osborn emphasized the need to focus on building endurance so that professionals are able to maintain their strength and work satisfaction in the midst of, and not in spite of, the occupational stress inherent in their work environments.

One way to improve stamina and endurance, both mentally and physically, is self-care. As mentioned previously, self-care incorporates a variety of practices designed to enhance one's wellbeing; these can include exercise, nutrition, relaxation, mindfulness, and avoidance of risky behavior.

Psychoeducational Group for Undergraduate and Graduate Teacher Education Students

The type of group proposed was a psychoeducational, growth-centered group based on person-centered theory and acceptance and commitment therapy (Corey, 2009). Person-centered theory and acceptance and commitment therapy were selected due to the nature of the topic of self-care. Person-centered theory focuses on accepting the members unconditionally and co-creating an environment where they feel safe to work on issues that may come up in their coping and to commit to better self-care. Acceptance and commitment therapy seems appropriate for the work of investigating self-nurturing and the blocks one may have toward that goal. Additionally, Acceptance and Commitment Therapy contains techniques specifically designed to assist clients (i.e., group participants) to a) clarify what is important and b) become mindful of thoughts that may be interfering with choices that could be life enhancing (Harris, 2009).

References

Austin, V., Shah, S., & Muncer, S. (2005). Teacher stress and coping strategies used to reduce stress. Occupational Therapy International, 12(2), 63-80. doi: 10.1002/oti.16

Balogun, J.A. (2004). Commentaries. International Journal of Therapy and Rehabilitation, 11(6), 258.

Corey, G. (2008). Theory and practice of group counseling (7th ed.). Belmont, CA: Brooks/Cole.

Cross, L. & Billings, B. S. (1994). Testing a model of special educators' intent to stay in teaching. Exceptional Children, 60(5), 411-421.

Dixon, W.A., Mauzey, E.D., & Hall, C.R. (2003). Physical activity and exercise: Implications for counselors. Journal of Counseling and Development, 81, 502-505.

Donaghy, M.E. (2007). Exercise can seriously improve your mental health: Fact or fiction? Advances in Physiotherapy, 9, 76-88.

Geller, R., Krasner, M., & Koronas, D. (2010). Clinician self-care: The application of mindfulness-based approaches in preventing professional burnout and compassion fatigue. Journal of Pain and Symptom Management, 39(2), 366. doi: 10.1016/j.jpainsymman.2009.11.279

Harris, R. (2009). Mindfulness without meditation. Healthcare Counseling and Psychotherapy Journal, 9(4), 21-24.

Hertzog, C., Kramer, A.F., Wilson, R.S., & Lindenberger, U. (2009). Fit body, fit mind. Scientific American Mind, 20(4), 24-31.

Howard, S., & Johnson, B. (2004). Resilient teachers: Resisting stress and burnout. Social Psychology of Education, 7(4), 399-420. doi: 10.1007/s11218-004-0975-0

Osborn, C. J. (2004). Seven salutary suggestions for counselor stamina. Journal of Counseling and Development, 82, 319-328.

Roach, L.F. & Young, M.E. (2007). Do counselor education programs promote wellness in their students? Counselor Education and Supervision, 47, 29-45.

Strohle, A. (2008). Physical activity, exercise, depression and anxiety disorders. Biological Psychiatry. doi: 10.1007/s00702-008-0092-x

Taliaferro, L.A., Rienzo, B.A., Pigg, R.M., Miller, M.D., & Dodd, V.J. (2008). Associations between physical activity and reduced rates of hopelessness, depression, and suicidal behavior among college students. Journal of American College Health, 57(4), 427-435.

World Health Organization (2007). Mental health: Strengthening mental health promotion. WHO Media Centre, Fact sheet N 220, September 2007. Accessed 16 March 2010. http://www.who.int/mediacentre/factsheets/fs220/en

World Health Organization, Regional Office for South East Asia (2008). Revitalizing Primary Health Care: working paper. Paper presented at the Regional Conference on Revitalizing Primary Health Care, Jakarta, Indonesia, August 2008. New Delhi: WHO-SEARO, 2008.

World Health Organization, Regional Office for South East Asia (2009). Self-care in the context of primary health care. Report of the Regional Consultation, Bangkok, Thailand, January 2009. New Delhi, India: Author. http://www.searo.who.int/LinkFiles/Health_System_Strengthening_SEA-HSD-320.pdf

**New wine, old wineskins: How philosophy can prepare educators
to engage and apply the Common Core Standards in the classroom**

Ruth Givens
Azusa Pacific University
Ventura County Regional Center
Oxnard, CA 93036
jrgivens@apu.edu

Objectives:
During this presentation, participants will:
a. Learn ways to connect the Common Core Standards to philosophy.
b. Engage in self-reflection and analysis of their own philosophy.
c. Consider ways in which they can encourage student involvement through philosophical engagement.

Audience:
This presentation will benefit faculty whose courses address, directly or indirectly, the Common Core Standards and who want to find ways in which they meet the requirements in a meaningful way.

Activities:
During this presentation, participants will:
a. Learn ways to make philosophy come alive through role plays.
b. Practice discussion strategies through the Socratic Dialogue.
c. Discuss ways in which the Common Core Standards connects to philosophy.

Description:
Included in the Common Core Standards are demands to create substantive assignments for real audiences, lead high level, text-based discussions from complex readings, focus on process over product, and teach more rigorous forms of argument. The expectations to create environments that plumb the depths of student thinking must begin with deeper thinking from those who will lead them in the classroom.

Many teacher education departments, which handle the credentialing requirements for each state, must work within the necessary constraints to accommodate national curriculum expectations, requiring teachers to create lesson plans and include objectives that are connected to standards. These lesson plans must relate to more comprehensive unit plans and address the desired aims to reach the course content goals.

Additionally, within the credentialing coursework, teachers must also establish their classroom management preference from among competing instructional styles and then frame their management objectives within a psychological context of how children learn.

Furthermore, the challenges of diversity and special needs must be addressed and connected to the lessons, the classroom management plan, and the preferred method of assessment. Given the

ubiquitous expectations placed on the hopeful teacher candidate, what time is left but to assemble a few theoretical scaffoldings to hold these plans together? I propose that a course immersed in philosophy actually prepares teachers to align the common core standards with the why of teaching rather than the how, which is foundational to meaningful pedagogy.

Many of the expectations of common core concern literacy skills are also connected to disciplines beyond language arts. These shifts to deeper engagement demand rigorous thinking that must first begin with the teacher's own training to think more deeply about issues. However, by requiring students to create end products to meet requirements, philosophy occupies a fragment of the foundational content in credentialing courses. Yet creating significant questions and encouraging a thorough understanding of a text originates from Socrates whose questioning helped his students identify problems with their own reasoning. Obviously, standards emphasizing robust discussions from students skilled in effective dialogue points to Socratic methods of questioning.

Both Plato and Aristotle wrote extensively about education, and their philosophies demonstrate ways to encourage reflectiveness through the mentoring relationship with the teacher. Plato's idealist educator emphasizes the intellect and encourages an environment that would bring students into contact with ideas; whereas Aristotle emphasizes experiences that facilitate students to access material accurately and efficiently. The standards emphasizing logical argument and high-level discussions have their origins in the idealism of Plato and the realism of Aristotle. Most explicitly, the educational philosopher John Dewey's theories of education are ostensibly included in credentialing courses, but once again, Dewey is on the sidelines while students crank out lesson plans. (More specifically, I have taught in education departments in 3 schools, and many of the graduate students had not even heard of John Dewey.) Dewey's belief that the teachers' ultimate concern should include the students' growth is bedrock to most thinking in modern education. Dewey's claims that teachers need to recognize the child's whole life, including experiences beyond the school yard, validates his view that learning is part of, not separate from, their real lives.

The Common Core standard emphasizing assignments for real audiences and authentic goals mirror Dewey's democratic philosophy, but when teachers are given merely a cursory introduction to Dewey's vast educational theories, they may know what they are doing, but without a thorough understanding of Dewey's philosophy, they are unaware of the significance of why they are doing it.

References

Aristotle. (1975). The nichomachean ethics. New York: Oxford University Press.
Common Core State Standards. Retrieved from http://www.cde.ca.gov.
Dewey, John. (1975). Democracy and education. Chicago: University of Chicago Press.
Dewey, John. (1938). Experience and education. Chicago: University of Chicago Press.
Friere, Paulo. (1970). Pedagogy of the oppressed. New York: Continuum.
Plato. (1968). The republic, trans. by A. Bloom. New York: Basic Books.

Can Student Seating and Test Time Really Make a Difference?

Frank Hammonds
Troy University
368 Hawkins Hall
Troy, AL 36082
hammonds@troy.edu

Gina Mariano
Troy University
377 Hawkins Hall
Troy, AL 36082
gjmariano@troy.edu

Description:
Teachers and researchers alike are constantly in search of predictors for student test scores. Variables such as time taken to complete a test, student seating location, student perception of test difficulty, student study time, and student predictions about the grade they believe they will earn have all been discussed as possible predictors for test scores. Studies have been conducted with students from elementary school to college in attempts to better understand learning environments in order to help predict test scores. If successful, these efforts could help instructors provide additional assistance to students before they fall behind. What if multiple variables, such as time taken to complete a test, study time, and perceived test difficulty were studied along with an element of the learning environment such as student seating that has been studied with mixed results? Can these elements work together to help teachers predict student test scores?

Over the past decade, several studies have investigated the time taken by college students to complete tests. Feinberg (2004) studied the connection between test taking time and test scores. That study found that college students who spent more time taking a test had higher grades. The difference was most notable with weaker students. Basturk (2009) studied test completion time, test scores, and gender among college students taking multiple choice tests. Compared to males, females took longer on tests and had higher scores. Landrum (2009) also looked at student test time and test scores among college students. He found that test time and scores were not correlated and that student age correlated with test time, but not test scores. Prior term GPA was correlated with test scores but not with test time. Tadayon, Nyman and Barker (n.d.) explored test time, score, gender, delivery type, and classification among college students. They found that overall students who spent more time on the test had slightly higher grades. Further, gender differences were mixed in that test one females took longer to take the test and earned higher scores, on test two females took longer to take the test and scored lower than males. However when looking at classification, seniors spent the most time on the tests and had the lowest scores and juniors spent the least time and had the highest scores. Online students took longer to take the test and had slightly lower scores then the in person class. Bridgeman, Cline, and Hessinger (2004) investigated adults taking the GRE exam and found no differences among gender, but did find that giving students extra time on exams had a positive effect on test scores, however it was small.

Researchers have also investigated student seating location in relation to test performance and classroom behavior. Marx, Fuhrer, and Hartig (2000) explored seating location and how frequently students asked questions among fourth grade students. The classroom design alternated between a semicircle and row-and-column seating in two-week periods over eight weeks. They found that students asked questions more frequently when the classroom used a semicircle design. Central positions, which are in close proximity to the teacher, were associated with more question asking behavior.

Perkins and Wieman (2005) studied college students in a large introductory class and randomly assigned them to sit in the front or back of the room. Students who were assigned to sit in the front if the room made higher grades and missed fewer classes. The seating assignments were changed midsemester so that students in the front were moved to the back and students in the back were moved to the front. After students switched seats, students now seated in the back still attended more classes and asked more questions than students sitting in the front. When students moved to the back their original seats attendance and grades were not affected. Kalinowski and Taper (2007) found that while students who sat in the front rows had higher overall GPA's, test grades and attitudes were unaffected by seat location. All of the participants were biology majors and the classes were smaller than those used in the Perkins and Wieman (2005) study. These factors could be related to the discrepant findings.

Overall, the literature regarding variables related to test scores is inconclusive. Some studies indicate that variables such as seating location, time taken to complete a test, and perceived difficulty are associated with differences in test scores and other studies found no such relationships. The current study differs from past research in that it looks at a larger number of potentially relevant variables. This allows us to explore multiple variables thought to be associated with and student test scores to identify which, if any, could be predictors for student test scores. We investigated variables such as student seating, time taken to complete a test, student perception of test difficulty, student study time, student predictions about the grade they believe they will earn, age, ethnicity, classification, and gender as possible predictors for student test scores.

Methodology

Our participants included 42 male and114 female students and one person who did not answer the gender question. The participants ranged in age from 19 to 54 years old with a mean age of 20.5 years. This included 104 Caucasians, 42 African Americans, eight Asians, and one Native American. By classification, the sample included 22 freshmen, 76 sophomores, 43 juniors, and 15 seniors. All participants were students in one of five undergraduate psychology classes at a Southeastern U. S. university.

Procedure

Prior to the first test in each course, we collected demographic information from participants including gender, age, ethnicity, and classification. As participants completed the demographic information sheet, we also asked them to indicate whether they sat in the front or back of the

classroom. The instructor indicated the front/back dividing line in each room. We attached a 3-item questionnaire to each test. This test questionnaire asked students to indicate:

1) On a scale of 1 - 10 (1=very easy, 10=very difficult) how difficult was this test?
2) What grade (0-100) do you think you will make on this test?
3) How much time (number of hours) did you spend studying for this test?

As each student turned in their test, the instructor recorded the time taken to complete the test. Each participant was asked to complete the test questionnaire after each exam. If a student did not complete the questionnaire for a given exam, that student's test score was not included in the analysis.

Results

We standardized the data to allow for comparison across classes. When the data from all tests were combined, test grade was negatively correlated with time taken to complete the test (r(584) = -.082, p = .047) and with perceived test difficulty (r(590) = -.144, p < .000). Test grade was positively correlated with predicted grade (r(581) = .422, p < .000). Test grade was not significantly correlated with the students' reported study times. Time taken to complete the test was negatively correlated with predicted grade (r(575) = -.141, p < .000) and positively correlated with reported study time (r(556) = .231, p < .000). Perceived difficulty was negatively correlated with predicted grade (r(581) = -.294, p < .000).

We conducted multiple regression analysis to determine which variables might be significant predictors of test grades when all the recorded variables were included in a single model. The variables included in this analysis were study time, classification, perceived test difficulty, seating location (front or back of room), gender, time to complete, age, ethnicity, and predicted grade. For test 1, the significant predictors of grade were ethnicity (? = .343, t(131) = 3.622, p < .000) and predicted grade (? = .300, t(130) = 3.448, p = .001). Caucasian students had the highest mean scores on test 1, followed by the lone Native American students, then the Asian and African American students, respectively. Ethnicity was not a significant predictor of test grade on any test other than test 1. Predicted grade was the only significant predictor for grade on test 2 (? = .442, t(132) = 4.953, p < .000), test 3 (? = .319, t(101) = 3.245, p = .002), and the final exam (? = .641, t(97) = 6.624, p < .000). For test 4, predicted grade (? = .377, t(71) = 2.711, p = .009) and study time (? = ?.395, t(69) = -3.044, p = .003) were significant predictors. Seating location in the front or back of the classroom was not a significant predictor for test grade on any of the tests.

Discussion

The data revealed several interesting relationships between variables associated with taking tests. Perhaps most surprisingly, test grade was not correlated with reported study time. It is possible that this was due to students inaccurately reporting the amount of time they studied for each test. Mean reported study times across tests varied from 2.1 to 2.8 hours. The data were highly variable with a range from zero study time to 15 or 16 hours for some tests. When we examined the data for each test individually, we did find that study time and grade were correlated for test 4, but the correlation was negative. Study time was positively correlated with time taken to complete the tests overall and on every test except test 2. If students' reported study times are

accurate or at least correlate with their actual study times, this would indicate that students who spent more time studying spent more time taking the tests. This could mean that students who were diligent studiers were very careful when taking tests or it could mean that students who needed to study a lot needed more time to finish the tests. Test grade was positively correlated with predicted grade on every test. So, the students were reasonably able to assess how well they had done on the tests. This might be surprising to some instructors who find that students are sometimes shocked upon receiving their grades. As expected, test grade was negatively correlated with perceived test difficulty. However, when the tests were examined individually, this correlation held only for tests 1 and 3. We saw a similar pattern with test grade and time taken to complete the tests. With all tests combined, both grade and predicted grade were negatively correlated with time taken to complete the test, but when each test was separated, we only found this correlation for tests 1 (predicted grade) and 2 (test grade). Perceived difficulty was negatively correlated with predicted grade overall and on every test except the final.

We hypothesized that the lack of correlation between grades and time taken to complete tests in some previous studies may have been due to authors overlooking the differences in variability of the test scores when comparing earlier finishers to late finishers. Anecdotal evidence suggests that the first few and last few tests turned in often receive some of the highest and lowest scores. We did not find evidence of such differences in our data.

Student seating location was not found to be a predictor for test grades. Given the inconsistencies in the literature, further study is needed to determine what relationships may exist between seating and grades. In the current study, students chose where they sat. Previous studies involved assigned seating.

Further research is needed to investigate the relations between student seating location, test grades, time taken to complete tests, and perceived test difficulty. For example, researchers could vary the length of the test to see if shorter or longer tests produce different results. Researchers could also examine test format. For example, tests involving with labeling, matching, or other assessment strategies could be compared to essay and multiple choice tests. We did not investigate the type of test given and possible correlations to test grade and other variables such as predicted grade and time taken to complete tests. Additionally, researchers could study various age groups and educational settings. Such studies could lead to a better understanding of the variables related to student performance.

<div align="center">References</div>

Basturk, R. (2009). The relationship between test completion time and test scores by test type and gender. Elementary Education Online, 8(2), 587-592.

Bridgeman, B., Cline, F., & Hessinger, J. (2004). Effect of extra time on verbal and quantitative GRE scores. Applied Measurement in Education, 17(1), 25-37.

Cinar, I. (2010). Classroom geography: Who sit where in the traditional classrooms? The Journal of International Social Research, 3(10), 200-212

Feinberg, R. M. (2004). Does more time improve test scores in micro principles? Applied Economics Letters, 11(14), 865-867.

Hong, E. (1999). Test anxiety, perceived test difficulty, and test performance: Temporal

patterns or their effects. Learning & Individual Differences, 11(4), 431-447.

Hong, E. & Karstensson, L. (2002). Antecedents of state test anxiety. Contemporary Educational Psychology, 27, 348-367.

Kalinowski, S. & Taper, M.L. (2007). The effect of seating location on exam grades and student perceptions in an introductory biology class. Journal of College Science Teaching, 36(4), 54-57.

Landrum, R.E., Carlson, H., & Manwaring, W. (2009). The relationship between time to complete a test and test performance. Psychology Learning and Teaching, 8(2), 53-56.

Marx, A., Fuhrer, U., & Hartig, T. (2000). Effects of classroom seating arrangements on children's question-asking. Learning Environments Research, 2, 249-263.

Perkins, K. K., & Weiman, C. E. (2005). The surprising impact of seat location on student performance. The Physic Teacher, 43(1), 30-33.

Tadayon, N., Nyman, C., & Barker, N. (n.d.) doi:10.1.1.217.9665

Tagliacollo, V. A., Volpato, G. L., & Pereira, A., Jr. (2010). Association of student position in classroom and school performance. Educational Researcher, 1(6), 198-201.

Zomorodian, K., Parva, M., Ahrari, I., Tavana, S., Hemyari, C., Pakshir, K., Jafari, P., &
Sahraian, A. (2012). The effect of seating preferences of the medical students on educational achievement. Medical Education Online, 17, 1-7. doi: 0.3402/meo/meo.v17i0.10448

Advising New Majors: Time Well Spent or Time Wasted?

Andrew Herman
State University of New York at Geneseo
1 College Circle
Geneseo, NY 14454
hermana@geneseo.edu

Joanie Drake
State University of New York at Geneseo
1 College Circle
Geneseo, NY 14454
jdd10@geneseo.edu

Objectives:
This poster presentation has the goal of helping faculty and academic departments consider how they might allocate precious time when considering the important area of student advising. Data from the study should help us decide how we may want to approach advising and the topics we should focus on when talking to students, especially as they first enter into a major. Ideally, this knowledge should help us create more effective advising sessions that better serve the needs of new majors.

Audience:
This presentation will help any faculty member or administrator who is regularly engaged in advising college students, especially those who are younger, new to the major, or uncertain about their higher education goals.

Activities:
Poster session discussion

Description:

Every academic department approaches the process of integrating new majors into their community in different ways. Typically, students enter a major in one of two ways - either by declaring the major as a new student, or by transferring into the major from another department on campus or after being undeclared. Either entry point offers an opportunity to help that student begin the path of completing the major in the most effective way possible. Academic advising for new majors presents a wonderful opportunity to assist students in that process.

Traditionally, academic advising has focused on issues of student retention (Metzner, 1989; Wilder, 1981). In this study, the focus of advising goes beyond retention to consider how advising influences a student's perceptions and decisions in future semesters. While not discounting the importance of reducing student attrition, this research explores other, equally significant factors related to advising students. Thus, the purpose of this research is to help academic advisors know how to best use their time when preparing for and conducting advising.

Ideally, this research will help us better decide how an academic department should structure its advising process.

Self-determination theory (SDT) argues that students are more intrinsically motivated when three factors ("needs") are met (Ryan & Deci, 2000a; Ryan & Deci, 2000b). As humans, we all have the psychological need for autonomy, competence, and relatedness. As these needs are met, students become more intrinsically motivated to accomplish their goals. Numerous studies have shown relationship (e.g., Kerssen-Griep, Hess & Trees, 2003; Vansteenkiste, Simons, Lens, Sheldon & Deci, 2004; Zook & Herman, 2011). These studies suggest that advising should be executed in such a way as to promote self-determination on the part of the student.

This study will utilize a mixed methods approach to compare the experiences of students who enter the communication major as new students and receive minimal advising to students who transfer into the major from other departments and must attend a 30-minute advising session preceded by doing an online personal assessment and reflection essay. Data will be collected from students in their first through fourth years and will utilize both questionnaires and individual interviews. Comparisons will be drawn between the two student groups.

The goal of the poster session is to present the results of the data analysis with the intent of encouraging dialogue and exploring ways to make faculty advising both more efficient and productive (Raskin, 1979).

References

Kerssen-Griep, J., Hess, J. A., & Trees, A. R. (2003). Sustaining the desire to learn: Dimensions of perceived instructional facework related to student involvement and motivation to learn. Western Journal of Communication, 67, 357-381.

Metzner, B. A. (1989). Perceived quality of academic advising: The effect on freshman attrition. American Edcational Research Journal, 26, 422-442. Retrieved from JSTOR database.

Raskin, M. (1979). Critical issue: Faculty advising. Peabody Journal of Education, 56, 99-108. Retrieved from JSTOR database.

Ryan, R. M., & Deci, E. L. (2000a). Intrinsic and extrinsic motivations: Classic definitions and new directions. Contemporary Educational Psychology, 25, 54-67.

Ryan, R. M., & Deci, E. L. (2000b). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. American Psychologist, 55, 68-78.

Vansteenkiste, M., Simons, J., Lens, W., Sheldon, K. M., & Deci, E. L. (2004). Motivating learning, performance, and persistence: The synergistic effects of intrinsic goal contents and autonomy-supportive contexts. Journal of Personal and Social Psychology, 87, 246-260.

Wilder, J. R. (1981). Academic advisement: An untapped resource. Peabody Journal of Education, 58, 188-192. Retrieved from JSTOR database.

Zook, J. M., & Herman, A. P. (2011). Course-specific intrinsic motivation: Effects of teacher support and global academic motivation. Journal on Excellence in College Teaching, 22 (4), 83-103.

Flip without Fuss: Using the Online Class to Flip the Traditional Classroom

Christiana Hopkins
Columbus State Community College
550 E. Spring Street
Columbus, Ohio 43085
chopkins@cscc.edu

Objectives:
To share information about how your online class can provide the model for your flipped traditional class
To demonstrate easy ways to enhance PowerPoint slides with iSpring voice-overs
To show how a discussion board assignment can generate ideas for classroom discussions
To show how online quizzes completed outside the classroom save time and energy and encourage student preparation for class
To demonstrate how the group tool in delivery systems, such as BlackBoard, can create class camaraderie
To show how paid subscriptions to film delivery companies, such as Swank, or free web sites with feature length films, provide easy ways for students to view and study content before coming to class

Audience:
Traditional classroom teachers, online teachers, and teachers interested in ways to encourage active learning outside the classroom

Activities:
Attendees can participate in a typical outside of class formative assessment using a brief film clip as the base.

<div align="center">References</div>

Bergmann, Jon, Jerry Overmyer, and Brett Wilie. "The Daily Riff - BE SMARTER. ABOUT EDUCATION." The Flipped Class: Myths vs. Reality. The Daily Riff, 14 Apr. 2012. Web. 15 Apr. 2013. <http://www.thedailyriff.com/articles/the-flipped-class-conversation-689.php>.

Bergmann, Jon. "The History of the Flipped Class | Flipped Learning." Flipped Learning The History of the Flipped Class Comments. N.p., 6 May 2011. Web. 15 Apr. 2013. <http://flipped-learning.com/?p=136>.

Sowash, John. "The Electric Educator: Flip Your Classroom through Reverse Instruction." The Electric Educator: Flip Your Classroom through Reverse Instruction. The Electric Educator, 6 Sept. 2010. Web. 15 Apr. 2013. <http://electriceducator.blogspot.com/2010/09/flip-your-classroom-through-reverse.html>.

How to Encourage Students to Pursue an Academic Career

Lei Huang
International Graduate Centre for the Study of Culture (GCSC), JLU Giessen/Germany
Alter Steinbacher Weg 38
Giessen, Hessen 35394
lei.huang@gcsc.uni-giessen.de

Jennifer Ch. Müller
International Graduate Centre for the Study of Culture (GCSC), JLU Giessen/Germany
Alter Steinbacher Weg 38
Giessen, Hessen 35394
jennifer.mueller@sowi.uni-giessen.de

Judith Hofmann
International Graduate Centre for the Study of Culture (GCSC), JLU Giessen/Germany
Alter Steinbacher Weg 38
Giessen, Hessen 35394
judith.hofmann@gcsc.uni-giessen.de

Audience:
This presentation aims to support the teaching staff from all disciplines, who want to learn about how to encourage undergraduates to pursue an academic career. Attending our session might also be useful for PhD-students, graduates and undergraduates.

Activities:
This presentation contains three main activities:
1.) Presentation - Theory:
- Presentation of the 10-steps-plan
2.) Presentation - Examples:
- Presentation of example from practical teaching and learning experiences
3.) Reflection and Discussion
Further development of the 10-steps-plan with the audience

Description:
During this presentation, the participants will learn about the core competencies which are useful for achieving an academic career. In university and college courses, teachers can train students' abilities in several organizational fields so they can successfully plan and accomplish their steps on the way to becoming an early career researcher.

S T E P 1:
OBJECTIVE: Know your career options
CORE COMPETENCE: Be able to do research for funding

S T E P 2:
OBJECTIVE: Apply successfully at graduate schools and for dissertation fellowships/funding

CORE COMPETENCE: Be able to write an exposé for a research project

S T E P 3:
OBJECTIVE: Apply successfully for conferences
CORE COMPETENCE: Be able to write short abstracts of presentations/papers

S T E P 4:
OBJECTIVE: Design a professional poster
CORE COMPETENCE: Be able to use a poster for presenting a research project (on conferences)

S T E P 5:
OBJECTIVE: Plan and submit a publication
CORE COMPETENCE: Be able to write a short article for the university newspaper/journal

S T E P 6:
OBJECTIVE: Plan and submit an application for a course as a visiting lecturer
CORE COMPETENCE: Be able to plan a teaching-learning-situation

S T E P 7:
OBJECTIVE: Become a member of a professional organization
CORE COMPETENCE: Be able to find the best organization/s for your profession

S T E P 8:
OBJECTIVE: Keep yourself up-to-date in your field of study
CORE COMPETENCE: Be able to select the important journals for reading

S T E P 9:
OBJECTIVE: Expand your knowledge by lifelong learning
CORE COMPETENCE: Be able to choose relevant opportunities for continuing education

S T E P 10:
OBJECTIVE: Become a serious member of the academic community
CORE COMPETENCE: Be able to behave adequate in university committees

The examples for every step will be presented in the interactive teaching session!

References

Bourdieu, Pierre (1992): Homo academicus. Frankfurt am Main: Surhkamp.
Hall, Donald E. (2007): The Academic Community. A Manual for Change. Columbus: The Ohio State University Press. P. 131-145.
Hall, Donald E. (2002): The Academic Self. An Owner's Manual. Columbus: The Ohio State University Press. P. 23-42.

Better communication, better teaching and learning: communication concerns between Chinese students and foreign advisors based on culture study (taking Germany as an example)

Lei Huang
International Graduate Centre for the Study of Culture (GCSC),JLU Giessen/Germany
Alter Steinbacher Weg 38
Giessen, Germany 35394
Lei.Huang@gcsc.uni-giessen.de

Audience:
This presentation is intended for researchers, students, faculty, practitioners, institutional administrators and a general ISETL audience who may be interested in the intercultural teaching and learning researches and innovations in higher education.

Presentation objectives and activities:
This presentation will be PowerPoint driven with the assistance of handouts with copies of data sets compiled from Justus-Liebig University Giessen, Germany. The characters of Chinese/eastern students' forms of communication will be explained and compared for helping western advisors to communicate with eastern students easily and efficiently. Finally, the participants will invited to an open discussion to share and reflect upon their personal experience/concerns on this topic and hopefully provide some guidelines and practical solutions focusing on improving intercultural teaching and learning.
In this session, the presenter would like to follow these steps:
1) Introducing the research background
2) Reviewing previous researches
3) Putting forward the research questions and hypotheses on the basis of the general depictions of current research
4) Discussing with the participants about similarities and differences between East and West regarding the way of thinking and form of communication
5) Discussing with the participants about the communication concerns in educational settings between Chinese students and foreign (American and German) advisors and its solutions
6) Conclusion and improving further direction of future research Description:
Every culture has its own world view and its own way of looking at the world. Culture can either create a gap that blocks the communication or become a special motivation that achieves efficient teaching between students and advisors from different countries. As international education develops under the background of the different cultural settings, the communication between international students and foreign advisors has become an important variable affecting the process of effective learning and teaching. Based on this background, this project is an empirical study focusing on the intercultural and interpersonal aspects of the communication between Chinese students and their foreign advisors.

By employing research methods as questionnaires survey and semi-structured interview, this study attempts to identify and compare the intercultural communication concerns perceived by Chinese students and their foreign advisors in two instructional settings (in class and in one-on-

one conferences), further on, to examine the intercultural communication concerns identified in relation to the potential language-based and culture-based barriers.

This study follows Station-Spicer and Bassett's (1979) Communication Concerns Model, which originated and was modified from Fuller's (1969) model in its examination of the teachers' concerns. The Communication Concern Model embodies three categories: concerns about self as a communicator, concerns about task of communicating, and concerns about the impact of one's communication on others. On the basis of these three categories, the questionnaire consisted of 50 questions related to three parts: (1) an adaptation of the Communication Concerns Statement (Staton-Spicer & Bassett, 1979), (2) an adaptation of Staton-Spicer's (1983) and Bauer's (1992) Teacher Communication Concerns Scale, and (3) questions that asked subjects to give the reasons for their perceived communication difficulties. 167 Chinese students completed the online survey during a three month period. Factor analysis and item analysis were used to provide evidence that the survey items were valid and reliable. The collected data were analyzed by this model in order to distinguish the causes of their concerns and to recommend appropriate solutions.

With the qualitative data provided by the open-ended questions and field research will allow for content analysis, whereas the quantitative data collected from questionnaires will be analyzed by t-tests and analyses of variance by means of SPSS. Besides, a series of semi-structured interviews will be designed as a follow-up to the questionnaire survey and in-the-spot investigation for the purpose of uncovering more in-depth information.

The purposes of this study are:
(1) to identify the intercultural communication concerns of Chinese students and their foreign advisors in the educational settings
(2) to compare differences in the communication concerns of Chinese students and their foreign advisors in educational settings
(3) to explore ways of developing the intercultural communication sensitivity of both Chinese students and foreign advisors
(4) to help Chinese students study in western countries to adapt to the new environment and make greater academic achievement with minimum hardship
(5) to help western professors to guide their Chinese students more appropriately by communicating with them in more effective and efficient ways.

Taking the Chinese students in Germany as example, the findings of this study would provide both students and faculty with much needed information. For international students, particularly those form East Asian cultures, this study should help them to understand the teacher-students communication process in western schools. The findings might also contribute to better preparation of those international students who plan to pursue study in western countries. Since effective communication with advisors is a key element in any successful study experience, the information offered in this study might further be applicable to a general population of eastern students studying in the western educational environment.

References

1. Bauer, G. (1992). Instructional communication concerns of international teaching assistants. The Pennsylvania State University, University Park, PA.

2. Bennett, C. I. (1995). Comprehensive multicultural education: Theory and practice (3rd ed.). Boston, MA: Allyn & Bacon.

3. Gao, G., Ting-Toomey, S., & Gudykunst, W. B. (1996). Chinese communication process. In M. H. Bond (Ed.), The handbook of Chinese Psychology. Hong Kong: Oxford University Press.

4. Cheng, L. (1987). Assessing Asian Language Performance: Guidelines for Evaluating Limited English Proficient Students. Rockwill, MD: Aspen.

5. Fuller, F. F. (1969). Concerns of teachers: A developmental conceptualization. American Educational Research Journal, 6, 207 - 226.

6. Hans Michael Klein (2004). Cross Culture Benimm im Ausland. Berlin: Cornelsen Verlag Scriptor GmbH & Co KG.

7. Hans Werner Hess (1992). Die Kunst des Drachentoetens. Muenchen: Iudicium Verlag GmbH.

8. Hull, W. F. (1978). Foreign students in the United States of America: Coping with behavior within the educational environment. New York: Praeger.

9. Gⁿnthner, S. (1993). Diskursstrategien in der interkulturellen Komminikation. Analysen deutsch-chinesischer GesprΣche. Ed. Max Niemeyer, Tⁿbingen

10. Schroll-Machl, S. (2003). Die Deutschen - Wir Deutsche. Fremdwahrnehmung und Selbstsicht im Berufsleben (2ed ed.). G÷ttingen: Vandenhoeck & Ruprecht.

11. Song, J. (2009). Cultural experiences of German and Chinese exchange students and implications for a target group oriented intercultural training program. PhD dissertation, University of Freiburg, Germany.

12. Staton-Spicer, A. Q. (1983). The measurement and further conceptualization of teacher communication concern. Human Communication Research, 9, 158 - 168.

13. Staton-Spicer, A. Q. & Bassett, R. E. (1979). Communication concerns of pre-service and in-service elementary school teachers. Human Communication Research, 5, 138 - 146.

Build a School of the Future Game

Linda Hughes
Georgia Gwinnett College
1000 University Center Lane
Lawrenceville, GA 30517
lhughes@ggc.edu

Objectives:
1. Introduce educators to the concept of a "reacting" game.
2. Engage participants in the first step of the game so that they can experience the process.
3. Present an overview of the entire game.
4. Imagine with them ideas for their own games.
5. Enjoy the collaborative nature of this type of gaming.

Description:
In building a school of the future, foundational education students must research and comprehend issues in the field of education from the past and in the present. By presenting proposals to be agreed on by a majority of class members, they work together to score enough points to make their school viable. This is a version of a "reacting" game, which deals with the past. In this rendition, participants take the past and present and project them into the future. While based on research and analysis, it is a highly creative and imaginative experience.

Resources:
http://barnard.edu/reacting
"Build a School of the Future," Linda Hughes

An Intercultural Immersion Experience in the Somali Community:
Expanding Pre-Service Teachers' Teaching and Learning on Diversity

Yun-Ting Hung
University of Wisconsin-Eau Claire
105 Garfield Ave.
Eau Claire, WI 54703
hungyunt@uwec.edu

Description:
The purpose of the Somali Immersion was to give pre-service teachers from a teacher preparation institution located in the Midwest a greater understanding of the Somali culture and their immigrant experiences. By fostering a deep understanding of one underrepresented community of language learners, pre-service teachers can develop a more positive attitude toward other underrepresented and misunderstood cultures as well. During this experience, fourteen undergraduate students engaged in more than twenty four hours of classroom-based instruction, a week-long, full-day, field placement in schools that serve primary Somali youth, and daily excursions in and around the Somali community in Minneapolis, MN. To assess the effectiveness of this experience in transforming participants' insights and understandings, students were given a pre and post-survey to assess multicultural awareness and knowledge of the Somali culture and were interviewed after the experience. Student interviews and post-survey results showed that pre-service teachers were able to gain a sense of empathy and a greater understanding of cultural differences in an urban school setting through this cultural immersion. It is recommended that all pre-service teachers engage in an intercultural immersion or intercultural experience in order to better prepare them for the diversity that exists within our schools, and to develop a broader worldview for diverse learners.

Fostering Immediacy and Student Engagement in a Large Online Course

Amy Jennings
California State Univ., Long Beach
Psychology Dept
Long Beach, CA 90840
Amy.Jennings@csulb.edu

Lisa Maxfield
California State Univ., Long Beach
Psychology Dept
Long Beach, CA 90840
Lisa.Maxfield@csulb.edu

Introduction and Background Literature:
Postsecondary education is within reach of virtually everyone, but not all students are equally likely to succeed. Educational psychology research has been devoted to determining why and when students succeed. One well-documented key to student success is student-instructor immediacy.

Immediacy is a term used in the educational literature to convey the kinds of behaviors people perform which indicate how likely they are to be perceived by others as approachable. In educational settings, immediacy has been defined as behaviors that instructors deploy to increase the psychological closeness to their students (Christophel, 1990). Immediacy behaviors include both verbal and non-verbal dimensions. Examples of immediacy behaviors include addressing students by name, praising students' work, making eye contact and smiling at individual students. Students perceive instructors who engage in these behaviors in greater frequency and number as more immediate. Increased immediacy is positively correlated with students' motivation and perceptions of learning.

Immediacy has traditionally been defined as in-class behaviors. As the number of online courses explodes, a challenge for these instructors is to foster immediacy when there are few or no opportunities for face-to-face communication.

In a meta-analysis on the effectiveness of online learning, the U.S. Department of Education (2010) reports that online learning was found to be a good option for undergraduate college students, finding that students in online environments performed slightly better than those in a face-to-face, equivalent course. In another review of the distance education literature, Moore (1994) indicated no significant differences in learning measures between distance and face-to-face education.

However, concerns about the effectiveness of online approaches have been raised across different content and learner types. Rabe-Hemp, Woollen, and Humiston (2009) propose that a student's technical abilities can influence their likelihood to succeed in an online class, and they also note, "poor participation, procrastination, and feelings of isolation are often cited findings in online learning" (p. 208). In separate research, Willging and Johnson (2009) describe lower

persistence rates for online courses, relative to traditional face-to-face courses. They report that issues of isolation, disconnectedness, and technological problems can influence a student to leave an online course.

Immediacy, defined as perceptions of closeness among students and instructors, has a clear impact on students' own perceptions about their courses. One meta-analysis revealed lower student satisfaction and perceived learning in online courses, relative to traditional face-to-face courses (Johnson, Aragon, Shaik, & Palma-Rivas, 1999). This finding suggests online courses lack an important social dimension of learning that is present in face-to-face courses. Online courses do not allow the same amount, type, or timeliness of communications about the course, compared to in-person courses.

Taylor (2003) argued that online education is not right for all students, finding that students who have trouble with self-motivation and self-discipline do not persist in online courses. Students who lack proper skills in writing, communication, time management, organization, and the ability to work independently can have very negative experiences in online courses.
Given that immediacy behaviors, as traditionally measured in face-to-face classes, have been shown to encourage students to engage and interact with their instructors in traditional courses (Myers, 2004), translating immediacy behaviors to be used in online course design could result in improving student engagement in online courses.

Purpose

We have a tremendous opportunity to explore immediacy issues in a large online course. We are co-instructors of a high-enrollment online course (PSY 301: Psychology as a Discipline and Profession) that is required of all psychology majors at California State University, Long Beach. The goals of PSY 301 are threefold: 1) to introduce students to the major and maximize their academic planning for success, 2) to explore all the various sub-disciplines of the field, and 3) to prepare for the next steps in their professional development, including career opportunities and applying to graduate school. Other than face-to-face course orientations with the instructors, required and/or optional visits to course assistants and the department's resource center, and a mandatory in-person final exam, the course is delivered online through the campus learning management system. Over the 16-week semester, students complete 30 required assignments and are offered at least 17 extra credit assignments. In addition to our challenge of managing this mammoth course, we have become particularly dedicated to figuring out how to translate the power of immediacy's impact on student success into the context of a large, online course.

Method

Intervention: Two online sections of the PSY 301 course were prepared for the Fall 2012 semester. The section defined as high immediacy: 1) contained video recordings of the instructors discussing a variety of assignments and course topics, designed to enhance instructor presence and engagement in the course, 2) used verbal immediacy in the course documents (e.g., first person pronouns, personal examples), and 3) included visual enhancements on the web site (e.g., assignment instructions included colors and graphics). The section defined as low

immediacy had none of these enhancements and reflected our regular course design. Course content and resources were the same for both sections.

Sample: Undergraduate students at CSULB enrolled in the PSY 301 course in the Fall 2012 participated in this study. The total sample size for data analysis was 215, with 111 (52%) the high immediacy section and 104 (48%) in the low immediacy section. Across the sample, 52% reported PSY 301 as their first online course.

Experimental Design: This study used a quasi-experimental design employing random assignment of students to the two sections to examine the effectiveness and impact of the intervention designed to promote immediacy and engagement in the online course.

Data Collection Methods: Data for this study included: 1) a student survey administered at mid-semester (weeks 7 - 9) and at semester-end (weeks 13 - 15), and 2) student achievement measures (overall course grades).

Survey: The survey focused specifically on measuring student perceptions of faculty immediacy and their own (student) engagement.

Variables: Three independent variable constructs were measured in this study; including faculty immediacy, student engagement, and student learning. The dependent variable measured was student success. Demographic and academic variables were also collected in the survey, including age, gender, ethnicity, GPA, and total units completed.

Results and Discussion

Multiple regression was used to answer the question that, if there is a relationship between immediacy, engagement, and student success, then what does this relationship look like? Student success did not differ across our high and low immediacy sections. It may be that our manipulation between the two sections was not strong enough to impact student success, given the way we defined it. Rather, engagement was the only significant predictor of student success (Beta = 88.07, t (213) = 5.45, p < .001). The more students reported engaging in the course (e.g., taking advantage of extra credit opportunities, consulting with course assistants), the more success they had in the course, as measured by overall course grades (of note, this indicates that extra credit is being sought out by the students doing well overall, not poorly). Additionally, consistent with Taylor's (2003) observations that online learning may not be right for everyone, we found student success in the course to correlate positively with Student Age (Beta = 9.09, t (213) = 3.16, p = .002) and Units Completed (Beta = 1.26, t (213) = 1.96, p = .05). Thus, success in online learning may be dependent on a certain level of academic maturity. Future research should tease out the dimensions of maturity that contribute most to online learning success (e.g., strong time management skills, ability to learn independently, or development of critical skills like writing).

Finally, in exploratory factor analysis, an unexpected variable accounting for some of the variance in student success was revealed. This factor was denoted as instructor presence, because all of the survey items that loaded on this factor regarded how the instructors made the students in the course feel. Instructor presence had negative relationships with the other variables. Instructor presence and immediacy had a moderately strong negative relationship (r (213) = -.40, p < .001) and instructor presence and engagement had a small negative relationship (r (213) = -.20, p < .001). This result is puzzling in that one of the main principles of immediacy is the implied relationship between the student and instructor. The connection, accessibility, and

approachability that students feel towards their instructor are critical components of immediacy. It is almost as though our survey had the unintended effect of pointing out to students the lack of instructor presence inherent in an online course. Students may have started to feel isolated and disengaged, because we asked them if they were. If our explanation is verified, it only highlights the need for taking extra measures to ensure students feel like they are interacting with their instructors in online courses.

Conclusions

Overall, this study found evidence for an interesting relationship between immediacy and engagement. It appears that engagement can predict student success in an online course, confirming existing literature that engagement can contribute to student success in face-to-face courses. Although the best ways to engage students in online learning requires further research, these initial results support our broader mission to innovate ways to translate immediacy to an online environment.

In addition to a discussion of the empirical results from our study, we will engage our audience in a discussion of our "lessons learned" about developing procedures (including what works and what doesn't) for enhancing educational effectiveness within the context of a large online course.

References

Christophel, D.M. (1990). The relationships among teacher immediacy behaviors, student motivation, and learning. Communication Education, 323-340.

Johnson, S. D., Aragon, S. R., Shaik, N., & Palma-Rivas, N. (1999). Comparative Analysis of Online vs. Face-to-Face Instruction. Journal of Interactive Learning Research, 11 (1) 29-49.

Moore, M. 1994. Administrative barriers to adoption of distance education. The American Journal of Distance Education, 8 (3): 1-4.

Myers, S.A. (2004). The relationship between perceived instructor credibility and college student in-class and out-of-class communication. Communication Reports, 2, 129-137.

Rabe-Hemp, C., Woollen, S., & Humiston, G. S. (2009). A comparative analysis of student engagement, learning, and satisfaction in lecture hall and online learning settings. The Quarterly Review of Distance Education, 10(2), 207-218.

Taylor, S. S. (2003). The endless class. Community College Week, 15: 6-9.

Willging, P. A., & Johnson, S. D. (2009). Factors that Influence Students' Decision to Dropout of Online Courses. Journal of Asynchronous Learning Networks, 13(3), 115-127.

Using Scaffolding in Interactive Digital Storytelling
Assignment/Assessment Design: PhotoStory3 and Zeega

Carol Johnson-Gerendas
Texas Wesleyan University
1201 Wesleyan
Ft. Worth, Texas 76105
cjohnson07@txwes.edu

Gladys Childs
Texas Wesleyan University
1201 Wesleyan
Ft. Worth, Texas 76105
gchilds@txwes.edu

Objectives:
During this presentation, participants will:
1. Discover what scaffolding is and how this pedagogy can be effectively used in their classroom.
2. Engage various multi-media tools such as Photo Story and Zeega and learn not only how to use these technologies, but how to link them to their current course assignments.
3. Learn how to develop effective rubrics to guide in-depth student learning and aid students in developing quality work.

Audience:
This presentation will be beneficial for faculty who want to encourage students to do in-depth learning and help students produce better quality work. It will also be helpful to faculty who want to learn new pedagogical techniques and how to link them to their current assignments or for individuals in linked or learning community courses.

Activities:
1. Interactive discussion of scaffolding and how it can be used in the classroom.
2. Interactive demonstrations of how to create multi-media projects such as Photo Story and Zeega.
3. Self-reflection activities to aid participants in applying learned information to their courses.
4. Discussion with other participants.

Description:
Scaffolding is key to student success when assignments are completed utilizing "technology-enhanced learning environments" (Shama and Hannafin, 2007). Scaffolding, an essential tool for teaching (Mooney, 2005; Vygotsky, 1978), provides students with the foundational competency necessary to tackle complex tasks, and it offers students a springboard for high-level achievement and critical thinking (Fink, 2013; Rourke & Coleman, 2010). Scaffolding is an essential tool when teaching college freshman, who often find the first months of college to be extremely stressful. As students are exposed to new and more complex academic content and pedagogical techniques, scaffolding in assignment design helps to connect prior knowledge to

new content, reduces anxiety, and creates a positive learning environment (Fink, 2013; Oliver, 2007).

As freshmen, students are often required to utilize new multi-modal tools for writing and presentation projects and can find these assignments to be overwhelming. In an effort to mitigate the complexity of these high-tech assignments, scaffolding helps students build their skills starting with simple, low-stakes assignments and moving to more complex, high-stakes assignments (Fink, 2013). This session will provide samples of assignment scaffolding between a Religion and English course in a learning community. In the Religion course, students created a low-stakes personal faith story using one of three digital storytelling tools. Then, in their English course, students developed profile projects, including interviews with outsiders, artifact collection, research, photographs, sound, and video. While completing the low-stakes assignment, students developed skills working with PhotoStory3, Zeega, and iMovie, and then used these new skills to tackle their second project in English. Because students had previously mastered digital storytelling technology, they were able to focus on the English assignment's academic components, including research, script development, visual rhetoric, interviewing, and human subject review procedures (Lambert, 2013; Lundby, 2008).

Today's university classroom often requires integration of leading-edge technologies in assignment design including the use of content selection from sites such as Creative Commons, Sound Cloud, and YouTube. Now, academic research skills include, not only searching online databases and library collections, but also learning how to critically "curate, edit, and remix cloud-based content" (Kabil, 2013; Bean, 2011). It is no wonder students (and instructors) find themselves overwhelmed with the ever-changing technology literacies needed for work in the 21st century. Scaffolding from low-stakes to high-stakes assignments provides instructors one way to aid students in mastering multi-modal tools, researching in cloud-based environments, and presenting their academic information (Collins & Halverson, 2009).

References

Bean, John. C. Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom. San Francisco: Josse Bass, 2011. Print.
Collins, Allan, and Richard Halverson. Rethinking Education in the Age of Technology: The Digital Revolution and Schooling in America. New York: Teachers College Press, 2009. Print.
Fink, Dee. Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses. San Francisco: Josse Bass, 2013. Print.
Kabil, Ahmed. "Interactive Storytelling with Zeega." Poynter News University. Web. 24 May 2013.
Lambert, J. Digital Storytelling: Capturing Lives, Creating Community. New York: Routledge, 2013. Print.
Lundby, Knut, Ed. Digital Storytelling, Mediatized Stories: Self Representations in New Media. New York: Lang Publishing, 2008. Print.
Mooney, Carol Gerhart. Theories of Childhood: An Introduction to Dewey, Montessori, Erickson, Piaget, and Vygotsky. 2005. Print.

Oliver, Ron. "Exploring an inquiry-based learning approach with first-year students in a large undergraduate class." Innovations in Education and Teaching International 44.1 (2007). Web.

Rourke, Arianne J. and Kathryn S. Coleman, "A Learner Support System: Scaffolding to Enhance Digital Learning." International Journal of Technology, Knowledge & Society 6.1 (2010). Web.

Sharma, Priya and Michal J. Hannafin. "Scaffolding in Technology-Enhanced Learning Environments." Interactive Learning Environments 15.1 (2007). Web.

Vygotsky, Lev. Mind and Society: The Development of Higher Psychological Processes. 1978. Print.

Beyond the Basics: PowerPoint Options and Web. 2.0 Applications
for Creating Motivating Presentations in Online Classes

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

Rebecca Giles
University of South Alabama
3100 UCOM
Mobile, Alabama 36688
rgiles@southalabama.edu

Objectives:
During this presentation, participants will:
1) Discuss and assess current methods of presentation delivery in online classes.
2) Learn options available for making PowerPoint presentations more motivating.
3) Understand empirically-based principles to guide multimedia inclusion into virtual learning environments.
4) Discover Web 2.0 applications that are available for creating motivating presentations.

Audience:
Faculty who teach fully online classes and/or hybrid classes and are looking for multimedia presentation tools to create motivating presentations of the content students are expected to master will find this presentation beneficial.

Activities:
The following activities will be included in this presentation:
1) Engage in interactive discussions and self-reflection of current modes of presentation delivery in online classes.
2) View demonstrations of techniques to make PowerPoint presentations more motivating.
3) View demonstrations of available Web 2.0 applications for use in creating motivating multimedia presentations.
4) Create a sample presentation from a demonstrated application.

Description:
Often, online learning comes with the stigma of being totally unmotivating. Students may feel that they are being cheated out of an instructor and that being a member of an online class is not real learning (Hofmann, n.d.). Online students must navigate the online academic content in a physically isolated environment that lacks the entertainment and social aspects of a traditional classroom (Mandernach, 2009). In their 10 keys to online learning, Alley and Jansak (2001) include as their third key the statement that students must be motivated to want to learn. In order to increase students' motivation in wanting to learn the course material, there needs to be

enhanced student engagement. When students are engaged, retention, learning, and satisfaction are impacted (Mandernach, 2009).

As the number of online courses offered by universities continues to grow, so grows the need for instructors to find innovative, motivating delivery methods for presenting the content that students are expected to master. Many online classes tend to be primarily text-based modes of instruction. While there are some students who prefer this independent study format, the majority of students today are digital natives who routinely utilize a variety of social networking options. As a result, they prefer visual over verbal stimulation and crave online connections with classmates. Multimedia presentations incorporated into online classes that include graphic images, photographs and videos will enhance student motivation and engagement (Johnson & Aragon, 2002). These types of presentations assist students who may have a difficult time in visualizing concepts and struggle to understand information presented solely in print (Michelich, 2002).

PowerPoint presentations can be made into more multimedia types of presentations through several options that are available in the program. There are many Web 2.0 applications available that are either free or relatively inexpensive that enable the user to create many different types of multimedia presentations.

In this presentation, participants will be introduced to techniques for making PowerPoint presentations "pop" in their online classes and several Web 2.0 applications that can be used to create motivating and engaging presentations Additionally, the guiding empirically based-principles of Clark and Mayer (2002) to guide the creation of multimedia presentations will be discussed.

References

Alley, L.R., & Jansak, K. E. (2001) The ten keys to quality assurance and assessment in Online Learning. Journal of Interactive Instruction Devlopment, 13(3), 3-18.

Clark, R.C., & Mayer, R.E. (2002). E-Learning and the science of instruction: Proven guidelines for consumer and designers of multimedia learning. San Fransisco: Jossy-Bass.

Hoffmann, J. Motivating online learners. Retrieved from www.ngolearningl.org.

Johnson, S.D., & Aragon, S.R. (2002). In T. M. Egan & S. A. Lynham (Eds.), Proceedings of the Academy for Human Resource Development (pp. 1022-1029). Bowling Green, OH: AHRD

Mandernach, B.J. (2009). Effect of instructor-personalized multimedia in the online classroom. The International Review of Research in Open and Distance Learning, 10(3).

Michelich, V. (2002) Streaming media to enhance teaching and improve learning. The Technology Source. Retrieved 2013 from http://technologysource.org/article/streaming_media_to_enhance_teaching_and_improve_learning/

Pedagogical Tools to Support Student Learning:
Mindfully Integrating the Latest Technology in our Classrooms

Gene Kramer
University of Cincinnati Blue Ash College
9555 Plainfield Road
Cincinnati, Ohio 45236
eugene.f.kramer@uc.edu

Krista Wood
University of Cincinnati Blue Ash College
9555 Plainfield Road
Cincinnati, Ohio 45236
krista.wood@uc.edu

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

Tom Stringfield
University of Cincinnati Blue Ash College
9555 Plainfield Road
Cincinnati, Ohio 45236
thomas.stringfield@uc.edu

Objectives:
During this presentation, participants will:
a) Identify online software that can be used in the classroom.
b) Create screencasts that can be stored in the cloud to be accessed by students later.
c) Identify how Audio DropBox and Video DropBox can be embedded into a course management system.
d) Apply various apps for note-taking, modeling, and discipline specific uses.
e) Describe how technologies/applications that have worked in their classroom.
f) Analyze the idea of "flipping the classroom" and evaluate when it works.

Audience:
This presentation/discussion will be beneficial for faculty in any higher education setting who want to incorporate tablets and mobile devices, or are willing to share what has worked for them.

Activities:
Participants will engage in the following activities:

a) Interactive discussion on pedagogical reasons for using technology where participants identify student learning outcomes and devise a technology application to facilitate or evaluate the learning outcome.

b) Discussion of various types of pedagogically effective technology such as screencasting, QR codes, and examples of implementation in math, physics, English and chemistry.

c) Participants will share how they have effectively used technology to enhance student learning and engage in peer review with each other concerning common technology problems in the classroom.

Description:

Given the rate at which technology and resources are becoming more available, we as instructors need to assess the best practices to effectively promote learning in the classroom. The student population is used to the rapidly changing influence of technology and expects this technology to somehow be incorporated into the learning environment (Gabriel, Campbell, Wiebe, MacDonald, & McAuley, 2012). To be effective educators, we should explore technologies and applications for creating rich learning experiences. It is time to move beyond the transmission of knowledge in the information age and towards an interaction age where knowledge is socially constructed (Brill & Park, 2008, Gabriel et al., 2012). The responsibility is compounded when looking at an online environment or "flipping the classroom."

The literature is vague in regards to effectiveness of the incorporation of technology in the classroom. The results mirror what educators observe in their own classrooms. McCabe & Meuter (2011) as part of their study determining whether technology creates a more effective learning environment, provide a review of the literature over the past twenty years. Technology-based learning can increase understanding and also appears to improve student participation and teamwork. However, there is also price for the incorporation of technology. Technology can be perceived as a hindrance to learning, causing an increase in cognitive load and distraction from the primary concepts, as well as having a high initial learning curve for implementation. There also appears to be a significant difference in what faculty see as effective tools in an online environment and what students value. The questions regarding the implementation of technology and its assessment become more complex as technology advances.

A primary concern is how to prioritize the use of technology in various platforms of instruction. Chickering and Gamson (1999) recommended seven principles for good practice in undergraduate education - encourage student-faculty contact, cooperation among students, active learning, prompt feedback, time on task, high expectations, and respect for diverse talents and ways of learning. Cromack (2008) applied these principles to guide the use of pedagogical technology. With rapidly emerging technology, where do we start? For example, in an online environment what applications and methods of communication work best for student interaction, and does this overlap with the best methods for assessment? In a traditional classroom, what software can engage students and promote active learning during and after class? Can technology be used to give prompt feedback and respect diverse ways of learning? Instructors assess technology in the classroom by considering globalization, society's needs, developing and influencing technological literacy, direct applications to student learning, and practicability of implementation (Kurt, 2012). An open forum for discussion and assessment is vital for

determining and evaluating what is effective within the classroom, as well as for taking learning outside the classroom - flipping the class.

"Flipping the Class" has been lauded as a method to devote more class time to problem solving, innovative learning strategies and to make learning more active and engaging (Brunsell & Horejsi, 2013). Nonetheless, not all educators are convinced. Some are concerned that "flipping" is used to transmit material via online lectures which doesn't equal learning and that not all students have access to the technology at home (Nielsen, 2012; Bergman, 2012). The focus on how to "flip the class" - how to use technology to promote good pedagogical practice - remains the challenge.

This presentation provides examples of the incorporation of specific technologies in a classroom based setting and uses of specific software applications. Presenters share student responses, assessment of the incorporation of the technology, and online sources for applications. In addition, under the theme of "flipping the classroom," the timing of assignments, limits of applications, and construction of assignments will be discussed. Attendees are encouraged to contribute to the conversation regarding successful implementation of software, tablets, or experiences in "flipping the classroom" using the mobile devices they have with them as a matter of habit to demonstrate how opportunistic use of personal technology can promote learning.

References

Bergman, J. (2012). To flip or not to flip? Learning & Leading with Technology, June/July 2012, 6-7.

Brill, J.M. and Park, Y. (2008). Facilitating engaged learning in the interaction age taking a pedagogically-disciplined approach to innovation with emergent technologies. International Journal of Teaching and Learning in Higher Education, 20(1). 70-78.

Brunsell, E. and Horejsi, M. (2013). A flipped classroom in action. The Science Teacher, 80(2), 8.

Chickering, A.W. and Gamson, Z.F. (1999). Development and adaptations of the seven principles for good practice in undergraduate education. New Directions for Teaching and Learning 80, 75-81. doi: 10.1002/tl.8006

Cromack, J. (2008). Technology and learning-centered education: Research-based support for how the tablet PC embodies the seven principles of good practice in undergraduate education. Proceedings from: ASEE/IEEE Frontiers in Education Conference.

Gabriel, M.A., Campbell, B., Wiebe, S., MacDonald, R.J., and McAuley, A. (2012). The role of digital technologies in learning: Expectations of first year university students. Canadian Journal of Learning and Technology, 38(1). 1-18.

Kurt, S. (2012). How do teachers prioritize the adoption of technology in the classroom? Teachers and Teaching: Theory and Practice, 18(2). 217-231.

McCabe, D. B. and Meuter, M. L. (May 2011). A student view of technology in the classroom: Does it enhance the seven principles of good practice in undergraduate education? Journal of Marketing Education, 33(2). 149-159. doi: 10.1177/0273475311410847

Nielsen, L. (2012). Five reasons I'm not flipping over the flipped classroom. Tech & Learning, 32(10), 46.

Humor in the Courseroom

Jaime Kulaga
Ashford University
400 N Bluff Blvd.
Clinton, IA 52732
jaime.kulaga@ashford.edu

Objectives:
During this presentation, participants will:
1. Engage in self-reflection and analysis of their teaching methods and styles and how these help or hinder student retention and engagement.
2. Learn about the value of adding appropriate humor into their online course room.
3. Discover and create ways to incorporate appropriate humor into their course room.

Audience:
This presentation will be beneficial for faculty who teach online courses and want to increase student engagement during class, encourage a deeper form of learning and foster a stronger rapport with students.

Activities:
This presentation will include the following activities:
1. Self-reflection activities designed to help participants become more aware of their specific teaching style and delivery method.
2. Discussion with others on how they can effectively add humor to their course room
3. Team exercises in which participants select a topic that they teach online and collectively present this topic using appropriate humor to the remaining participants in the room.

Description:
Using appropriate humor in the course room adds value and a sense of the professor as being human too (Cole, 2012).One study examined 1,400 Chief Financial Officers at U.S. companies with 20 or more employees. Fifty-seven percent said a sense of humor was somewhat important and 42 percent said having a sense of humor was important or very important (Burross, 2012). In 2005 21 percent of Americans under 30 indicated that they regularly learn from Saturday night live (Pew Research, 2008). As funny as that may sound, this is how younger people like to obtain information. If employers want employees that are well rounded and encourage a sense of humor, and students prefer to obtain and process information in a manner that is humorous, why would we as professors not add this learning style to our course room?

Humor helps professors to build rapport. Since words are subjective, this can be dangerous in an online form. Words are just words, the students give them meaning, tone, context and volume (Cole, 2012). Even if we mean well, a student could see our words as negative. Using humor can build rapport and help the student to see your "fun and friendly" side. Using humor in the course room helps to humanize us. That is, we take two people from different sides of a situation (student vs. professor) and bring us together.

Humor also helps to decrease anxiety in students. According to Cole (2012) the use of humor can diffuse tension. Students often have anxiety about a new course, professor, new school, etc. When a professor makes use of humor a tense situation can be turned around instantly. Humor also makes students think. Humor is an uncommon form of knowledge- thus it requires an activation of our semantic memory. When we read a joke or humorous info, we are forced to complete a stronger memory search resulting in greater memory recall.

So, how can you add humor to your course room, and do so appropriately and effectively? Come to this session and find out. Be prepared to learn why humor is effective in the course room, how students remember humorous material more so than other forms of material and get excited to engage in activities that will have you laughing so hard that you won't be able to wait to share with your students!

References

Ask Naj? (2005). Distance Education Report, 9(21), 3.
Association for Applied and Therapeutic Humor (2013). The home for humor and laughter
        professionals. Retrieved on March 12, 2013 from aath.org.
Burross, A. (2012). A good sense of humor valued at work. Retrieved on March 10, 2013 from
        https://www.msec.org/aboutmsec/Pages/default.aspx
Carlson, K.A. (2011). The impact of humor on memory: Is the humor effect about humor?
        Humor, 24(1), 21-41.
Cole, S. (2012). Building rapport with humour. Retrieved on March 10, 2013 from
        http://www.onehourtranslation.com/translation/blog/building-rapport-   humour
Garner, R. L. (2006). Humor in pedagogy. College Teaching, 54(1), 177-180.
Kahle, D. (2012). Seven ways to build rapport with anyone. Retrieved on March 11, 2013 from
        http://www.davekahle.com/article/rapport.html
Kher, N., Molstad, S., & Donahue, R. (1999). Using humor in the college classroom to enhance
        teaching effectiveness in 'dread courses'. College Student Journal, 33(3), 400.
Lei, S. A., Cohen, J. L., & Russler, K. M. (2010). Humor on learning in the college classroom:
        Evaluating benefits and drawbacks from instructors' perspectives. Journal Of
        Instructional Psychology, 37(4), 326-331.
Pew Research (2008). Internet's broader role in campaign 2008: Social networking and online
        videos take off. Retrieved on March 12, 2013 from http://www.people-
        press.org/2008/01/11/internets-broader-role-in-campaign-2008/2/
Skinner, M. E., & Fowler, R. E. (2010). All joking aside: Five reasons to use humor in the
        classroom. Education Digest, 76(2), 19-21.
Torok, S. E., McMorris, R. F., & Wen-Chi, L. (2004). Is humor an appreciated teaching tool?
        College Teaching, 52(1), 14-20.

Lesson Study: A Close Examination of Student Learning

Rita Kumar
University of Cincinnati
9555 Plainfield Road
Blue Ash, Ohio 45040
rita.kumar@uc.edu

Laurie Bailar
University of Cincinnati
9555 Plainfield Road
Blue Ash, Ohio 45040
bailarle@ucmail.uc.edu

Objectives:
During this presentation participants will:
1. Learn how to use Lesson Study to examine student learning
2. Identify potential Lesson Study themes for research.
3. Learn how to work collaboratively to design a lesson.
4. Learn the benefits of an interdisciplinary Lesson Study.
3. Reflect on their own teaching.

Audience:
This presentation will be beneficial for faculty who are interested in improving student learning outcomes and reflecting on their own practice.

Activities:
This presentation will include the following activities
1. Collaboration with other participants to brainstorm themes and goals for a Lesson Study
2. Identification of strategies to assess student learning
3. Engagement in activities to reflect on their own practice

Description:
Lesson Study is an intensive professional development activity used in Japan to improve instruction in K-12 schools (Stepanek et al, 2007). Lesson Study requires teachers to move beyond their unconscious expectations for teaching to examining in-depth each stage of the process. Bill Cerbin argues "because it embodies all five elements of teaching lesson study is an ideal context in which to document teaching improvement" (116).The Lesson Study process is now being implemented at the university level in places like the University of Wisconsin. Faculty tends to follow patterns for teaching that closely resemble what they encountered as a student. Lesson Study provides a framework for thinking deeply about teaching by working collaboratively to investigate new approaches to teaching. The Lesson Study team collaboratively develops a lesson and the faculty team spends time together exploring their own experiences, ideas they have heard, and researching the literature relevant to the lesson. They also think about their students' prior knowledge and how students learn. Instructors establish long-term goals for their students by thinking about what students should know or be able to do

five years after the course. Once the lesson is ready, a volunteer team member uses the lesson to teach and the others observe and debrief. The team then begins work on revising the lesson and reteaching it and then debriefing again. The team finally reflects on the lesson and shares results with others. In this presentation, attendees will learn how to initiate and facilitate a Lesson Study program at their institution. We will demonstrate how we implemented Lesson Study with faculty from different disciplines at our university and will share samples of student work. We will invite participants to engage in brainstorming activities to initiate their own Lesson Study.

References

Cerbin, Bill. Lesson Study: Using Classroom Inquiry to Improve Teaching and Learning in Higher Education. Sterling, VA: Stylus 2011. Print.

Stepanek Jennifer et al. Leading Lesson Study: A Practical Guide for Teachers and Facilitators. Thousand Oaks, CA: Corwin Press 2007. Print.

**Facilitating Student Success: Using Messages to Encourage Students
to Engage in the Learning Process**

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

David Morales
Maricopa County Community College District
2411 West 14th Street
Tempe, AZ 85281
robmorales73@yahoo.com

Objectives:
During this session, participants will:
- Learn about a technique using Keller's ARCS model (Keller, 1987) to embed messages into online environments in order to prompt students to start assignments earlier.
- Discuss other techniques that participants have used to encourage student engagement in the learning process
- Learn about various resources for tracking student engagement in an online course.
- Develop ARCS messages to use with your courses.

Audience:
- This presentation will benefit instructors who are new to teaching online or those using a course management system for assignment submission.

Activities:
This presentation will include the following activities:
- Scenarios designed to facilitate discussion of specific techniques that may be implemented to encourage student engagement.
- ARCS development activity to help participants design messages for their own course.
- Group discussion to encourage sharing of different ways of motivating students to engage in the learning process.

Description:
Identifying, tracking, and motivating students who delay coursework in a face-to-face class may have been easy, but start teaching online or add an online submission if you are teaching face to face. The challenge becomes utilizing the available resources and techniques to determine who is procrastinating and the appropriate strategies to encourage students to engage in learning. What happens when a student willingly delays an assignment (Boice, 1996)? Do you listen to the many rationalizations for delaying course work (Tuckman, 2002) and why the student underestimated the time necessary to complete an assignment (Pychyl, Morin and Salmon, 2000)? The back and forth excuse - discussion activity can become a daily/weekly event. It doesn't matter the excuse,

the consequence is the same - less quality in submitted work (Lavoie and Pychyl, 2001; Jackson, Weiss, Lundquist, and Hooper, 2003).

All instructors want students to do well in their courses, succeed in all academic endeavors, and graduate. What if a student consistently delays coursework and engages in all other activities except the one assigned for the class? Is the student experiencing anxiety, self-handicapping behaviors, or just developing unrealistic timelines? If you are using an online system, you may rely on an early alert system to help identify students who may be struggling; however, there are strategies, such as messages, you can use to engage students that do not require a lot of time or resources (Keller, 2987; Visser and Keller, 1990; Jackson, 2002; and Gabrielle, 2003). Time dedicated to writing a personal message to a student can facilitate student achievement, persistence, and success.

In this session, you will engage in rich conversation about strategies to motivate students to engage in the learning process. You will learn about specific strategies that can be used to develop messages that will grab the attention of the learner, make assignments more relevant, build confidence, and promote a learners satisfaction with the course material. Finally, you will apply the techniques and engage in an activity to write your own motivational messages.

References

Gabrielle, D. M. (2003). The Effects of Technology-Mediated Instructional Strategies on Motivation, Performance, and Self-Directed Learning. Unpublished Doctor of Philosophy, Florida State University, Tallahassee, Florida.

Jaggers, S.S., Edgecombe, N, and Stacey, G.W. (2013). What We Know About Online Course Outcomes. Community College Research Center. Teachers College, Columbia University. New York, NY. Retrieved July 16, 2013 from http://www.achievingthedream.org/sites/default/files/resources/Online-Learning-Practitioner-Packet.pdf

Keller, J. M. (1987). Development and use of the ARCS model of motivational design. Journal of Instructional Development, 10(3), 2-10.

Lavoie, J. A. A., & Pychyl, T. A. (2001). Cyberslacking and the Procrastination Superhighway: A Web-Based Survey of Online Procrastination, Attitudes, and Emotion. Social Science Computer Review, 19(4), 431-444.

Rodarte-Luna, B., & Sherry, A. (2008). Sex differences in the relation between statistics anxiety and cognitive/learning strategies. Contemporary Educational Psychology, 33(2), 327-344.

Tuckman, B. W. (2002, August 22 - 25, 2002). Academic procrastinators: their rationalizations and web-course performance. Paper presented at the Annual Meeting of the American Psychological Association, Chicago, IL.

Visser, J, & Keller, J. M. (1990). The Clinical Use of Motivational Messages: An Inquiry into the Validity of the ARCS Model of Motivational Design. Instructional Science, 19(6), 467-500.

Visser, L., Plomp, T., Amirault, R. J., & Kuiper, W. (2002). Motivating Students at a Distance: The Case of an International Audience. Educational Technology Research and Development (ETR&D), 50(2), 94-101.

Active Learning: Teaching and Learning is NOT a Spectator Sport,
So "Be Knotty, Be Puzzled and Be A-"Mazed"

Kimberly Lee-Asonevich
Mount Aloysius College
Admiral Peary Highway
Cresson , PA 16630
kasonevich@mtaloy.edu

Douglas Reed
University of Pittsburgh at Johnstown
450 Schoolhouse Road
Johnstown, PA 15904
dougreed@pitt.edu

Objectives:
During this presentation, participants will:
1. Learn to develop active learning models that match specific teaching goals and learning outcomes.
2. Discover methods to build feedback and assessment into the classroom activity performed.
3. Understand the concepts and importance of team building leadership and communication.

Audience:
This presentation will be beneficial for any faculty member who teaches either undergraduate or graduate courses and is in need of new and innovation ways to engage students in active/ participatory learning.

Activities:
This presentation will include the following activities:
1. Assessment and feedback activities designed to help participants assess and reflect on the activity and learning outcomes
2. Active learning exercises: (1)."Five Easy Pieces" a team building event, (2). "Maze" an organization learning communication exercise, (3). "Being Knotty" for demonstrating team collaboration.
3. Open discussion with other participants about active learning exercises they use in their classroom.

Description:
This proposed ISETL learning session will reveal three "hands/minds-on" activities used to engage, enthuse and energize students within a classroom as well as to provide continuous feedback into your course. Perhaps more important is the "mounting evidence explaining how incorporating active learning exercises into a course helps students understand the course material, and maintain their interest and attentiveness during class periods" (Bart, 2011, p. 1). This is the goal of every faculty member throughout the entire semester.   Henry Mintzberg's quote "You can't teach swimming or management in a lecture hall" resonated with us as we attempted to design "in lecture hall" activities to provide skills training through practice. The

concepts of TLC (Teamwork-Leadership-Communication) provide the framework for these exercises and are all equally demonstrated as a triple end-result benefit and the "One Minute Feedback and Assessment" task provides immediate feedback and assessment for long term course planning.

Our personal desire is to reach out for creative, fresh and innovative approaches to deliver the basic concepts of Leadership, and always / all-ways an APPLICATION. We take the application component most seriously considering it as a cerebral tattoo to affix the teaching moment. The ever present question, "HOW should we be teaching?" has prompted our desire to share these experiential activities that stimulate learning in the classroom with a focus upon process and not necessarily the completed task. A primary difficulty in most in-class group activities is having sufficient time to complete the event and process the learning application. Thus, we have incorporated the "One Minute Feedback and Assessment" task into the interactive session. A primary dividend of these experiential exercises is that it can be accomplished in 60 to 80 minute time period (average class length). A secondary dividend is the ongoing discussion throughout the school term about these particular experiential exercises in regards to future course content.

Come join us for this interactive learning session and find out how your students and you can benefit from active learning and the "One Minute Feedback and Assessment" task.

<div align="center">References</div>

Bart, M. (2011). Tips for Creating a Participatory Classroom Environment. Faculty Focus Higher Ed Teaching Strategies from Magna Publication.

Candido, J. P., Murman, P. E., & McManus, P. H. (2007). Active Learning Strategies for Teaching Lean Thinking. International CDIO Conference (pp. 1-12). Cambridge: MIT.

Chickering, A. W., & Gamson, Z. F. (1991). Applying the Seven Principles for Good Practice in Undergraduate Educati. Bulletin of the American Association of Higher Education, 1-4.

Mentkowski, Marica and Associates. (2000). Learning That Lasts. Integrating Learning, Development, and Performance in College and Beyond. (pp. 227-230). San Francisco, CA: John Wiley & Sons, Inc. (Jossey - Boss)

Mintzberg, H. (1993). Structure in Fives Designing Effective Organizations. Englewood Cliffs: Prentice Hall.

Ensuring Opportunity:
Practical Ways Instructors Can Support their Under-Resourced Students

Robin Lightner
University of Cincinnati, Blue Ash College
9555 Plainfield Rd
Blue Ash , OH 45236
robin.lightner@uc.edu

Objectives:
During this presentation, participants will:
a) Identify factors that affect achievement among low-income students
b) Recognize behaviors that may interfere with learning that may be due to a background from poverty
c) Generate policies and approaches to help low income students overcome logistical and cultural obstacles to learning.

Audience:
This presentation will be beneficial for faculty who teach students from low-income backgrounds. In particular, teachers from two-year schools or those who draw from an urban, low-income population may find the activities and suggestions particularly relevant.

Activities:
This presentation will include the following activities:
a) Participants will complete a questionnaire to reflect about their beliefs about how much poverty matters in the classroom. (clickers or paper)
b) The presenter will present some statistics about the performance gap of low-income students and lead an audience discussion.
c)   Small groups will review common situations that instructors encounter with low-income students. Solutions will be brainstormed and discussed.

Description:
One of the strongest predictors of college completion is income (Powers, 2012; Wapole, 2003). For example, in 2010, of those in the lowest quartile of income, 9% completed college; whereas of those from the highest quartile of income, 54% completed college (Bailey & Dynarski, 2011). Many colleges include helpful co-curricular programs in order to boost retention rates and address the needs of under-resourced or under-prepared students, for example summer bridge programs, student learning communities, mentoring, and even food pantries. In this session, we will examine ways that instructors can also proactively design their courses and use strategies to ensure that their low-income students have the opportunity to be successful.

Many k-12 educators are familiar with the work of Ruby Payne and her approach to understanding the cultural factors that come with low-income backgrounds that can interfere with learning. Her work asserts that it is important to make the implicit assumptions about class explicit. Furthermore, she highlights the fact that many behaviors that limit academic success are actually adaptive in a high-threat, high-poverty environment. Becker and colleagues (2009) have

translated this work into concrete applications for college teachers. This approach has critics who highlight a reliance on anecdotal reports, the emphasis on stereotypes, the use of a deficit model, and the absence of larger societal considerations (e.g., Tough, 2007). With an awareness of the limitations of this model of poverty, instructors can still use some of its principles to design learning experiences to remove some of the poverty-related barriers to achievement (McSwain, 2007).

In this session, we will reflect on the common challenges our students face. Then, we will brainstorm a number of strategies to address some of the logistical issues and also some of the problematic approaches that we see from our students from low-income backgrounds. Relying on the expertise of the group, resources from recent authors (e.g., Gabriel, 2008; Krodel et al., 2011), and the scholarship of teaching and learning, the goal of this session is to write classroom policies and identify teaching strategies that will make the classroom a place where all students have an opportunity to learn.

References

Bailey, M. J. & Dynarski, S. M. (2011). Gain and gaps: Changing inequality in US College entry and completion. National Bureau of Economic Research Working Paper Series. http://www.nber.org/papers/w17633

Becker, K. A., Krodel, K. M, & Tucker, B. H. (2009). Understanding and engaging under-resourced college students: A fresh look at economic class and its influence on teaching and learning in higher education. Highlands, TX: Aha! Process, Inc.

Gabriel, K. F. (2008). Teaching unprepared students: Strategies for promoting success and retention in higher education. Sterling, VA: Stylus Publishing.

Krodel, K., Becker, K. Ingle, H, & Jakes, S. (2011). Helping under-resourced learners succeed at the college and university level: What works, what doesn't, and why? Insight Center for Community Economic Development. Retrieved from www.insightcced.org/uploads/nnsp/webinars/2012/Helping Under-Resourced Learners at College.pdf

McSwain C. & Davis R. (2007) College access for the working poor: Overcoming burdens to succeed in higher education. Institute for Higher Education Policy 1- 43.

Powers, C. (2012). Opportunity or Not: Factors affecting persistence at an open-access two-year college. Doctoral dissertation.

Tough, P. (2007, June 10). The class-consciousness raiser. The New York Times. Retrieved from www.nytimes.com/2007/06/10/magazine/10payne-t.html

Walpole, M. (2003). Socioeconomic status and college: How SES affects college experiences and outcomes. The Review of Higher Education, 27(1), 45-73. doi:10.1353/rhe.2003.0044

Three Principles to Improve Your Online Teaching

Danielle Lusk
Virginia Tech
111 Hillcrest Hall
Blacksburg, VA 24061
dlusk@vt.edu

Objectives:
During the presentation, participants will
1. reflect on their online teaching methods.
2. discover three principles for online teaching to improve student learning.
3. evaluate how they can implement effective strategies into their online courses.

Audience:
This presentation will be useful for faculty members who are currently teaching online or who are considering teaching online. Faculty developers who work with online faculty will also find the presentation beneficial.

Activities:
The presentation will include the following activities:
1. Anticipation guide regarding participants' opinions about online teaching
2. Small group discussion regarding online teaching concerns, struggles, setbacks
3. Demonstration of selected strategies
4. Group problem-solving activity focusing on one element of participants' online courses that they wish to change

Description:
With many institutions utilizing online instruction to meet financial, space, or enrollment needs, many faculty are finding themselves in a new teaching environment. For instructors with primarily face-to-face teaching experience, moving to the online classroom brings new challenges.

Oftentimes, for faculty new to online teaching, there is an attempt to take what works in a face-to-face class and try to "stick it" online. However, when designing the structure and content presentation in an online course, instructors should take into account the nature of online learning and the students' needs. Of course, the objectives should always be consulted when designing as well.

Designing an effective online course takes time, which is a commodity in the teaching profession. The time commitment involved in teaching online is often perceived as a barrier (Lloyd, Byrne, & McCoy, 2012; Maguire, 2005) as the workload for designing the course, corresponding with students, and assessing students' learning quickly adds up. As such, the course structure plays an important role in affecting instructors' workloads.

Also affecting instructors' workloads is the technology used to teach online. There is no shortage of available technology for use in online teaching; however, with such a wide array of technologies, knowing which ones are worth utilizing is a problem in and of itself (Carlson, Aust, Gainey, McNeill, Powell, & Witt, 2012). With everything from video (Pan et al., 2012) to social media (Friedman & Friedman, 2013) being advocated for use in online learning, technology can quickly overwhelm the instructor and the students.

Finally, another major area of concern is the lack of social interaction within the online class (Lloyd et al., 2012). In a face-to-face course, social interaction is a default; however, in an online course, instructors need to adequately design and plan for interaction with students and for students to interact with their peers.

In this session, I will address these three principles for effectively managing an online course. This interactive session will focus on strategies that instructors can employ to make teaching online a little easier and more rewarding.

References

Carlson, C. S., Aust, P. J., Gainey, B. S., McNeill, S. J., Powell, T., & Witt, L. (2012). "Which technology should I use to teach online?": Online technology and communication course instruction. Journal of Online Learning and Teaching, 8(4), 334-347.

Friedman, H. H., & Friedman, L. W. (2013). Using social media technologies to enhance online learning. Journal of Educators Online, 10(1).

Lloyd, S. A., Byrne, M. M., & McCoy, T. S. (2012). Faculty-perceived barriers of online education. Journal of Online Learning and Teaching, 8(1), 1-12.

Maguire, L. L. (2005). Literature review - faculty participation in online distance education: Barriers and motivators. Online Journal of Distance Learning Administration, 8(1). Retrieved from http://www.westga.edu/~distance/ ojdla/spring81/maguire81.htm

Pan, G., Sen, S., Starrett, David A., Bonk, C. J., Rodgers, M. L., ? Powell, D. V. (2012). Instructor-made videos as a learner scaffolding tool. Journal of Online Learning and Teaching, 8(4), 298-311.

**Set the Hook and Reel Them In: Developing Effective Activities
to Catch Your Students' Attention ? Part II**

Daniella Fisher
University of Cincinnati Blue Ash College
9555 Plainfield Road
Blue Ash, OH 45236
daniella.fisher@uc.edu

Amy Gultice
University of Cincinnati Blue Ash College
9555 Plainfield Road
Blue Ash, OH 45236
amy.gultice@uc.edu

Ann Witham
University of Cincinnati Blue Ash College
9555 Plainfield Road
Blue Ash, OH 45236
ann.witham@uc.edu

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

Objectives:
During both parts of this presentation, participants will
- Explore how various interactive classroom activities can be used to engage and teach students course content.
- Share existing techniques and collaboratively develop new activities to enhance student learning.
- Develop strategies to create and assess effective classroom activities.

Audience:
This presentation will be beneficial for faculty who teach courses with complex concepts that may be difficult to impart to students using standard lecture techniques.

Activities:
Part 2 of this presentation will include the following activities:
- Participation in a second demonstration designed to engage students in course content and promote peer-to-peer learning and problem solving
- Collaborative development of new or expansion of existing activities to engage students
- Examination of potential pitfalls that may plague activities and strategies to avoid or overcome them

Description:

This session is the continuation of Part 1 of a workshop designed to explore the use of activities to teach complex or abstract topics. Although the presenters will focus on activities used in science courses, the tips, strategies and techniques for designing, developing, implementing and assessing activities can be adapted to a variety of courses and disciplines. Frequently science courses contain content that is abstract and difficult for students to grasp. When students are confused about course content, it is easy for them to become discouraged and disengaged with the material. Keeping students adequately challenged and engaged in course content is essential to promoting deeper learning experiences (Bain, 2004). Goal-directed practice, coupled with targeted feedback, enhances the quality of students' learning (Ambrose et al., 2010).

As with any course, effective teachers must utilize techniques and practices to challenge students, provoking full participation and impassioned responses (Bain, 2004). One way to engage students in complex course content is through the use of demonstrations where students actively participate, rather than passively observe (Crouch et al., 2004). By creating learning environments where students are active participants in directed-learning activities, teachers foster critical thinking and deeper learning.

In this second part of a two-part workshop, attendees will participate in another demonstration showing how simulations can be used to teach course concepts. Additionally, participants will collaboratively develop exercises that can be used in their courses to engage and challenge students. Finally, attendees will examine pitfalls that may plague activities and explore how those pitfalls can be avoided or overcome. While attendance at both Part I and Part II will provide the most complete experience, each part delivers a cohesive and useful presentation of an effective classroom activity and its role in promoting student engagement and application of difficult concepts. Participants of either session will receive a complete handout packet that summarizes the elements of Part I and Part II.

At the end of both workshop sessions, each participant will leave with classroom-ready techniques and tips for engaging students in complex course content.

References

Bain, K. (2004). What the best college teachers do. Cambridge, MA: Harvard University Press.
Ambrose, S., Bridges, M., DiPietro, M., Lovette, M., & Norman, M. (2010). How Learning Works: Seven Research-based Principles for Smart Teaching. San Francisco: John Wiley and Sons.
Crouch, C., Fagen, A., Callan, J., & Mazur, E. (2004). Classroom Demonstrations: Learning Tools or Entertainment? American Journal of Physiology, (Vol. 72, pp. 835-838).

**Set the Hook and Reel Them In: Developing Effective Activities
to Catch Your Students' Attention ? Part I**

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

Daniella Fisher
University of Cincinnati Blue Ash College
9555 Plainfield Road
Blue Ash, OH 45236
daniella.fisher@uc.edu

Amy Gultice
University of Cincinnati Blue Ash College
9555 Plainfield Road
Blue Ash, OH 45236
amy.gultice@uc.edu

Objectives:
During both parts of this presentation, participants will
- Learn how various interactive classroom activities can be used to engage and teach students course content.
- Share existing techniques and collaboratively develop new activities to enhance student learning.
- Develop strategies to create and assess effective classroom activities.

Audience:
This presentation will be beneficial for faculty who teach courses with complex concepts that may be difficult to impart to students using standard lecture techniques.

Activities:
Part 1 of this presentation will include the following activities:
- Participation in a first demonstration designed to engage students in course content
- Discussion of tips and strategies for developing effective classroom activities with other workshop participants
- Examination of survey tools to assess the effectiveness of classroom activities

Description:
Frequently, science courses contain content that is abstract and difficult for students to grasp. When students are confused about course content, it is easy for them to become discouraged and disengaged with the material. Keeping students adequately challenged and engaged in course content is essential to promoting deeper learning experiences (Bain, 2004). Goal-directed

practice, coupled with targeted feedback, enhances the quality of students' learning (Ambrose et al., 2010).

As with any course, effective teachers must utilize techniques and practices to challenge students, provoking full participation and impassioned responses (Bain, 2004). One way to engage students in complex course content is through the use of demonstrations where students actively participate, rather than passively observe (Crouch et al., 2004). By creating learning environments where students are active participants in directed-learning activities, teachers foster critical thinking and deeper learning.

So how can this type of learning experience be accomplished in your classes? To find out, come to this first session of our two-part, interactive workshop and actively participate in an activity geared toward enhancing student learning through simulation. Not only will participants engage in a collaborative creative process of identifying topics that can be taught with simulations, tools for assessing activity effectiveness will also be demonstrated. While attendance at both Part I and Part II will provide the most complete experience, each part delivers a cohesive and useful presentation of an effective classroom activity and its role in promoting student engagement and application of difficult concepts. Participants of either session will receive a complete handout packet that summarizes the elements of Part I and Part II. At the end of both workshop sessions, each participant will leave with classroom-ready techniques and tips for engaging students in complex course content.

References

Bain, K. (2004). What the best college teachers do. Cambridge, MA: Harvard University Press.
Ambrose, S., Bridges, M., DiPietro, M., Lovette, M., & Norman, M. (2010). How Learning Works: Seven Research-based Principles for Smart Teaching. San Francisco: John Wiley and Sons.
Crouch, C., Fagen, A., Callan, J., & Mazur, E. (2004). Classroom Demonstrations: Learning Tools or Entertainment? American Journal of Physiology, (Vol. 72, pp. 835-838).

How Instructors Can Help Prepare Students For What Comes After College:
How Study Abroad Skills Can Transfer

Gina Mariano
Troy University
377 Hawkins Hall
Troy, AL 36082
gjmariano@troy.edu

Chelsea Dempsey
Troy University
368 Hawkins Hall
Troy, AL 36082
chelseadempsey09@gmail.com

Objectives:
a.Participants will be able to apply 5 instructional strategies to their classroom
b.Participants will understand how study abroad experiences can increase students cognitive skills and influence social/emotional development
c.Participants will be able to identify 10 ways in which study abroad can increase student career potential

Audience:
All instructors

Activities:
Participants will engage in/an:
1) a think-pair-share activity
2) review of research and how it applies to diverse classrooms
3) design activity so students can discover how to incorporate study abroad ideas in their classroom
4) interdisciplinary integration 10 breakout session
5) 5 minute brainstorming activity identifying potential obstacles and ways to overcome them

Description:
There has been an increase in the number of students who study abroad (Institute of International Education, 2008). As the world becomes more globally interconnected, there has been an increase in demand for students who are globally aware. The United States established a federal commission that set a goal of 1 million students studying abroad annually by 2016-2017 (Lincoln Commission, 2005). Study abroad experiences have been found to increase students global understanding (Kitsantas, 2004).

Students' comfort level with cultural differences plays a role in decisions regarding study abroad (Paus and Robinson, 2008). It has also been argued that the study abroad experience can help develop cultural competence behaviors (MacDonald, 2009).

Study abroad has been found to increase creative thinking (Lee and Therriault, 2012) and the experiences can enhance learning for students (Crossman and Clark, 2010). Helping students understand how study abroad can impact their future career prospects can bridge the gap between academics and real world experience.

In this interactive teaching session, participants will engage in activities to explore their understanding of how study abroad experiences can benefit students, build communities of knowledge based on shared experiences and develop activities that they can use in their own classroom. Come join the fun!

References

Crossman, J. E., & Clarke, M. (2010). International experience and graduate employability: Stakeholder perceptions on the connection. The International Journal of Higher Education and Educational Planning, 59(5), 599-613. doi:10.1007/s10734-009-9268-2

Institute of International Education. (2008). Open doors report 2008. Available from http://www.opendoors.iienetwork.org

Kitsantas, A. (2004). Studying abroad: The role of college students' goals on the development of cross-cultural skills and global understanding. College Student Journal, 38(3), 441-452.

Lee, C. S., & Therriault, D. J. (2012). On the cognitive benefits of cultural experience: Exploring the relationship between studying abroad and creative thinking. Applied Behavioral Psychology, 26(5), 768-778.

Lincoln Commission. (2005). Global competence and national needs: One million Americans studying abroad. Final Report for the Commission on the Abraham Lincoln Fellowship Program, Washington DC.

Macdonald, C. J. (2009). An analysis of baccalaureate education study-abroad and its impact upon leadership: Examining the relationship between faculty and students based upon cultural competence. NACSW Convention Proceedings, 1-29.

Paus, E., & Robinson, M. (2008). Increasing study abroad participation: The faculty makes the difference. Frontiers: The Interdisciplinary Journal of Study Abroad, 17, 33-49.

A New Frontier: Adapting Digital Games and Simulations for College Instruction

Mary F. Mattson
Georgia Perimeter College
2101 Womack Rd
Dunwoody, GA 30328
mary.mattson@gpc.edu

Katherine Perrotta
Georgia State University College of Education
kassanteperrotta1@student.gsu.edu

Objectives:
As a result of this presentation, the participants will be able to:
- Identify at least one digital game or simulation that aligns with their university's disciplinary content and curricular learning standards
- Discuss scholarly research pertaining to constructivist pedagogical methods for the application of games for college instruction
- Assess the potential benefits and challenges to adapting digital games or simulations in their classrooms
- Design an activity or lesson plan in which a digital game or simulation is used in one of their classes

Audience:
This presentation on the curricular and instructional adaptation of digital games and simulations for college students is targeted towards university instructors and professors.

Activities:
This presentation will include the following activities:
- Anticipatory Set/Motivation: A K-W-L Chart will be provided in which participants will discuss with a partner or small group about what they know and would like to know about using digital games and simulations for college instruction
- Pre-Lesson: Think-pair-share session with guided questions on a provided worksheet about participants' pedagogical reasoning, experiences, and concerns about using digital games and simulations for instructions
- During-Lesson: Participants will create groups according to their academic discipline to find at least one game or simulation that could be adapted for instruction. A worksheet with a template about how the game or simulation can be used in participants' classrooms will be provided.
- Post-Lesson: Group discussion about what participants learned about using digital games or simulations for their class by completing the last column of the K-W-L Chart in the Anticipatory Set/Motivation.

Description:
College instructors are entering a new frontier of teaching in the twenty-first century. Millennial students who were born after 1980 are bringing with them to university classrooms different

experiences with regards to the way they learn, socialize, and engage in critical thinking. These differences are due to the rise of computer and Internet technologies students have been exposed to since childhood. From television to personal PCs to Smartphones and video game consoles, college students are interacting with peers, professors, and content material in revolutionary new ways other than the pen and paper methods of previous generations. According to Young, Slota, Cutter, Jalette, Mullin, Lai, Simeoni, Tran, and Yukhymenko (2012), "video game use has risen such that 60% of individuals aged 8-18 were playing video games on a typical day in 2009, compared to 52% in 2004 and 38% in 1999" (p. 61). As a result, it is "not surprising that educators at all levels, and trainers in the public, private, and military sectors are considering using games to deliver instruction" (Tobias and Fletcher, 2011, p. 6). According to Lang and O'Neil (2011), computer games may enhance adult learners' critical thinking skills, metacognitive skills, acquisition of declarative and procedural knowledge, and motivation for learning (p. 437-438). As an assessment tool, McCall (2011) ascertains that students may be assessed effectively in innovative ways with vocabulary lists and worksheets, blogging, journaling, or writing analytical or formally researched essays based on games and simulations (pp. 95-130).

So why are we leaving this unchartered territory to students who game outside of the classroom? This presentation is geared towards offering pedagogical suggestions about how college instructors can implement video and simulation games into their college level courses. As virtual K-12 schools such as the Connections Academy (Ash, 2013) gain more popularity, colleges and universities need to keep up with the demand for online learning. Many teachers and college instructors may have trepidations about using games as effective teaching tools. Our goal is to ease apprehensions about using games in college classrooms by offering a mixture of scholarly research and actual accounts of using games for instruction that may be adaptable for your students in order to prepare them for academic and professional success in the twenty-first century. Each participant should walk away with a concrete lesson plan for a potential game to use in the college classroom.

References

Ash, K. (2013). Virtual Courses Feature Gaming to Raise Interactivity: Virtual ed. providers want to build greater interactivity. Education Week, 6 (2), pp. 16-20.

Lang, J., O'Neil, H.F. (2011). Using Computer Games to Teach Adult Learners Problem Solving, in Tobias, S., Fletcher, J.D., Eds. (2011). Computer Games and Instruction. Charlotte: Information Age Publishing, Inc.

McCall, J. (2011). Gaming the Past: Using Video Games to Teach Secondary History. New York: Routledge.

Tobias, S., Fletcher, J.D. (2011). Introduction. Computer Games and Instruction. Charlotte: Information Age Publishing, Inc.

Young, M.F., Slota, S., Cutter, A.B., Jaletta, G., Mullin, G., Lai, B., Simeoni, Z., Tran, M., Yukhymenko, M. (2012). "Our Princess Is in Another Castle: A Review of Trends in Serious Gaming for Education." Review of Educational Research. 82 (1), pp. 61-89.

The Effects of Service-Learning and Grant Writing on Critical Thinking among University Students

Lori Maxwell
Tennessee Technological University
TTU Box 5052
Cookeville, TN 38505
lmmaxwell@tntech.edu

Cynthia S. Brown
Tennessee Technological University
BOX 5052
Cookeville, TN 38505
csbrown@tntech.edu

Objectives:
Utilizing an operational definition of Service Learning by Furco (2003) we will describe the process of organizing service learning in the classroom while developing community partnerships. We will review the qualitative and quantitative data resulting from the preliminary analysis of the University IDEA evaluations, the California Critical Thinking Skills test and the Critical Thinking Skills Assessment Test (CAT) (Haynes 2007).

Audience:
While our audience for the conference will be academic peers, our workshop involved interdisciplinary faculty incorporating a triangular relationship between students, the University and the community. (Vickers et. al 2004). We were invited to present at the workshop because we had received Quality Enhancement Program (QEP) grants toward SACSCOC accreditation and won QEP Excellence in Innovative Instruction Awards, respectively.

Activities:
Following a brief introduction and description of our findings, we will divide into small groups for a breakout session in which participants will work together to begin organizing their own service-learning projects for their respective courses.

Description:
Students in both sociology and political science classes participated in service learning projects that reflected community partnerships. Students in political science courses assisted in a student-led Take Back the Night march and vigil to raise awareness about violence against women and children. Political science students also mentored middle school students regarding debate skills that they had learned. These middle school students then competed at the university in "The Great Debate" on topics such as cell phones in schools and dress codes. In addition, students in an introductory gerontology course developed grant proposals for service learning projects related to meeting the needs of our aging population. The two best proposals were completed as service-learning projects. More specifically, the students completed community projects such as "Intergenerational Olympics," "Living Garden," "Art with Seniors," and "Senior Talents Show." We will use breakout sessions to interactively work with participants to initiate their own

service-learning grant proposals and active learning projects at their home institutions. We believe service-learning to be an important pedagogical approach and hope that each participant will walk away from our session with an active plan for developing service-learning projects for their respective courses.

References

Arum, Richard and Josipa Roska. 2011. "Academically Adrift: Limited Learning on College Campuses." University of Chicago Press.

Bok, Derek. 1986. "Toward Higher Learning: The Importance of Assessing Outcomes" Change (18) 6:-23, 26-7.

Furco, Andrew. (2003). "Issues of Definition and Program Diversity in the Study of Service Learning." In Billig, S.H. Ed. (2003). Studying Service-Learning. Lawrence Erlbaum Publishing.

Haynes, Ada. Tennessee Tech University Critical Thinking Test (2007): TTU proprietary copyright prevents dissemination.

Maass, John R. Andrew Furco and Shelley Billig. (2002). Service Learning: the Essence of the Pedagogy. Information Age Publishing.

Sigmon, Robert L. (1979). "Serving to Learn, Learning to Serve. Linking Service with Learning." Council for Independent Colleges Report.

Sigmon, Robert L. (1979). "Service Learning: Three Principles." Synergist: National Center for Service Learning, ACTION, (8)1: 9-11.

Vickers, Margaret, Catherine Harris and Florence McCarthy. (2004). "University-Community Engagement: Exploring Service-Learning Options Within the Practicum." (2) 2 July. Asia Pacific Journal of Teacher Education.

Direct Instruction? in a Social Constructivist, Online Learning Experience

Terry McClannon
Appalachian State University
ASU Box 32086
Boone, NC 28608
mcclannontw@appstate.edu

Amy Cheney
Appalachian State University
ASU Box 32086
Boone, NC 28608
cheneyal@appstate.edu

Krista Terry
Appalachian State University
PO Box 32086
Boone, NC 28608
terrykp@appstate.edu

Objectives:
During this session, participants will:
- Discuss strategies for directing instruction in a variety of online learning environments
- Participate in small group discussion opportunities to process avenues for engaging students in online learning
- Share challenges and opportunities for including social constructivist learning activities in online courses.

Audience:
This presentation is cross-disciplinary and applicable to all education areas (K-12, Higher Ed & Training).

Activities:
This presentation will include the following activities:
- Discussion of the Community of Inquiry framework, its definition of direct instruction, and its applicability to online learning environments of several varieties
- Discussion of strategies for directing instruction
- Provision of examples and ideas of structuring, facilitating and assessing collaborative activities online

Description:
The proliferation of easily accessible online tools in higher education has led to a number of challenges for instructors. While it is relatively simple to replicate an instructor-led classroom, using lecture and other traditional methodologies, tools such as social networking platforms and immersive environments allow for a much more collaborative approach to instruction.

The Community of Inquiry model, first proposed by Garrison, et al in 2001, describes a constructivist learning environment created through the interaction of three types of online presence: social, cognitive, and teaching. Drawing upon the work of Vygotsky (1978), with its emphasis on the social construction of learning, and Wenger (1998) which describes learning in communities of practice, this model emphasizes the importance of collaboration with others with whom a learner feels shared presence. With the growth in Web 2.0 tools during recent years, providing opportunities for students to collaborate with each other has become more practical and "doable."

How does the role of the teacher change when using these types of online tools? Garrison, et al describe teaching presence as the "design, facilitation, and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes" (2001). Teaching presence in this model is defined as having three primary components: instructional design and facilitation, facilitating discourse, and direct instruction. It is the latter that is often the most problematic when considering online environments: conversation tends toward the maintenance of a didactic, hierarchical approach v. a constructivist one in which a teacher only serves as guide. Anderson et al (2001) dispute this, noting that, "Although many authors recommend a "guide on the side" approach to moderating student discussions, this type of laissez faire approach misinterprets a fundamental element of peer collaboration models. A key feature of such social cognition models is the adult, the expert or the more skilled peer who scaffolds a novice's learning."

This workshop will engage participants in a conversation related to avenues and strategies for a new type of "direct instruction" online environments. Ideas and suggestions will be provided related to structuring the process, technologies that can be used, and strategies for assessing both process and product. The session will provide ideas from current practice, but will also engage participants in small-group discussions centered on instructional strategies in their own online courses.

References

Anderson, T., Rourke, L., Garrison, D., & Archer, W. (2001). Assessing teaching presence in a computer-conferencing context. Journal of Asynchronous Learning Networks, 5(2), 1-17.
Garrison, D., Anderson, T., & Archer, W. (2001). Critical thinking, cognitive presence, and computer conferencing in distance education. American Journal of Distance Education, 15(1), 7-23.
Vygotsky, L. (1978). Mind in society. Cambridge, MA: Harvard University Press.
Wenger, E. (1998, June). Communities of Practice: Learning as a Social System. Systems Thinker. Retrieved October 16, 2006 from http://www.co-i-l.com/coil/knowledge-garden/cop/lss.shtml

The correlation between mindfulness and intrinsic motivation in a learning environment

Sandra McCloy
Coker College
300 East College Ave
Hartsville, South Carolina 29550
smccloy@coker.edu

Purpose:
This presentation will propose a theoretical framework that identifies a direct relationship between the cognitive construct of mindfulness and intrinsic motivation that has yet to be explored in the literature. References to mindfulness appear in literature related to aspects of self-determination and self-concept, but has not been identified as having a pedagogical connection to intrinsic motivation. Evidence will be presented for mindful teaching/learning as a framework to increase intrinsic motivation.

Audience and Session Activities:
This presentation is most appropriate for all levels of faculty and administration interested in enhancing pedagogical practice and student learning. Participants will be asked a few questions (via clickers) to identify if they are mindful or mindless (the opposite of mindful) educators. I will present the relationship between being mindful and having high levels of intrinsic motivation for students and then discuss how intrinsically motivated session participants' students might be, based on my data and participants' question responses. I will then present the teaching strategies that were identified as most effective in the study and challenge participants to problem solve teaching scenarios to make them more mindful. The session will be wrapped by engaging the audience in an open discussion about the applicability of this framework to enhance pedagogical practices and the future of the framework in general.

Description:
This study proposes a theoretical framework that identifies a direct relationship between the cognitive construct of mindfulness and intrinsic motivation that has yet to be explored in the literature. References to mindfulness appear in literature related to aspects of self-determination and self-concept, but has not been identified as having a pedagogical connection to intrinsic motivation.

<div align="center">Supporting Literature</div>

Despite our efforts in the classroom, learning can be limited by students' preconceptions, inattention or mis-attention to meaningful content, and tendency to act insane (according to Albert Einstein's definition-doing the same thing over and over, but expecting different results). Instructors also tend to approach instruction with a level of comfortable insanity and then complain about lack of results. This can be the case whether we are talking about elementary school teachers or university instructors. In fact, a large number of us approach life mindlessly, going through the same expected routines, often on autopilot (Langer, 1989), choosing to leave little to chance and exploration, when what is needed is mindfulness.

Mindfulness can be described as being open to novelty, attentive of distinctions, considerate of contexts, appreciative of multiple perspectives, and focused on the present (Langer 1997). More precisely, mindfulness is best depicted as the ability to draw "novel distinctions," regardless of how important or trivial they are, because these distinctions keep us oriented to the present. The act of drawing these distinctions has several benefits, including openness to new information, sensitivity to the environment, enhanced awareness of other perspectives in problem solving, and the "creation of new categories for structuring perception" (Langer & Moldoveanu, 2000, p. 2). Mindfulness also promotes a "more fluid and adaptable categorization of new information," whereas mindlessness (the opposite of mindfulness) results in "stable and rigid categorization" (Carson, Shih, and Langer, 2001, p. 184), as well as reduced attention. As educators, we want our students to be mindful because it can lead to more open communication, less situation anxiety, better control over one's attention, and more enjoyment in activities (Jennings et al., 2011; Langer, 1997).

Intrinsic motivation can be described as the desire to engage in an activity because of an inherent interest or enjoyment in the activity itself (i.e., how much someone "likes" an activity), not in the consequences that result from doing the activity (Spinath & Steinmayr, 2012). Furthermore, according to Ryan and Deci (2000), intrinsic motivation exists both within a person and between a person and a specific task or activity, which is highly individualized and related to feelings of competence and a sense of autonomy or control over one's situation. Motivation is also related to goal orientation, with intrinsic motivation being closely linked, and often used synonymously, with mastery-orientation. This kind of orientation describes a person who is more concerned with mastering (becoming competent) or learning a new concept or task for learning's sake and not for an external consequence (performing for others).

Those with a mastery approach and who show an initial interest in content are more likely to find enjoyment and value in a related activity/task in school (Spinath & Steinmayr) as well as persevere when learning becomes boring. In other words, they will find a way to make the task more intrinsically motivating to become competent, in spite of how it is presented.

Unfortunately, as a child ages, intrinsic motivation begins to diminish and is replaced by its counterpart, extrinsic motivation, and concerns of "performing" to demonstrate competence. When a task is not very interesting, extrinsic motivation may not be enough to get and hold students attention long enough to learn. Messages about competence often come from external sources in the form of external motivation. It is, however, our internal perceptions of external feedback/stimuli that matter most to intrinsic motivation.

The connection between mindfulness and intrinsic motivation is important because teaching students to be more mindful, and setting up the learning environment in a more mindful way, might enhance intrinsic motivation. According to Ritchhart and Perkins (2000), to foster a disposition of mindfulness there are three things that need to be present: the ability to look closely, the ability to take multiple perspectives, and the ability to deal with ambiguities. These set the stage for intrinsic motivation because they make learning student-centered, active, and enjoyable. To focus on the students' interactions and reflections with the content/task instead of their "performance" on rigidly outlined absolutes increases creativity and flexibility in thinking and activates intrinsic motivation and a feeling of competence.

Methods

Data for this study was collected on a voluntary survey of mindfulness, using the Langer Mindfulness Scale (Langer, 1997), intrinsic motivation using adapted questions from the Academic Motivation Scale (Vallerand et al., 1992) and the Intrinsic Motivation Scale (Ryan, 1982), and open ended questions about the kinds of activities and strategies used in their favorite and least favorite classes. All three scales have been shown, in prior studies, to have satisfactory validity and reliability. The LMS was not adapted. Several studies have shown adaptation to the IMS to be successful, and the instrument is known for its ability to be modified for context. The AMS items are only modified slightly, which should not invalidate them. Pearson's correlational analysis (using SPSS) will be used to show the relationship between mindfulness and intrinsic motivation. Qualitative analysis will be used to look for patterns in the teaching strategies such that they can be (1) labeled as mindful or not and (2) seemingly connected to the level of intrinsic motivation.

Results/Discussion

The study is still in data review, but initial indications are that there is a strong relationship between mindfulness and intrinsic motivation, and that there are distinct teaching strategies preferred by those with high mindfulness scores and high intrinsic motivation scores

References

Carson, S., Shih, M., & Langer, E.J. (2001). Sit still and pay attention? Journal of Adult Development 8(3), 183-188.

Jennings, P.A., Snowberg, K.E., Coccia, M.A., & Greenberg, M.T. (2011). Improving classroom learning environments by cultivating awareness and resilience in education (CARE): Results of two pilot studies. Journal of Classroom Interaction 46(1), 37-48.

Langer, E.J. (1989). Mindfulness. Reading, MA: Addison-Wesley.

Langer, E.J. (1997). The power of mindful learning. Reading, MA: Addison Wesley.

Langer, E.J., & Moldoveanu (2000). The construct of mindfulness. Journal of Social Issues 56(1), 1-9.

Ritchhart, R., & Perkins, D.N. (2000). Life in the classroom: Nurturing the disposition of mindfulness. Journal of Social Issues 56 (1): 27-47.

Ryan, R. M. (1982). Control and information in the intrapersonal sphere: An extension of cognitive evaluation theory. Journal of Personality and Social Psychology, 43, 450-461.

Ryan, R.M., & Deci, E.L. (2000). Intrinsic and extrinsic motivations: Definitions and new directions. Contemporary Educational Psychology 25, 54-67.

Spinath, B, & Steinmayr (2012). The roles of competence beliefs and goal orientations for change in intrinsic motivation. Journal of Educational Psychology 104(4), 1135-1148.

Vallerand, R.J., Pelletier, L.G., Blais, M.R.,Brikre, N.M., SCnCcal, C., & Vallibres, E.F. (1992). The Academic Motivation Scale: A measure of intrinsic, extrinsic, and motivation in education. Educational and Psychological Measurement, 52, 1003-1017.

Best Practices for Teaching International Students

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

Cathy Maahs-Fladung
Utah State University
Edith Bowen Laboratory School 236
Logan, Utah 84322
cathy.maahs-fladung@usu.edu

William Mallett
East Carolina University
International House
Greenville, NC 27858
mallettw@ecu.edu

Rationale:
"I don't understand" is a common phrase among Chinese international students enrolled in U.S. institutions. This phrase, "I don't understand" is not limited to Chinese students but is often expressed by many other international students. A record high number of international students, 764,495, attended U.S. universities in 2011-2012 (Clark, 2012) but are faculty prepared to teach these students? Are their cultural differences among international students that faculty need to understand when engaging in course design and delivery? This interactive teaching session will engage participants in best practices for teaching international students.

Objectives:
Participants will complete the following:
1. Engage in a learning activity experiencing academic and nonacademic difficulties from an international student's perspective.
2. Identify how the course design and course delivery needed to be modified in order to enhance learning among international students.
3. Design and deliver an abbreviated learning activity that embodies best practices for teaching international students.

Audience:
This presentation is appropriate for both undergraduate and graduate faculty.

Activities:
1. A group of participants will engage in an abbreviated learning activity that encapsulates language and cultural differences.
2. A group will analyze the design and delivery of the learning activity.

3. A group will design and deliver the same learning activity using best practice strategies for teaching international students.

Description:
The purpose of the learning activity is to identify best practices for teaching international students. The presenters will divide the participants in three groups as noted in steps 1-3 under the Activities section.

References

Allum, J. (2012). The 2012 Council of Graduate Schools International Graduate Admissions Survey, Phase III: Final offers and admissions. Retrieved from the Council of Graduate Schools website: http://www.cgsnet.org

Bevis, T. (2002). At a glance: International students in the United States. International Educator,11, 12-17.

Chow, P., & Bhandari, R. (2012). (Eds.). Open doors 2012: Report on internationaleducational exchange. New York, NY: Institute on International Education.

Clark, N. (2012, November). Behind the open doors: International enrollment growth at the expense of diversity? World Education New & Reviews, 25(10). Retrieved from www.wes.org

Clement, J. (2007). The impact of teaching explicit listening strategies to adult intermediate-and advanced-level ESL university students. Doctoral dissertation. Duquesne University.

Huang, H. (2011). University ESL teachers' socialization in school workplace toward teaching culturally diverse students. Doctoral dissertation. Indiana University.

Lee, J., & Rice, C. (2007). Welcome to America? International student perceptions of discrimination. Higher Education, 53, 381-409. Doi:10.1007/s10734-005-4508-3

McFadden, C., Maahs-Fladung, C., & Mallett, W. (2012). Recruiting international students to your campus. Journal of International Students, 2 (2), 157-183.

Mallett, W., & McFadden, C. (2009). Recruitment practices and college choice factors that influence international undergraduate enrollment. Global Education Journal, 2, 132-141.

Ruby, C. (2007). Coming to the United States: An examination of the factors related to international students' graduate school choice. Doctoral dissertation. New York University.

Soosay, C. (2009). International and domestic students' perception on teaching and learning. Journal of International Education in Business, 2 (1), 20-32.

Starobin, S. (2006). International students in transition: Changes in access to US. Higher Education. New Directions for Student Services, 114, pp.63-71.

Waters, B. (1992). Factors influencing foreign students' choice of graduate schools. Doctoral dissertation. Indiana University.

Recruitment and Retention in Higher Education: Using Your Classroom as a Tool

Emily McLaughlin
Indiana University-Purdue University Indianapolis
799 W. Michigan Street, ET309
Indianapolis, IN 46202
emmclaug@iupui.edu

Objectives:
This presentation will discuss the theory and principles relative to the framework of recruitment and retention in higher education, while also sharing the successes and failures of several explicit strategies which have been explored at one university. Participants will have the opportunity to:
a) Learn how to use what they are doing in the classroom to promote their program and discipline
b) Consider new tactics for engaging students not only inside, but outside of the classroom
c) Engage in meaningful conversation to determine how to assess personal success and failure relative to recruitment and retention

Audience:
This presentation is intended for all faculty and administrators who may be charged with or involved in strategies which bring success to attracting and graduating college students in any discipline.

Activities:
This interactive presentation will include a variety of activities which will propagate new thought relative to attracting and keeping students engaged in academic programs. Participants will:
a) Converse with other attendees about the various strategies which have been used at their institutions
b) Complete self-reflection relative to the ways that classroom teaching and learning objectives interrelate to recruitment and retention strategies
c) Participate in an exercise to surmise the validity of executing innovative techniques in their own classroom at their institution

Description:
Like it or not, higher education is involved in an ongoing rivalry. It is an enduring competition to entice and seduce our countries leading talent to attend OUR institutions for the purpose of appeasing administration, advancing our disciplines and procuring job security. But how can we maintain excellent teaching in our classrooms while also participating in such demanding activities?

The answer is multifaceted, yet success can be achieved through the employment of special tactics which may already be a part of your curriculum as a higher education instructor. First, research has praised the advantages of using service-learning partners in the classroom, indicating that students who participate in these activities develop higher ranking thinking skills, amplify their understanding of course-to-discipline comprehension, develop better communication among peers, increase their understanding of other viewpoints, and enhance their

decision making skills (Bringle & Hatcher, 1995; Mundy & Eyler, 2002; Picket-May & Avery, 2001). But civic engagement does not only affect those registered for the coursework. Community partners who reap the benefits of this work can offer strong testimony which can be used in a variety of ways to promote an academic program or discipline. Furthermore, involving high school students in contests, projects and service endeavors has the potential to draw special awareness and interest to your personal cause.

In addition, we must learn to overlap teaching and learning activities with technology and methodology concurrent with a new market of learners, Generation Y. We know that the millennial generation communicate and function very differently than previous cohorts (Elam, Stratton & Gibson, 2007). Advanced market strategies such as the use of social media, sensational websites and nontraditional course delivery methods carry significant weight with this group. However, finding ways to attract this demographic to our programs early is key, and goes beyond simply putting courses in an online delivery format. Using social media and the web to advertise no-cost "samples" of curriculum content and college learning paradigms can entice young learners to register for coursework with an institution who is progressive in thought and technology.

Similarly, we must not ignore the returning student population or the prospect of drawing practitioners back to our programs for the purpose of continuing education or augmenting skill sets. Offering academic opportunities which use existing coursework as part of a certificate program or other credentialing system to seduce those in need of special proficiencies to our educational facilities can prove fruitful. Experienced learners add perspective and maturity to the classroom setting, and have the ability to network with others about positive encounters with academia (Rynes & Boudreau, 2006).

Ultimately, findings show that student centeredness, campus climate, and instructional effectiveness have the strongest impact on how satisfied a student is with his/her overall educational experience (Elliott & Healy, 2001), therefore there is no question that it is through effective and excellent teaching and learning practice that we will attract and retain students. Yet this presentation will provide a multitude of innovative strategies for actively attracting new talent and engaging those who are already present through simple use of existing course content which exploit every opportunity to promote our programs and stimulate enthusiasm.

<div align="center">References</div>

Bringle, R., & Hatcher, J. (1995). A service learning curriculum for faculty. Michigan Journal of Community Service, 2, 112-122.

Brotherton, P. (2001) It takes a campus to graduate a student: A look at seven academic retention programs and what makes them effective. Black Issues in Higher Education, 18 (18), 34-39.

Elam, C., Stratton, T., & Gibson, D. D. (2007). Welcoming a new generation to college: The millennial students. Journal of College Admission, (195), 20-25.

Elliott, K., & Healy M. (2001). Key factors influencing student satisfaction related to recruitment and retention. Journal of Marketing for Higher Education, 10 (4), 1-11.

Mundy, M. & Eyler, J. Service-learning & retention: Promising Possibilities, Potential
      Partnerships. US Department of Education, ED482 320, 2002.

Picket-May, M. & Avery, J. "Service learning first year design retention results," fie, vol. 2,
      pp.F3C-19-   22vol.2, Frontiers in Education Conference, 2001. 31st Annual, 2001

Rynes, S., & Boudreau, J. (2006). College recruiting in large organizations: Practice, evaluation,
      and research implications. Personnel Psychology, 39 (4), 729-757.

Student Preferred Methods of Instruction Survey for Enhancing Teaching Practices

John N. Mellon
Misericordia University
301 Lake Street
Dallas, Pennsylvania 18612
jmellon@misericordia.edu

Description:
Very few articles are available that present university students' preferred methods of instruction. There is a great need in this area for material which faculty can analyze and apply in their classroom. Thus, during the 2001-2002 academic year as an Institutional Research Board (IRB) approved survey research protocol, I first conducted research titled "Student Preferred Methods of Instruction to Enhance Higher Education Teaching Practices." The 2012-2013 proposed research survey version will feature online - internet, and hybrid - blended methods of instruction that in 2001-2002 did not exist and/or were only in the development stages. Additionally, only students majoring in hospitality management were surveyed during the 2001-2002 research with n = 471, but students of all majors will be surveyed during the 2012-2013 research with the objective for n = 2000 to 3000. This research will attempt to test hypotheses from the data collected using the Statistical Package for the Social Sciences (SPSS).

I. Research Plan

1) Problem Statement/Hypothesis

Due to a void of higher education student preferred methods of research information, most faculty determine their methods of instruction to achieve high levels of student satisfaction without major analyze of students preferred methods of instruction research information.
Higher Education Methods of Instruction research will allow a faculty member to analyze and apply the research finding to increase their comfort level when selecting methods of instruction.
As students gain more academic credits noted by their class rank of freshman, sophomore, junior, senior the following will occur:
1. Students selecting Lecture as their preferred method of instruction will not change.
2. Students selecting In-Class Exercises will increase.
3. Students selecting Guest Speakers as their preferred method of instruction will decrease.
4. Students selecting Online as their preferred method of instruction will increase.
5. More part-time students will select Online as their preferred method of instruction.
6. Students selecting Blended as their preferred method of instruction will increase.

2) Literature Review

The literature found reflecting the methods of university level classroom education was very scarce, and many of the articles even mention the need for more research. While research into K-12 teaching methods is common, much less research exists about how post-secondary educators teach at colleges and universities. Studies that have been conducted tend to focus on student ratings of teaching effectiveness rather than on the methods. The study I am going to conduct

will attempt to learn more about how educators are teaching in their classrooms and what is the students' preferred methods of instruction are. It will examine teaching methods used by professors and investigate relationships between the favored methods and different student factors such as: full-time or part-time student status, current academic level, total number of credits completed in major, age and gender.

Little is known about what types of teaching methods educators use or what resources they incorporate into their teaching. This is a difficult question to ask due to the rapid change in methods due to developing technology. Focused studies tend to leave out certain methods, and after only a few years, some teaching methods involving the use of technology have changed or been completely supplanted by new methods.

In 2012, it must be acknowledged that teaching at the post-secondary level is multi-faceted, and the educational programs require students to study a variety of subjects from liberal arts/general education to major courses and elective courses. The broad spectrum of courses would be assumed to mirror a range of teaching methods. However, in the research that is available on post-secondary educational methods, the lecture is still the primary teaching method used by instructors in college and university classrooms (Ballantyne, Bain, & Packer; 1999; Hativa, 1997; Lammers & Murphy, 2002; Lei, 2007).

Lammers and Murphy (2002) conducted a study of teaching techniques in college classrooms and found that lectures dominated college classes. Their study, however, did not address operational laboratory classrooms, such as culinary kitchens or fashion design sewing machine areas. In order to achieve a more complete study, my quantitative research survey questionnaire will include the current teaching methods of laboratory, internet, and hybrid or blended instruction. It is important that each of these types of instruction be investigated to find which is most preferred by students. By sampling a broad and diverse range of students in regards to gender, age, credits completed, and part time or full time status, I seek to obtain and describe a better overall view of the methods which students believe work best. With new technologies available, the results may change the traditionally held view of what types of methods are most desirable.

For many decades, the use of in-class practical exercises has been recognized as an effective teaching method in business education. Some researchers have suggested that in-class practical exercises support better retention of content material than other methods and is well-received by students (Van Eynde & Spencer, 1988 and Orlansky & Zatzman, 1986).

Other investigators found no differences between instructors' use of in-class practical exercises and lecture in terms of information retention and student satisfaction (Parkinson & Daradirek, 2002). Studies do not indicate how common the in-class practical exercises is beyond business subjects and majors (Deale, O'Halloran, Jacques, & Garger, 2010). My study will fill this void by giving insight into other majors and allow the methods to be compared across the curriculum. Besides looking at the traditional methods of education, my study will also look at innovative use of technology and the students' opinions on how it is used in the classroom.

Traditional courses are increasingly being offered as virtual classes (Black and Watties-Daniels, 2006). This method is one of the many that needs to be examined. Unfortunately, there has been little research done. Oh and Park have found that students in higher education tend to be less satisfied with totally online courses when compared to traditional classes (2009). Students reported a feeling of disconnection from the class and classroom interaction and felt the value of ideas and spontaneous discussion decreased (Ryan, Carlton and Ali 1999). This result leads one to believe that, a mixture of face-to-face and online instructional formats may be the best solution for instructional problems and needs (Oh and Park, 2009). In fact, web-enhanced instruction is one of the new educational strategies that foster student-centered learning. The use of the world-wide web and traditional classroom instructional methods together provides time for collaboration as well as allowing for flexible and self-paced learning activities" (Black and Watties-Daniels, 2006).

As students become more comfortable in the college setting, they may be more likely to see past the need for more self-direction, and instead see the advantages hybrid classes offer. However, more research is needed in order to better understand the use of blended instruction to enhance learning and teaching practices. Oh and Park say that many studies neglect the higher education instruction (2009). Ryan, Carlton and Ali echo this need insisting that while much has been published on faculty experiences with World Wide Web course delivery, little research exists on the evaluation of these methods (1999). My research fills a clear need which has been identified in the literature on the subject of college level teaching methods.

References

Ballantyne, R., Bain, J., Packer, J. (1999). Researching university teaching in Australia: Themes and issues in academics' reflections. Studies in Higher Education, 24(2), 237-257.

Black, C., & Watties-Daniels, D. (2006). Cutting edge technology to enhance nursing classroom instruction at Coppin State University ABNF, , 103-5.

Deale, C. , O'Halloran, R., Jacques, P., Garger, J. (2009). "An Examination of Current Hospitality and Tourism Teaching Methods", Journal of Hospitality and Tourism Education.

Oh, E., & Park, S. (2009). "How are universities involved in blended instruction"" Educational Technology & Society, 12 (3), 327-342.

Parkinson, M.G., & Daradirek E. (2002). "The Socratic method in the introductory PR course: An alternative pedagogy." Public Relations Review, 28(2), 167-174.

Ryan, M., Carlton, K., & Ali, N. (1999). "Evaluation of traditional classroom teaching methods versus course delivery via the world wide web." Journal of Nursing Education, 272-7.

Van Eynde, D. F., & Spencer, R. W. (1988). "Lecture versus experimental learning" Organizational Behavior Teaching Review, 12(4), 52-58.

3) Need for the research

During the 2001-2002 academic year as an Institutional Research Board (IRB) approved quantitative survey protocol, I conducted students' preferred methods of instruction research. The proposed 2012-2013 quantitative survey research will include internet, hybrid and other current methods of instruction. In 2001-2002 these methods of instruction did not exist and/or were only in the development stages. Thus, the need for updated students' preferred methods of

instruction research. Additionally, only students majoring in hospitality management were surveyed during the 2001-2002 research, but students of all majors will be surveyed during the 2012-2013 research. The concluding results are needed for faculty to analyze the methods of instruction students want, especially for courses and course sections with low student enrollment.

Studies that have been conducted tend to focus on student ratings of teaching effectiveness rather than on the methods. I will examine teaching methods used by professors and investigate relationships between the students' preferred methods and different student factors such as:full or part-time status, current academic level, total number of credits completed in major, and gender.

4) Research design: (incorporating elements of the timeline and methodology)

The objectives of my higher education methods of instruction research are:
i. To identify the methods of instruction students are experiencing within their general education-liberal arts courses and within the courses of their major.
ii. To determine students' preferred methods of instruction.
iii. To describe students' preferred methods of instruction influenced by total number of academic credits completed, total number of academic credits completed in major, full or part-time student status, gender and age.
iv. To explain how to integrate and apply the students preferred methods of instruction.

The quantitative survey instrument will include four sections A, B, C & D with A, B, & C as the dependent variables and D as the independent variable for statistical analysis. Cross - tabulation of section A, B, C & D conducted to prove the hypotheses.

Survey follows:

Please rate each of the following statements by circling your selection with a pen or pencil.

A. To determine which Methods of Instruction you have been experiencing within your LIBERAL ARTS or GENERAL EDUCATION Courses, please complete the following.

1. I experience Lecture/Discussion which introduces topics and concepts to build a real world frame of reference.
Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

2. I experience In-Class Exercises when the professor provides problems and directional support as students seek to solve the problems.
Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

3. I experience Applied Out-of-Class Projects which is a detailed description of new real-world knowledge.
Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

4. I experience Student In-Class Oral Presentations which encourage students to research a topic for current information.
Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

5. I experience Laboratory Work of doing at a science lab, computer lab, and/or off-campus locations like health care, production plants, non-profit organizations, retail stores, corporate offices, schools, theaters, and/or gyms.
Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

6. I experience Guest Speakers representing industry - occupational experts.
Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

7. I experience Online Instruction using 100% Internet-online instruction with no face-to-face classroom instruction.
Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

8. I experience Blended Instruction using both Internet-online instruction and face-to-face classroom instruction.
Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

9. I experience Collaborative Instruction when two or more professors present the course information using face-to-face classroom instruction.
Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

B.   To determine which Methods of Instruction you have been Experiencing within your MAJOR Courses, please complete the following:

1. I experience Lecture/Discussion which introduces topics and concepts to build a real world frame of reference.
Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

2. I experience In-Class Exercises when the professor provides problems and directional support as students seek to solve the problems.
Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

3. I experience Applied Out-of-Class Projects which is a detailed description of new real-world knowledge.
Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

4. I experience Student In-Class Oral Presentations which encourage students to research a topic for current information.
Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

5. I experience Laboratory Work of doing at a science lab, computer lab, and/or off-campus locations ? health care, production plants, non-profit organizations, retail stores, corporate offices, schools, theaters, and/or gyms.
Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

6. I experience Guest Speakers representing industry - occupational experts.
Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

7. I experience Online Instruction using 100% Internet-online instruction with no face-to-face classroom instruction.

Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

8. I experience Blended Instruction using both Internet-online instruction and face-to-face classroom instruction.

Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

9. I experience Collaborative Instruction when two or more professors present the course information using face-to-face classroom instruction.

Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

C.   To determine your Preferred Methods of Instruction, please complete the following:

1. I prefer Lecture/Discussion which introduces topics and concepts to build a real world frame of reference.

Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

2. I prefer In-Class Exercises when the professor provides problems and directional support as students seek to solve the problems.

Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

3. I prefer Applied Out-of-Class Projects which is a detailed description of new real-world knowledge.

Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

4. I prefer Student In-Class Oral Presentations which encourage students to research a topic for current information.

Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

5. I prefer Laboratory Work of doing at a science lab, computer lab, and/or off-campus locations: health care, production plants, non-profit organizations, retail stores, corporate offices, schools, theaters, and/or gyms.

Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

6. I prefer Guest Speakers representing industry - occupational experts.

Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

7. I prefer Online Instruction using 100% Internet-online instruction with no face-to-face classroom instruction.

Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

8. I prefer Blended Instruction using both Internet-online instruction and face-to-face classroom instruction.

Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

9. I prefer Collaborative Instruction when two or more professors present the course information using face-to-face classroom instruction.
Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

D.   Please answer the following by Circling your selection with a pen or pencil:

1. What is your Major?   Accounting   Education   Engineering   Nursing
Other:____

2. What state is your primary residence?   AR   CA   FL   IN   NC   NJ   NY   PA
TX   Other:_____

3. For this current semester: Full-time student (12 or more credits)   OR   Part-time
student (11 or less credits)?

4. Current academic level of study, DO NOT include courses from this semester.
 Freshman (completed 29 or less credits)   Junior (completed 60 to 89 credits)
 Sophomore (completed 30 to 59 credits)   Senior (completed 90 or more credits)

Results

1. Students selecting Lecture as their preferred method of instruction will not change. Proved
2. Students selecting In-Class Exercises will increase. Proved.
3. Students selecting Guest Speakers as their preferred method of instruction will decrease. Not proved.
4. Students selecting Online as their preferred method of instruction will increase. Proved.
5. More part-time students will select Online as their preferred method of instruction.   Only 5% of returned students were part-time students, thus low number does not allow to prove this hypothesis.
6. Students selecting Blended as their preferred method of instruction will increase. Not provoed.

My 2012-2013 Higher Education Methods of Instruction research seeks to expand my successful 2001-2002 survey with options of online - internet, and hybrid - blended methods of instruction. The goal is n = 2000 to 3000 completed surveys representing all majors. To identify professors to administer the survey to their classes, I applied for a grant, during February 2011, to attend the October 2011, 41th Annual Conference of the International Society for Exploring Teaching and Learning (ISETL), and I received the grant in May 2011. I attended the conference with the objective to identify professors to assist during the 2012-2013 academic year with their students completing my students' preferred methods of instructions survey.

During the ISETL conference, I had the opportunity to present my research to individual attendees, using a one-to-one format. Eighteen professors representing public, private, small, medium and large student enrollment colleges and universities agreed to administer the survey to their classes. Also, most of the 2001-2002 survey research faculty members will administer the 2012-2013 Higher Education Methods of Instruction research survey to their classes.

Each professor will provide the total number of students within their classes. I will use US Mail to send that number of hard copy surveys to the professor with a postage paid return addressed envelope, the professor will administer the survey and US Mail the completed surveys back to my attention. I am electing to use hard copy surveys, because statistically the average college student does not complete computer generated surveys.

To achieve the n=2000 to 3000 completed surveys, I will schedule appointment visits at campuses of colleges and universities to administer the survey, especially at large student enrollment institutions to achieve geographic representation and a strong distribution of students from all majors. Section 6.a. Timetable and section 9. Budget Justification presents more details

Method of analysis

   The quantitative survey instrument will include four sections A, B, C & D with A, B, & C as the dependent variables and D as the independent variables for statistical analysis. Cross -tabulation of section A, B, C & D will be conducted to prove the hypotheses using SPSS.

i. Limitations

Some students completing the survey have not participated with online and/or blended courses. The goal of n = 2000 to 3000 completed surveys can be small in relationship to the multi-million numbers of post-secondary students, but it is a good starting point to conduct this research.

ii. Contribution to the field

This study can provide data for faculty to deliver students' preferred methods of instructions.

6) Research Contribution

i.Potential for publication, presentation and/or external funding beyond the grant period.

   Dr. Joseph Rogan, former chair of the MU Ed. Dept., suggested I submit my research to the following publications: College Teaching, Journal of Education for Business, Journal on Centers for Teaching and Learning, and Journal on Excellence in College Teaching. Having presented at the 2010 and 2011 Annual National Lilly Conference of College and University Teaching, I will seek to present my research at the June 2013 conference and the Oct 2013 International Society for Exploring Teaching & Learning Conference.

Rappin' with the Students – No, NOT Singing

Amy Miller
University of Pittsburgh at Johnstown
450 Schoolhouse Road
Johnstown , PA 15904
almiller@pitt.edu

Jerry Samples
University of Pittsburgh at Johnstown
450 Schoolhouse Road
Johnstown, PA 15904
samples@pitt.edu

Susan Copeland
Clayton State University
2000 Clayton State Boulevard
Morrow, GA 30260
susancopeland@clayton.edu

Objectives:
You will:
a. Engage in discussions to define rapport mechanisms within your class,
b. Learn about ways that rapport has been introduced in engineering humanities classes, and
c. Develop your own personal level of rapport that will make learning more fun for your students and teaching more fun for you.

Audience:
This presentation will be useful to anyone who feels that their students are not excited about the material being taught, and want to bring renewed life to their classes.

Activities:
This presentation will include the following activities:
a. An opening brainstorming activity with reports back to the group at large,
b. Discussion of the literature and experiences of the facilitators who come from varied academic disciplines, and
c. Personal development of ideas - alone and in groups - that can bring rapport into your classroom.

Description:
Today's students, just like we were as students, tend to work their best when the teacher is liked. This is not meant to refer to the teacher who gives easy grades or is not in charge of the classroom; rather, it refers to the teacher who develops a relationship with students that includes the love of learning and the love of teaching. Students will automatically find such a classroom a better learning environment. The situation is complex because the students want to succeed and so does the teacher. Success is measured in different ways for each participant, but in the end,

all can be satisfied if the environment includes both intellectual and personal qualities. Rapport is a personal issue and each of us handles it differently.

Rapport is one of two critical dimensions in learning (Lowman, 1995). Rapport, or interpersonal rapport as defined by Lowman, "deals with the instructor's awareness of these interpersonal phenomena and with his or her skill at communicating with students in ways that increase motivation, enjoyment, and independent learning." The phenomena referenced are those of the student group, the instructor and individual dynamics that occur in the classroom. Rapport is how we get away from being dull, allow some of our personality to seep into the classroom and foster that "student-centered" approach to learning. Lowman presented a list of terms that students used to describe their best teachers. It is interesting that when faculty were polled to provide adjectives to describe rapport, similar results, albeit with many different adjectives, were obtained (Samples & Copeland). The concept of rapport is not new but experience has shown that many faculty seem to shy away from the concept because they have been warned to stick to the message (Samples, 2006). Others have identified rapport in the way that they care for students, speak to them, or how they establish a learning environment (McKeachie, 1999; Postelthwait, 1972; Wankat & Oreovicz, 1993), leading to the belief that this personal interaction is really dependent on the instructor.

Can you achieve a high level of rapport with your students? Do you want to do this? This session will provide examples and challenge you to develop your own process to improve learning and excite your students.

References

Lowman, J., (1995). Mastering the Techniques of Teaching, Second Edition, San Francisco, CA: Jossey-Bass.
McKeachie, W.J. (1999). Teaching Tips: Strategies, Research, and Theory for College and University Teachers, Tenth Edition, Boston, MA: Houghton Mifflin.
Postelthwait, S.D. (1972). Students are a lot like people! University Vision: The Journal of the British Universities Film Council, 8, 1-7.
Samples, J.W. (2006). Good teaching: As identified by your peers. American Society for Engineering Education Annual Conference Proceedings. Chicago, IL. http://soa.asee.org/paper/conference/paper-view.cfm?id=1563
Samples, J.W. and Copeland, S. (In Press) The Universality of Good Teaching: A Study of Descriptors Across Disciplines, International Journal of Teaching and Learning in Higher Education, Blacksburg, VA.
Wankat, P.C. and Oreovicz, F.S., (1993). Teaching Engineering, New York, McGraw-Hill. (Available at https://engineering.purdue.edu/ChE/News and Events/Publications/teaching engineering).

Who's In the Classroom? - Reflections and Suggestions from a Whovian Academic

Antoinette Miller
Clayton State University
2000 Clayton State Blvd
Morrow, GA 30260
antoinettemiller@clayton.edu

Objectives and Activities:
During this presentation, participants will:
a) "Do Who" - engage in selected activities to map Doctor Who episodes onto potential course topics, with suggestions for use both inside and outside of the classroom
b) Learn a little (or a lot) about our favorite Time Lord and his adventures (and how they can actually be used in various classroom and other settings)
c) Discuss applications of popular media in academic settings, including student assignments, in-class demonstrations and discussions
d) Reflect on both the potential benefits and pitfalls of using popular media in and outside of the classroom
e) We will not only focus on the Doctor and his exploits, but share ideas for other such inclusions of popular media.

Audience:
This session will be suitable for faculty from a variety of disciplines who wish to incorporate popular media in their courses, either as in-class or out-of-class activities.

Description:
The use of popular media in the classroom is not a new phenomenon. Many have investigated the use of television and film in a wide range of contexts, including health (e.g., Diez, et al., 2005), the humanities (e.g., Fink and Foote, 2007), literature (e.g.., Hobbs, 1989), and others. However there is also an understandable amount of caution expressed regarding the utility and the suitability of such media inclusions in the classroom and need for appropriate balance with more "traditional" sources of information and active learning strategies to be used in conjunction with those media sources (e.g., Foertsch, 2006 and Eddy and Bracken, 2008).

With these and other caveats in mind, this presentation will discuss first some of the many and varied ways that popular media can find its way into the classroom, and more specifically how the long-running television program Doctor Who may be used in a variety of courses from many disciplines.

In existence in one form or another since 1963 (either televised, in novels, in audiobooks, the odd films, or "webisodes") and having spun off several companion series, Doctor Who has been a media presence in the UK for decades?and has successfully "crossed the pond" with its re-launch in 2005. It has even been used in UK classrooms (Harrett and Benjamin, 2009), and the BBC has produced and made available history and writing (script-writing) teaching resources for its elementary- and middle-level schools on its website:

(http://www.bbc.co.uk/schools/teachers/doctorwho_adventuregame/ and http://www.bbc.co.uk/schools/teachers/doctorwhocompetition/resources.shtml).

This session will first focus on examples from the primary author's own discipline (psychology) but will in succession address applications of themes, story lines, and characters from the show as well as its history as a program in such disparate fields as the physical and natural sciences, history - drawing on the show's original roots as an educational program (Howe et al., 1992), archival studies, communication, sociology?and the list goes on and on. Not only will we be talking about it, we'll actually be "Doing some Who"!

(Please note: the primary author has been a fan of the show since she first discovered it in the mid-1980s! Be forewarned!)

References

Diez, K. S., Pleban, F. T., & Wood, R. J. (2005). Lights, camera, action: integrating popular film in the health classroom. Journal of school health, 75(7), 271-275.

Eddy, P. L., & Bracken, D. (2008). Lights, camera, action! the role of movies and video in classroom learning. The Journal of Faculty Development, 22(2), 125-134. Retrieved from http://search.proquest.com/docview/214583300?accountid=10139

Fink, M. A., & Foote, D. C. (2007). Using ?The Simpsons? to Teach Humanities with Gen X and Gen Y Adult Students. New Directions For Adult And Continuing Education, (115), 45-54.

Foertsch, J. (2006). Books as Broccoli? Images as Ice Cream? Providing a Healthy Menu in a College English Classroom. Pedagogy, 6(2), 209-230.

Harrett, J., & Benjamin, T. (2009). Travel with a Time Lord: using media to enhance literacy. Literacy, 43(3), 134-142. doi:10.1111/j.1741-4369.2009.00510.x

Hobbs, R. (1998). The Simpsons meet Mark Twain: Analyzing popular media texts in the classroom. The English Journal, 87(1), 49-51.

Howe, D. J., Stammers, M., & Walker, S. J. (1992). Doctor Who: The Sixties. Doctor Who Books.

Teaching Online in Real-Time (Synchronous Online Teaching)

Kristan Morrison
Radford University
P.O. Box 6959
Radford, VA 24142
kmorrison12@radford.edu

Research Purpose Statement and Research Questions

While the literature provides some clear positives and negatives of synchronous online teaching, what it does not offer are ways to fully visualize bringing discussion-rich seminar-style courses (with both small and whole group activities) to the synchronous online environment. The research question for this evaluative case study is: can Adobe Connect be used to create a highly interactive synchronous course-- rich in linear discussion, small-group activities, and a strong sense of community?

Literature Review

Synchronous online courses mean that members are "meeting" in real time. Students and teacher could all be at separate locations, each in front of a computer and connected through the internet via various media. The literature on synchronous online teaching acknowledged that this mode had positives, but there were also frequent warnings of the pitfalls inherent in such teaching and learning.

Positives

Researchers admired the multitude of available options for synchronous online teaching (e.g. 3D programs, web conferencing programs, broadband distance-site connections, internet-chat, and learning management systems). Second Life and Second Life-type programs allow students to manipulate things in a 3D-like space online. Interwise, Elluminate, Adobe Connect, and similar web conferencing systems allow classes to have synchronous verbal or written chats, use a common white board space, pull in and display files, and put students into private break out groups for small group work. Internet-chat and conference tools allow large numbers of students to engage in real-time conversations across wide distances, and broadband-based distributed sites with live audio and video features allow for the teacher to demonstrate and display things in real time.

Researchers favorably compared synchronous online teaching with asynchronous online teaching in regards to the social/community building potential (however, please note that synchronous online teaching did not favorably compare on this element with conventional face-to-face teaching). For example, students in synchronous classes felt closer to their instructor and fellow classmates and more engaged, enthusiastic, and energized about the exchanges than when in asynchronous-only classes.

Negatives

The literature identified three main negatives to synchronous online teaching. The first was the issue of acclimation/training on the medium, for both the instructor and the students. The second problem highlighted was technological glitches (e.g. weak internet connections, being "bumped" out of the "classroom," malfunctioning microphones, echo or delay in the audio, file upload problems, etc.). And the third problem mentioned frequently was how the technological medium limited the potential development of interpersonal relationships between participants. Synchronous online courses flattened interpersonal interactions due to lack of visual cues and social time to interact, such as in breaks.

Methodology

The author maintained a field notes journal, reflecting on each class in two separate semesters of teaching an online section of Educational Foundations to 15-18 graduate students in each class. The author also administered an anonymous online survey to her students at the end of each of the course offerings, inquiring such things as "If you prefer online courses over face-to-face courses, please list the reasons why below;" "If you had a choice of doing this class synchronously (like we did) or asynchronously, the whole semester, which would you prefer and why?"; "Did you find yourself more or less PRESENT in class with the online, synchronous format (as compared to conventional F2F classes or compared to asynchronous online classes)?"

Results

The answer to the research questions was a qualified yes; Adobe Connect can be used to create a highly interactive synchronous course, rich in linear discussion and small-group activities and a sense of community, but there are obstacles, some of which can be overcome with time and effort, others of which cannot be overcome, thus diminishing constructivist and community-building aspects that are more easily present in a F2F course:

- The Tools Are There, But They Take A Long Time to Master and Use
- The Tools Exist to Create Effective Synchronous Classes, But They Sometimes Don't Work
- Adobe Connect's Synchronous Classes Are Not as Effective for Seminar Courses as F2F

Discussion

I believe that a constructivist classroom is symbiotic- that just as students need one another and need to aid in the construction of knowledge, I also very much need the feedback of students to gauge their understanding, mood, etc. And the online medium just did not provide it in the same way as an F2F class does.

The author also struggled more with trust issues than in her F2F classes. She worried that students were easily distracted by other things in their environs and there was no way to hold the students accountable or to verify if her worries were warranted or not.
Student Perspectives of The Course

The surveys administered to the students at the end of each course revealed perceptions quite similar to the author's in terms of how most preferred a synchronous online course to an asynchronous one because of the former's community building and interactivity potential, but they found the technical and interpersonal limitations/difficulties to be detractors. And most responded that, were convenience (e.g. driving time and distance) not a factor, then they would prefer an F2F class to a synchronous online one.

There are tremendous implications here for both businesses and institutions of education. The importance of the human factor that comes with physical presence cannot be denied even though it is largely intangible. Should convenience really trump quality of human interactions? More research needs to be done in this regard.

Both institutions of education and businesses need to recognize the effort that goes into mastering these web conferencing programs and fairly compensate those employees who undertake using them. These organizations also need to provide extensive training and support to these individuals.

While literature comparing learning experiences of students in synchronous courses versus asynchronous online courses exist, there needs to be more of it, as well as much more research comparing synchronous courses to F2F, highly interactive/constructivist courses.

Education Transnational:
The Relevance of "Bildung"-concepts for Teaching and Learning

Jennifer Ch. Müller
International Graduate Centre for the Study of Culture (GCSC), JLU Giessen/Germany
Alter Steinbacher Weg 38
Giessen, Hessen 35394
jennifer.mueller@sowi.uni-giessen.de

Research purpose:

The German implementation of the global Bologna-Process can only be understood in due consideration of its social, political, cultural and economic dimensions between tradition and modernity with all its specific implications for teaching and learning. The German discussion on "Bildung" in the higher education system centers on the traditional idea of the "nation." I suggest that the university currently represents a mix of the traditional German nation-oriented concept of "Bildung" and transnational modernism. In this paper I attempt to elaborate more generally on the Bologna process as a specific example for a global alteration from the traditional connection of national state and education.

Three key moments of transformation of "Bildung" in higher education in Germany and Europe will be discussed:

I) With the establishment of a comprehensive university with all subjects in Prussia about 200 years ago, the idea of science as disinterested self-education arose (cf. Kant 1992, Humboldt in Mⁿller 1990, Fichte 1919, Schleiermacher, 1998). Parallel to the formation of individual citizens, science also had the purpose of establishing a moral culture of the nation, which was supposed to be of benefit to citizens of mind and morals (cf. Assmann 1993: 25).
II) The transfer of this classical concept of 'Bildung' to the university since 1945 must consider that 'Bildung' now has to contain the possibility to develop a political and democratic awareness (cf. Horkheimer, 1985: 415). Adorno and Horkheimer emphasized a resistance to authoritarian tendencies as the primary educational goal (cf. Adorno 1982).
III) With the beginning of the Bologna process in 1999 (cf. 1998 Sorbonne, Bologna Declaration, 1999), a different design of the university is now politically proclaimed and practiced - one that pronounces internationalization and transcultural exchange.

Methods:

Literature Research:
- Immanuel Kant
- Wilhelm von Humboldt
- Johann Gottlieb Fichte
- Friedrich Schleiermacher
- Theodor W. Adorno
- Max Horkheimer

Document Analysis:
- | Sorbonne-Declaration 1998
- Bologna-Declaration 1999
- Prag-CommuniquΘ 2001
- G÷theborg-Declaration 2001
- Berlin-CommuniquΘ 2003
- Bergen-CommuniquΘ 2005
- London-CommuniquΘ 2007
- Leuven-CommuniquΘ 2009
- Budapest-Vienna-Declaration 2010
- Bucharest-CommuniquΘ 2012

Results/Conclusion:

I will focus on the issue of teaching and learning, which depends in Germany on the classical concept of "Bildung" as well as on the new transnational turn that started in 1999 under the spearhead of Europe. The Bologna process in its complexity can be characterized as a social, political, cultural and economic change that is built upon the nation's past with a gaze into the transnational future.

References

Adorno, Theodor W. (1982): Erziehung zur Mⁿndigkeit. VortrΣge und GesprΣche mit Hellmut Becker 1959 - 1969. Frankfurt: Suhrkamp.

Assman, Aleida (1993): Arbeit am nationalen GedΣchtnis. Eine kurze Geschichte der deutschen Bildungsidee. Frankfurt, New York: Campus.

Bologna-Deklaration (1999): http://www.bmbf.de/pub/bologna_deu.pdf (31.03.2013)

Fichte, Johann Gottlieb (1919): Deducirter Plan einer zu Berlin zu errichtenden h÷hern Lehranstalt, in: Spranger, Eduard (Ed.): ▄ber das Wesen der UniversitΣt. Neue Ausgabe. Leipzig: Verlag von Felix Meiner. P. 1-104.

Horkheimer, Max (1985): Begriff der Bildung. Soziologisches, UniversitΣt und Studium, in ders.: Gesammelte Schriften, VortrΣge und Aufzeichnungen. Frankfurt am Main: Fischer. P. 409-419.

Humboldt, Wilhelm von (1990): ▄ber die innere und Σu▀ere Organisation der h÷heren wissenschaftlichen Anstalten in Berlin, in: Mⁿller, Ernst (Ed.): Gelegentliche Gedanken ⁿber UniversitΣten. Leipzig: Reclam. P. 273-283.

Kant, Immanuel (1992): Der Streit der FakultΣten. Leipzig: Reclam.

Schleiermacher, Friedrich Daniel Ernst (1998): UniversitΣtsschriften. Herakleitos. Kurze Darstellung des theologischen Studiums. Berlin; New York: de Gruyter.

Sorbonne-Declaration (1998): http://www.bologna-berlin2003.de/pdf/Sorbonne_declaration. pdf (31.03.2013)

I did not flip my classes, my students did!

Taha Mzoughi
Kennesaw State University
Dept. of Biology and Physics
Kennesaw, GA 30144
tmzoughi@kennesaw.edu

Objectives:
During this presentation, participants will:
1. Discuss the different technologies and strategies used to engage students in a web enhanced learning environment
2. Define what is meant by flipped or inverted learning environment.
3. Discuss how technology is changing how students learn
4. Discuss the strategies used to implement an inverted learning paradigm
5. Discuss student reactions to a flipped classroom paradigm

Audience:
This presentation is appropriate for faculty members who want to become more familiar with the inverted learning paradigm and similar strategies.

Activities:
This presentation will include the following activities:
a) Introduction to my experience transforming my classes into a web-enhanced learning environments.
b) Discussion with participants the challenges and opportunities of this teaching format
c) Discussion with participants methods for implementing similar learning paradigms

Description:
In an effort to enhance student learning in introductory physics classes, I gradually transformed my classes into what is now commonly referred to as a flipped or inverted classroom environment (Alvarez 2011, Rundquist 2012.). The changes were made in four different courses. They were partially driven by student input, and took several years to fully implement.
The changes resulted in the courses following a hybrid format where most of the learning occurs outside of class. Lecture time is devoted to answer and discuss questions, work on practice problems, complete hands-on activities and to explore the topics students find interesting. Instead of lectures students complete online multimedia quizzes, embedding both short lecture type recording segments and simulations. The quiz format helps students identify the topics they don't understand. Homework is also completed online. It includes both traditional end of the chapter questions and simulation mediated questions. In classes that include labs, students also complete pre-laboratory simulation mediated activities.

The presentation will illustrate how students and technology helped define the format that the course eventually took. This will include data about student learning and student attitudes and how these have evolved.

References

Alvarez, Brenda. (2011, September 30). Flipping the Classroom: Homework in Class, Lessons at Home, National Education Association. Retrieved April 30, 2013, from http://neapriorityschools.org/successful-students/flipping-the-classroom-homework-in-class-lessons-at-home-2

Rundquist, Andy, (2012) What is the Best Use of Class Time? Exploring the Issues of the Flipped Classroom, 2012 Physics Teacher Education Coalition Conference: New Paradigms for Physics Teacher Education, February 3-4, 2012; Ontario, California.

Implementation of a Novel Active Learning Approach
in Large Classrooms Using Students' Mobile Devices

Matthew Numer
Dalhousie University
PO Box 15000
Halifax, Nova Scotia B3H 1T8
numer@dal.ca

Mohsen Shahini
Top Hat Monocle Corp.
2 Carlton St., Suit 1317
Toronto, Ontario M5B 1J3
mohsen@tophatmonocle.com

Objective 1:
Attendees will be able to identify the utility of the Top Hat tool in promoting an interactive classroom environment. Top Hat will be introduced to illustrate a modern classroom and homework technology system based on a 4th year Human Sexuality course. The audience will have the opportunity to interact with the technology and gain hands on experience if they have their tablet, laptop, smartphone, or even regular cellphone in the session.

Objective 2:
Attendees will discuss the challenges of various mobile devices in the classroom. Subsequently I will demonstrate techniques to shift "distraction" to "interaction". It is anticipated that participants will be able to apply some of these techniques and create their own solutions using the system to their unique learning environments.

Objective 3:
Attendees will identity how active learning techniques using Top Hat technology impacts students' performance. Data that measures the retention of the materials taught in class with and without the technology after a few weeks will be presented.

Audience:
This presentation is intended for faculty instructors and those interested developing technology in the classroom to promote active learning environments. Administrators and instructional technologists responsible for developing courses and introducing technologies to the faculty members may also benefit from this presentation.

Activities:
This is an interactive session. Audience is encouraged to bring their mobile devices into this session, similar to students in the class. They will be able to provide their feedback during the presentations anonymously using their devices. I will also initiate discussions at different points during the presentation. The participants will be able to submit their opinions of the discussion anonymously using the technology. The threads of comments will be displayed on the projector in real time. Everyone will be able to respond to comments submitted by others or vote by

pressing "?Like". We will also invite the audience to play a quick head-to-head tournament game on general questions related to active learning and they can see how they are ranked anonymously among all other participants.

Summary:
Frequently, teaching in universities rests largely upon lectures delivered in large classroom settings. With the recent trend among universities to increase enrollment to mitigate fiscal challenges class size is often increasing along with student demand for interactive education (Mulryan-Kyne, 2010). However, some critical limitations of such settings have been uncovered, among others by Trees et al. and Mulryan et al. (Mulryan-Kyne, 2010; Trees & Jackson, 2007). For example, large classes' layout provides an impersonal environment where students do not get to know each other, and may experience a decreased sense of responsibility and increased anxiety related to participation (Gleason, 1986).

A broad body of research has now demonstrated the eminent role of active teaching and learning on many (if not all) levels of education (Mulryan-Kyne, 2010). Active learning also promotes a student-centred approach to teaching and experiential learning (Millis & Cottell, 1997). More precisely defined by Dee Fink, it involves favouring opportunities for students to engage in reflection, analysis, synthesis and communication in the context of their learning. Fink even emphasizes the need for these opportunities to be included in all teaching approaches including large-class lectures.

This presentation will explore innovative methods for engaging students in a large class setting through the use of the program Top Hat Monocle. This tool utilizes students' devices such as cellphone, smartphone, and laptops to query students in and out of the classroom. In this presentation, I will demonstrate how the utility works for my class of nearly 400 students in Human Sexuality. The tool enables anonymous responses, graded questions (multiple choice, short answer, true/false, matching, ordering, click on target, etc), discussion threads and virtual demonstrations. In addition, head-to-head tournament-style games are also possible. Various examples from the Human Sexuality course will be presented as well as an opportunity for participants in the session to use the tool. I employ both qualitative (students survey) and quantitative (students grades in exams and student ratings) data to analyze the impacts of the tool on learning outcomes including knowledge retention and synthesis compared to traditional didactic methods.

References

Mulryan-Kyne, C. (2010). Teaching large classes at college and university level: Challenges and opportunities. Teaching in Higher Education, 15(2), 175-185.
Trees, A. R., & Jackson, M. H. (2007). The learning environment in clicker classrooms: Student processes of learning and involvement in large university-level courses using student response systems. Learning, Media and Technology, 32(1), 21-40.
Gleason, M. (1986). Better communication in large courses. College Teaching, 34(1), 20-24.
Millis, B. J., & Cottell, P. G., Jr. (1997). Cooperative learning for higher education faculty. series on higher education. Oryx Press, Phoenix, AZ. 2nd ed.). New York, NY: The Free Press.

Discussion Teaching in Technical Courses: Tips for Success

Lolita Paff
Penn State Berks
Tulpehocken Road
Reading , PA 19610
LAP21@psu.edu

Objectives:
During this presentation, participants will:
1. Learn about best practices in discussion teaching generally, and in technical courses specifically.
2. Share their experiences with discussion teaching in small and large group settings.
3. Gain first-hand experience in technical course discussion teaching activities.

Audience:
This presentation will be beneficial for faculty want to incorporate discussion teaching methods in both technical and non-technical courses.

Activities:
1. Brief overview of discussion teaching best practices.
2. Simulations of different discussion teaching techniques
3. Discussion with other participants about discussion teaching strategies they use in their courses.

Description:
Brookfield and Presskill (2005) describe meaningful class discussions are "those in which most learners participate, in some form, at least part of the time. Without broad participation, students do not get the practice they need in expressing their ideas cogently, and the group lacks the diversity of viewpoints it needs to make multiple connections effectively" (p.234) In technical classes, the "diversity of viewpoints" can be problematic if the focus is on the "right" answer.

What if discussion doesn't exclusively focus on the "right" answers? What about discussing the implications of the answer? What can be learned by discussing the "wrong" answers? What about discussing the intuition used to solve the problem? Duckworth (1996) suggests some of the most intriguing opportunities for learning arise from situations where the teacher lacks answers and an atmosphere of "not knowing" prevails. This is not to say the instructor is "clueless" but rather to acknowledge that despite the instructor's expertise and experience, there are still questions to be answered and the students and teacher can learn together.

In technical courses, it's easy to skew "content coverage" toward an emphasis on procedures, processes, and computations, where student talk, peer discussion, and group discussion may seem at odds with content mastery in mathematics, engineering, or accounting. In addition, Leonard (1991) notes the discomfort that students may experience when an unexpected teaching method is utilized in a sociology class: "Our students have been taught largely in lecture format and so have we. They expect their teachers to tell them what they need to know, and they have

been conditioned to learn this material and repeat it when asked. Students typically listen to instructors only along a limited dimension- largely for facts and theories- and to each other hardly at all" p. 138. Thus a shift toward discussion teaching is sometimes easier said than done. Yet, despite the difficulties and potential discomfort for students, incorporating discussion in technical classes prepares "students for the realities they will encounter in their workplaces" (Mello 2010, p.79) by developing students' communication skills and ability to think of their feet. Put another way, "In lecturing, success meant that students paid attention, laughed at my jokes and applauded me. I told them what to learn, and they learned it. Now one measure of a good class is the gleam in students' eyes as they head for the library or lab to answer some of the questions the group has hammered out" (Goodenough, 1991; p.96).

So how can discussion teaching be added to your class? Come to this session and find out. In this session, we will review the best practices and share personal experiences with discussion teaching as we practice and model a number of discussion teaching techniques which can be easily incorporated into technical and non-technical settings.

References

Brookfield, S.D. and S. Presskill. 2005. Discussion as a Way of Teaching, Brookfield & Presskill, 2005, Jossey-Bass.

Duckworth, E. 1996. "The having of wonderful ideas" and other essays on teaching and learning. New York: Teachers College Press.

Goodenough, D.A. 1991. Changing Ground: A Medical School Lecturer Turns to Discussion Teaching, in Education for Judgment: The Artistry of Discussion Leadership, Christiansen, Garvin & Sweet, Harvard Business School Press.

Leonard, H.B. 1991. With Open Ears: Listening and the Art of Discussion Leading, in Education for Judgment: The Artistry of Discussion Leadership, Christiansen, Garvin & Sweet, Harvard Business School Press.

Building Community in the Online Environment: The Professor's Responsibility

Constance Pearson
Liberty University
1971 University Blvd.
Lynchburg, VA 24502
cpearson@liberty.edu

Michael Patrick
Liberty University
1971 University Blvd.
Lynchburg, VA 24502
Mpatrick2@liberty.edu

Objectives:
During this presentation, participants will:
- Confirm research related to the building of community in online courses;
- Reflect on and discuss the successful modes of interaction that participants incorporate into their online courses;
- Discover new modes of successful interaction that builds community in online courses;
- Engage in discussion of how to integrate new modes of interaction in participants' own online courses.

Audience:
The presentation is targeted at faculty who are interested in learning about and incorporating strategies that lead to an environment of community in their online courses.

Activities:
The presentation will include:
- Discussion of best practices related to building community in online courses, after the presentation of the related research;
- Self-reflection and small group discussion of the modes of building community that are used by participants;
- Brainstorm strategies for integrating new modes of building community in the participants' online courses

Description:
According to a survey conducted by the Babson Survey Research Group (Allen & Seaman, 2011), the number of students registered in online post-secondary courses was almost seven million. As that number grows, more emphasis is being placed on the quality of that experience. A major concern has been the attrition rate in those courses, which is 10-20% higher than that of courses taught face-to-face (Angelino, Williams, & Natvig, 2007). The question is what keeps students connected and engaged so that they complete online courses? In face-to-face courses, students interact with their instructors and with each other, developing a sense of camaraderie, a sense of belonging, a sense of community. Without considerable effort, that same essential communal, group connectedness is lost in the virtual environment. Liu,X., Magjuka, R. J., Bon,

C. J., & Lee, S. (2007) discovered that that sense of community, when found in the online environment, is a major contributing factor to students' satisfaction with their online experiences, which ultimately contributes to the completion of those courses.

The focus of the presentation will be on the educator's responsibility in the building of that sense of community; because the development of the online community, that transcends physical separation, is a primary concern of the professor. What are the key factors in the development of that sense of belonging? What is the professor's role? What are some suggestions for making it a successful process? What are the related dangers and pitfalls? The discussion will begin with a short review of the related literature. We will then discuss best practices for developing that sense of community beginning with the initial personal contact in the course, in which the professor gets to know the students and the students get to know the professor and each other. We will share our success stories. We will finish with a discussion of the new strategies that participants have learned to build that community in their own online courses.

This session is the result of more than eight years of teaching/facilitating online courses, by one of the presenters, from developing video-based "talking heads" to the interactive format of today. The other presenter is a product of a successful online doctoral program and who now teaches/facilitates online courses. We will include what we have found to work (and what doesn't work) from our experiences and look forward to learning from yours. Our goal is to make the experience as interactive as possible as we all become a community of learners.

References

Allen, I. Elaine and Seaman, Jeff. (2011). Going the distance: Online education in the United States, 2011. Babson Research Group: Babson Park, MA.

Angelino, L. M., Williams, F. K., & Natvig, D. (2007). Strategies to engage online students and reduce attrition rates. The Journal of Educators Online, 4(2), 1-14. Retrieved April 30, 2013 from http://www.thejeo.com/Volume4Number2/Angelino%20Final.pdf.

Carr, S. (2000). As distance education comes of age, the challenge is keeping the students. The Chronicle of Higher Education, 46(23), A39-A41.

Conrad, D. (2005). Building and maintaining community in cohort-based online learning. Journal of Distance Education, 20(1), 1-20.

Garrison, D. R. (2007). Online community of inquiry review: Social, cognitive, and teaching presence issues. Journal of Asynchronous Learning Networks, 11(1), 61-72.

Grandzol, C. J. & Grandzol, J. R. (2010). Interaction in online courses: More is not always better. Online Journal of Distance Learning Administration, XIII(2), 1-15. Retrieved on April 29, 2013 from http://www.westga.edu~distance/ojdla/summer132/Grandzol_Grandzol

Jones, P., Semon, S. & West, E. (2012). Promoting community for online learners in special education. Journal of Digital Learning in Teacher Education 28(3), 108-124. Retrieved from http://go.galegroup.com.ezproxy.liberty.edu:2048/ps/i.do?action=int...

Liu, X., Magjuka, R. J., Bon, C. J., & Lee, S. (2007). Does sense of community matter? Quarterly Review of Distance Education, 8, 9-24.

Maddox, Mark A. (2013). Developing online learning communities. Christian Education Journal 10(1), 139-145.

McMillan, D. W., & Chavis, D. M. (1986). Sense of community: A definition of theory. Journal of Community Psychology, Psychological Sense of Community, I: Theory and Concepts, 14(1), 6-23.

Palloff, R. & Pratt, K. (1999). Building learning communities in cyberspace. San Francisco, CA: Jossey-Bass.

Porter, L. R. (2004). Developing an online curriculum: Technologies and techniques. Hershey, PA: Idea Group, Inc.

Rovai, A. (2002). Building sense of community at a distance. International Review of Research in Open and Distance Learning, 4(1), 1-9.

Serwatka, J. A. (2005). Improving retention in distance learning classes. International Journal of Instructional Technology and Distance Learning, 2(1), 59-64.

Thomas, R. C. (2005). Supporting online students with personal interaction. EDUCAUSreview online. Retrieved on April 29, 2013 from http://www.educasue.edu/ero/article/supportin-online-students-personal-action.

Vygotsky, L. S. (1978) Mind in society, the development of higher psychological processes. Cambridge, MA: Harvard University Press.

Technology Meets Pedagogy: Comparing Classroom Response Systems

Andrew Petto
University of Wisconsin--Milwaukee
Biological Sciences
Milwaukee, WI 53201-0413
ajpetto@uwm.edu

Discussion:

To promote engagement and active learning in traditional classrooms, many instructors introduce student response systems. While early research focused on student acceptance and use of the new technology, more recent work has focused on the impact on student learning (O'Hanlon 2007; Terrion and Aceti 2012). This study shares that latter focus: an examination of the evidence that students will learn the material better and their learning will be reflected in academic success. The existing literature on the relationship between classroom response (CRS) technology and learning outcomes is mixed. Anderson and Noland (2010) reported improved student performance, while Nightingale (2010) found no improvement in exam scores. Gauci and others (2009) reported that benefits depended on student background and prior performance in prerequisite classes. Fitzpatrick and others (2011) also failed to find consistent effects between classes based on their use of CRS, and Elicker and McConnell (2011) found no significant differences in exam performance among three different methods of engaging students in active learning in the classroom.

Gray and Steer (2012) report that CRS works best when the teaching is also transformed; a conclusion supported by Kolikant and others (2010). Terrion and Aceti (2012) likewise recognize the power of CRS to help instructors improve their classroom practice to support student learning. Murphy (2012) provides one example of using student responses to fine-tune instruction, and Anderson and Noland (2010) enriched the curriculum over a four-year period based on students' ability to engage more and more complex material. In a similar vein, Gray and others (2012) demonstrated the differential effect of richly formatted questions that incorporate graphic elements.

In this presentation we explore the impact on measures of student learning in two biology courses. One course is a large lecture course that serves primarily nursing and health-sciences majors. The other is a smaller lecture course that is designed for general education students. Each represents a "natural" experiment in that a single instructor designed and delivered the lecture portions of the course and changed CRS systems between semesters. In the majors' course, CRS was introduced during the second year of instruction, and the change was made between the eighth and ninth year of teaching the class. In the non-majors' course, CRS was used from the first semester, but changed in each of two subsequent years.

Regression analysis of grades in the majors' course indicates no significant difference in the average course grades, but did reveal a statistically significant difference in in-class performance and an increase in the effect of that performance on the final grade. In the non-majors' course, participation rates were increased, but the impact on the final grades was complicated by the fact that only two of the three systems could easily be adapted for small-group problem solving. In

both courses, the questions and problems posed in the semesters under study were copied from previous semesters and reformatted for the new CRS.

Our findings from these comparisons are that a cloud-based BYOD (bring your own device) response system provided more engagement of students, better performance in the course, and more flexibility for instructors in planning and carrying out classroom instruction.

References

Elicker JD, McConnell NL. 2011. Interactive learning in the classroom: Is student response method related to performance? Teaching of Psycholoy 38(3):147-150.

Fitzpatrick KA, Finn KE, Campisi J. 2011. Effect of personal response systems on student perception and academic performance in courses in a health sciences curriculum. Advances in Physiology Education 35:280-289.

Gauci SA, Dantas AM, Williams DA, Kemm RE. 2009. Promoting student-centered active learning in lectures with a personal response system. Advances in Physiology Education 33:60-71.

Gray K, Owens K, Liang X, Steer D. 2012. Assessing multimedia influences on student responses using a personal response system. Journal of Science Education and Technology 21:392-402.

Gray K, Steer DN. 2012. Personal response systems and learning: It is the pedagogy that matters, not the technology. Journal of College Science Teaching 41(5):80-88.

Kolikat Y B-D, Drane D, Calkins S. 2010. "Clickers" as catalysts for transformation of teachers. College Teaching 58: 127-135.

Murphy K. 2012. Using a personal response system to map cognitive efficiency and gain insight into a proposed learning progression in preparatory chemistry. Journal of Chemical Education 89(10):1229-1235.

Nightingale JP. 2010. Clicking for comprehension: Do personal response systems measure up? International Journal of Education Research 5(2):30-43.

O'Hanlon C. 2007. Press "2" for "Not Guilty". T H E Journal 34(5):52-53.

Terrion JL, Aceti V. 2012. Perceptions of the effects of clicker technology on student learning and engagement: A study of freshmen chemistry students. Research in Learning Technology 20:16150?DOI: 10.3402/rlt.v2010.16160.

There's an App for That! Best Practices for Learning with Technology

Jobeth Pilcher
Baylor Health Care System
2001 Bryan Street
Dallas, Texas 75201
jobethp@baylorhealth.edu

Objectives:
- Discuss how technological tools and applications can be used for educational purposes
- Summarize best practices for learning with the benefit of technology.

Audience:
This presentation is appropriate for faculty and educators who are interested in including more technological tools to their repertoire.

Activities:
This presentation will include the following activities:
- Anticipation guide to promote metacognition and group discussion among participants regarding the topic
- Small group participation in activity associated with different technologies they are using to promote learning
- Reflective activity resulting in a plan of action for implementing chosen evidence-based practices

Description:
Knowledge in all disciplines has grown exponentially in recent years. The use of technology as an educational delivery modality is increasing and has the potential to distribute information to a wide audience. The use of smart phones and other handheld devices offer increasing opportunities for individuals to learn at any time and in any location. Numerous innovations can be used for online learning, including apps, wikis, blogs, webcasts, avatars, simulations, social media, serious gaming, and others. However, educational materials should not simply be moved to the online environment without applying eLearning principles. This interactive presentation will include a discussion of many of the current technological tools and strategies, followed by a discussion regarding available evidence and best educational practices for the virtual environment.

References

Bristol, T.J. & Zerwekh, J. (2011). Essentials of e-learning for nurse educators. Philadelphia, PA: F.A. Davis.

Clark, R.C. & Mayer, R.E. (2011). E-learning and the science of instruction (3rd. ed.). San Francisco, CA: Pfeiffer.

Squire, K.D. (2008). Video game-based learning: An emerging paradigm for Instruction. Performance Improvement Quarterly, 21(2), 7-36.

Waterhouse, S. (2005). The power of eLearning: The essential guide for teaching in the digital age. Boston, MA: Pearson.

Willis, J. (2006). Research-based strategies to ignite student learning. Alexandria, VA: Association for Supervision and Curriculum Development.

Adaptive Learning-Students Learn Faster, Study More Efficiently, and Retain More Knowledge: Now Even Freshman Will Know What They Know and Don't Know!

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

Objectives:
1. Audience will gain knowledge of the advanced technology tool of Adaptive Learning software and sites.
2. Audience will gain knowledge of how such software functions as a memory support in learning.
3. Audience will develop skill in using these tools in helping assess student learning, classroom reinforcement, and how they help students to review key concepts.
4. Audience will evaluate the merit of these tools as instructional supports in their own classrooms.
5. Audience will gain understanding of ways to integrate adaptive learning software and sites into their specific courses.

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

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

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

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

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

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

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

At the end of the session, I will discuss my other studies of these systems, successful applications that I have used or plan to use in my own classroom, along with others that colleagues have utilized. Throughout this exchange, a discussion of the merits and pitfalls of such adaptive learning sites in their college courses will be deliberated by audience members

References

Benware, Carl A. and Deci, Edward L., "Quality of Learning With an Active Versus Passive Motivational Set", American Educational Research Journal, Vol. 21, No. 4, Winter, 1984, 755-765.161
Candy (1991) Self-Direction for Lifelong Learning. Jossey-Bass

Eisner, Susan P. "Teaching generation Y college students-three Initiatives." Journal of College Teaching and Learning, Vol.1, No.9, September 2004, 69-84.

Johnson, Benny G., Phillips, Fred and Chase, Linda G., An Intelligent Tutoring System for the Accounting Cycle: Enhancing Textbook Homework with Artificial Intelligence (May 2, 2008), Available at SSRN: http://ssrn.corryabstract=1151791 or http://dx.doi.org/10.21.39/ssrn, 115791

Madan, Vineet, Hamilton, Travis, and Chakrapani, Jay (2012) Brave New World of Education: Personalized Adaptive Learning Tools Promises One-on-One Tutoring for All Students. White Paper. McGraw-Hill Higher Education.

Morton, L.P. (2002, Summer). Targeting generation Y. Public relations Quarterly. 47 (2), 46-48.

Mustacchi, J. (2008). What's relevant for YouTubers'. ASCD: Educational Leadership, 65, 67-70.

National Training Laboratories, June 2006, www.ntl.org.

Prensky, M. (2008). Turning on the lights. ASCD: Educational Leadership, 65, 40-45.

Raux, Donald J., An Effective Active Approach for Teaching Accounting in the 21st Century: Using Active Learning, an On-Line Course Management System, and a Student Response System. Review of Business Research (2012)12(4), pp. 86-100.

Raux, Donald J., "Implementing Active Learning in College Accounting Classes", Explorations in Teaching and Learning, Vol. 16, No. 1, Winter, 2004.

Roberts, D., Foehr, U., & Rideout, V. (2005) Generation M: Media in the lives of 8-18 year-olds. Washington, DC: Kaiser Family Foundation.

Rose, D.A., Meyer, A., Strangman, N., & Rappolt, G. (2002) Teaching Every Student in the Digital Age: Universal Design for Learning. ASCD Publications.

Salopek, J.J. (2003, June). Going native: crossing the generation gap by going learning to speak. T+D 57 (4), 17 (3).

Sargent, C. S., (in press), Find it, fix it, and thrive: the impact of insisting on proficiency in prerequisite knowledge in intermediate accounting. Issues In Accounting Education.

Weimer (2002) Learner-Center Teaching. Jossey-Bass

WileyPlus, John Wiley and Sons, Inc., October 2005; http://www.wiley.com//college/wileyplus/.

Woolfolk, A. (2008) Educational Psychology: Active Learning Edition (10th ed.). New York: Pearson Education.

Revving Up the Reluctant Student: Technology that Engages, Inspires, and Transforms

Christine Remley
Lock Haven University
131 Robinson Learning Center
Lock Haven, PA 17745
cremley@lhup.edu

Priya Poehner
Lock Haven University
218 Robinson Learning Center
Lock Haven, PA 17745
ppoehner@lhup.edu

Session Objectives:
During this presentation, participants will
a) Review course or teaching goals and current teaching methods
b) Determine ways technology that can meet these goals and integrate with teaching methods
c) Explore new technologies to create a dynamic learning environment that aligns to learning goals

Description:
Easy access to technology has changed the way we gather and share information. Online resources, cloud - based applications have allowed educators to serve students quickly and efficiently and in a manner to which today's students have grown accustomed. Many instructors have struggled to find and integrate technologies into their teaching while students are demanding greater access to instructors and information (Courts & Tucker, 2012). Additionally, students want to be entertained as well as engaged in their learning. The lecture and the overhead or PowerPoint, have been replaced by Prezi's, on-demand video, social networking, and student response systems; but are students learning more? Students want to be a part of the classroom experience and no longer settle for passive learning, but instructors still struggle to find ways to integrate meaningful technology that aligns to the course content. Technology should be more than just the "wow" factor.

The idea of integrating technology into the classroom is not a new concept. Technology can be a highly effective teaching tool that can be used to enhance the classroom learning experience. As new technologies emerge, many instructors are eager to learn about them, but struggle to find methods of assimilating these technologies in their college classroom. Integrating multimedia in the classroom can allow students to apply real world skills, learn effective collaboration techniques, learn creative ways of expressing their ideas, and synthesize complex content (Shank, 2004). While multimedia offers unique opportunities to enhance the learning environment, it does not guarantee an effective learning environment. As more and more no-cost, easy setup technology become available, the integration of technology will become more common in the college classroom. This session will discuss a number of these free or low cost technologies that can be easily assimilated into classroom teaching.

Although, there remains some debate on whether technology actually enhances learning, a study conducted by Agodini, Dynarski, Honey, and Levin (2003) concluded that enhancement in learning did occur in schools where teachers demonstrated an interest in using technology and the schools had the infrastructure to support technology initiatives.   The purpose of this session will be to show a number of multimedia technologies such as animation, webpage creators, MOOC, slideshows, response systems, instant messaging, podcasting, lecture capture, and online video, and discuss ways to select technologies that best align with the needs of the course. This effective use of technology can both increase student engagement and provide avenues for the application and synthesis of material learned through creative student expression.

Harris and Hofer coined the phrase technocentric instruction, where the focus of the teaching is on the technology rather than the learners who are using it (Harris & Hofer, 2009). This teaching starts with choosing the technology rather than first defining learning goals. Choosing activities and types of technology near the beginning of planning can cause teachers to lose sight of the learning goals. Instead of using technology as a means to reach learning goals, they are using technology as a means to no end. The presenters will show participants ways to put the focus back on the learning goals and match the technology accordingly.

Technological Pedagogical Content Knowledge, or TPACK (Harris and Hofer, 2009), is an education framework that recognizes how technology can be integrated into the complex components of teacher knowledge (http://tpack.org). Each of the parts of TPACK individually, demonstrates how interconnected each part is (or should be) when one creates effective instruction. The best lessons are those that use technology to further content knowledge while effectively managing the classroom.

Participants in this session will use TPACK to identify their own Content (CK), Pedagogy (PK), and Technology (TK) Knowledge to build lessons and coursework that are more compatible with their own abilities and the course outline. The TPACK approach shows the way these three knowledge bases should be seen in collaboration and emphasize the new kinds of knowledge that lies at the intersections between them, the Technological Pedagogical Content Knowledge (TPACK).

<div align="center">References</div>

Agodini,R., Dynarski, M., Honey, M., & Levin, D., (2003, May 9). The effectiveness of educational technology: Issues and recommendations for the national study. Mathematica Policy Research, Inc. submitted to the Institute of the Educational Sciences.

Courts, B. & Tucker, J. (2012). Using technology to create a dynamic classroom experience. Journal of teaching &learning 9(2). p. 122-126.

Harris, J.,& Hofer, M. (2009) . Instructional planning activity types as vehicles for curriculum-based TPACK development. In Research highlights in technology and teacher education, ed.C.D. Maddux, p. 99-108. Chesapeake, VA: Society for Information Technology in Teacher Education. http://activitytypes.wmwikis.net/file/view/HarrisHofer-TPACKActivityTypes.pdf

Koehler, M. J. (2013). TPACK.org. Retrieved from http://www.tpack.org

Shank, P. (2004). When to use instructional technology and when not to. T&D 58(9). p. 30-37.

Creating learner-centered assessment strategies
for promoting greater student retention and class participation

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

Description:
Many teachers still use in-class multiple choice exams in their classes, the primary goal of which is to see how much the students have already learned. The assessment strategies we will examine in this paper change the focus from assessing whether students have learned anything to creating assessments which double as learning experiences themselves. Assessments do not have to merely measure what was learned; rather, they can be methods for getting students to learn while they are completing the task you have given them. The theoretical framework of learner-centered assessment emphasizes problem solving, higher order thinking skills, the promotion of a sense of ownership in learning, and a dialogic approach to instruction. (Rich, 2011)

Materials and Methods

The purpose of this paper is to discuss six specific strategies for implementing learner-centered assessment in the classroom.
The six research based strategies we will discuss are:
- Strategies which ensure students have read the material
- The use of take-home examinations
- Giving short answer tests with questions at an integrative and/or applied level on Bloom's taxonomy
- Using Formative summative assessments during class time (FSA)
- Being responsive to results from Audience response systems (ARS)
- Student learning style inventories

Results and Discussion

Your students have to read the material to learn anything from it!

A key to effective teaching is to ensure that students have read all the material. If the student doesn't read the material they will not be as ready to understand what is going on when the teacher covers the work in class (Krashen, 2004). As an instructor, breaking up the material may be beneficial because many students just breeze through the chapter instead of actually reading it. If teachers ask a question about the assigned reading at the beginning of the first class when that information will be discussed, and students are informed that there will be an in-class quiz on the reading, more students will do the reading (Sweet, Guthrie, & Ng, 1998). If your students persist oin ignoring their assigned readings, according to Felder and Silverman (1988) and Lucas and Bernstein (2004), there is not much point in punishing them. The students who fail to read will then be punished enough on examinations and quizzes.

Take-Home Exams

Despite the common perception that take-home examinations are "giveaways" by teachers with low expectations, some research (e.g. Rich, 2011) demonstrates that the process of preparing a submission for a take-home test, can produce longer retention of material than studying for in-class examinations. When a student is answering items on a take-home exam, the student will often review the textbook and notes more frequently than they would have if they studied for a more traditional exam. Additionally, students are more likely to work in group study sessions, summarize material in their own words, and ask questions in class. While the student thinks that s/he is getting a break, in reality, s/he is learning while completing the test and being encouraged to take the work seriously. In a study by Weber, McBee, and Krebs (1983), scores on knowledge items were significantly higher on take-home tests, a result attributed partially to the additional time students spent looking up answers.

Take-home tests help increase student knowledge about the information that will be covered in class by providing a base of pre-existing knowledge to which lectures and class activities can attach themselves. Students also have additional time to complete the assessment and therefore, they are not rushing through the test like they may be with an in-class examination, thereby reducing the level of student test anxiety. According to Rich (2011), giving students work to take home can reduce test anxiety, incentivize students to work collaboratively and elicit study habits that are at a deeper level. In his experiment on take-home examinations and retention, students indicated that when they were given tests to complete out of class, they learned more and studied harder.

Short Answer Tests

Short answer questions give students a better chance to explain their thinking behind an answer than multiple-choice questions do (Tamir, 1990) and promotes more in-depth studying as students must be able to think conceptually to do well (Balch, 2007). Short answer questions can cover a wider range of content than a multiple choice item, and also allow for the teacher to demand integration of themes and ideas from the students. Short answer questions reduce the possibility of guessing. Further, when grading these examinations, teachers can see or understand the point the student was trying to make, as opposed to multiple choice tests where there is only one right answer. This proposition is supported by research which indicates that more difficult tests promote greater learning than simpler tests (Gay, 2005). In a study by Balch (2007), students who were expecting a short-answer test performed better on definition questions in a multiple choice test than did students expecting a multiple-choice test. Balch suggested that the study practices that students use with short-answer examinations involve elaboration, rather than merely an attempt to recall, which promotes performance on more difficult test questions and deeper understanding of material.

Formative Summative Assessments (FSA)

Wininger defined formative summative assessment as "the measurement of student progress before or during instruction for the expressed purpose of modifying instruction and improving

student performance by going over exams in class with students and garnering both quantitative and qualitative feedback from the students about their comprehension" (2005, p. 164.) Formative summative assessments (FSA) are a way for you and the student to communicate and help them gain a better understanding of the material. FSA's inform both teachers and students about student perception and allow timely adjustments to be made. FSA's are done to improve student understanding and the quality of teaching by providing feedback for both the teacher and the student about learning progress with the goal of improving both instruction and learning (Wininger 2005). As we are teaching, we can use FSAs to find out how well students comprehend the instruction (Harlen & James, 1997). One example of an FSA is reviewing practice examinations and answering questions about items on which many students are confused, or identifying questions these students may have about the material before the real examination is administered. Some instructors will give practice exams that check on student knowledge, and then use statistical analysis of those practice exams to reiterate or re-explain information that students are finding difficult (Black, 1993).

In an article by Wininger (2005), a teacher examined the use of one FSA method - namely, a review of questions and explanations of correct answers after students had already taken their first examination. In his study the teacher gave two of his classes the same examination. After the examinations were returned he used the FSA method for Class A allowing the students to review and ask questions to help them obtain a better understanding of key concepts covered in the exam, while Class B did not receive any review of the examination. One week later the classes were given the same exam for extra credit to see whether the class who was given the exam review would score higher than the class who did not receive the examination review. In the results, Wininger found that there were no significant differences between the two classes on the initial exam administration. However, students who received the FSA method scored significantly higher on the retake. Students exposed to the FSA method demonstrated an improvement of almost 10% in their test scores, whereas scores for students in the control group improved by only 2%. The results of this study support the effectiveness of the FSA method with regard to student comprehension.

Audience Response Systems (ARS)

According to Cain and Robinson (2008, p. 1), "Audience response systems are an increasingly popular tool in higher education for promoting interactivity, gathering feedback, pre-assessing knowledge, and assessing students' understanding of lecture concepts." Audience response systems (ARS) can give students a chance to evaluate what they have learned and how beneficial they felt each lesson was to them. There is an increased motivation to be engaged in the lesson when students get the chance to participate in ARSs (Doucet, Vrins, & Harvey, 2009). It is important that teachers find ways for students to engage in lessons in order for the students to be able to get a chance to give their feedback on what they were taught. Once given this feedback the teacher can then alter the plan of instruction or students can work out misunderstandings with their peers or classroom discussion. According to an article by Stowell and Nelson (2007), increasing student participation is one of many strategies that could lead to improved student learning. To increase student participation, instructors can use "active student responding" methods. Using clickers, or giving student the ability to text answers to questions through a website like www.pollanywhere.comwww.pollanywhere.com can help gain more feedback from

more students, because their responses will be anonymous (Dallimore, Hertenstein, & Platt, 2010).

Making Instruction and Assessment Responsive to Student Learning Style Differences

Some research suggests that helping students and to being aware of their learning styles can help them develop better study habits. Teachers can also benefit from information about their students learning styles by incorporating the learning styles of their students into lesson plans (Charkins, O'Toole, & Wetzel, 1985). This may be done by placing students in learning situations with other students whose learning strengths are different from their own which which allows them to practice skills in areas that are opposite to their current strengths (Pashler, McDaniel, Rohrer, & Bjork, 2008). As a result, teachers who create multiple forms of assessment to match learning styles may facilitate student performance at their level of competence by removing barriers that uncomfortable test formats can create. Some of the learning styles which have been identified are: auditory (learning best through hearing), visual (learning best through seeing), & kinesthetic (learning best when concepts are more hands-on).

Although most people use a mixture of all three learning styles they usually have a clear fondness for one. Knowing and understanding the types of learning styles is important for students. To find out what your learning style is, you may use an index of learning styles questionnairee likequestionnaire thelike onethe one at http://www.engr.ncsu.edu/learningstyles/ilsweb.phplhttp://www.engr.ncsu.edu/learningstyles/ilsweb.phpl (Soloman & Felder, 1993). Participants will be asked a series of questions to which they will respond. At the end the results of the questionnaire will show which style of learning best fits the participant and which styles fit the least. Once students discover their learning style it can become much easier for studying and less stressful when it comes to homework because students are now aware of what methods of learning are optimal for themselves as individuals (Felder & Silverman, 1988). For example, if you know that you are more of a visual learner, one who prefers graphs and pictures, as opposed to a verbal learner, one who prefers to hear or read information, when looking for directions, you know you are more likely to be successful by looking at a map as opposed to hearing someone give you directions.

In conclusion, to review, the use of learner-centered assessment methods can produce more effective instruction, deeper study strategies, and longer-term retention of material than the more traditional methods. Specifically, teachers are encouraged to implement one or more of the strategies discussed in this paper; namely, short quizzes before important readings, take-home examinations, short answer essays, Formative Summative Assessments, student learning style inventories, and Audience Response Systems.

References

Balch, W. R. (2007). Effects of test expectation on multiple-choice performance and subjective ratings. Teaching of Psychol.ogy, 34:(4), 219-225.

Black, P. (1993). Formative and summative assessment by teachers. Studies in Science Education, 21:(1), 49-97.

Cain, J., & Robinson, E. (2008). A primer on audience response systems: current applications and future considerations. American journal of pharmaceutical education, 72:(4), 1-6.

Charkins, R. J., O'Toole, D. M., & Wetzel, J. N. (1985). Linking teacher and student learning styles with student achievement and attitudes . The Journal of Economic Education , 16:(2), 111-120.

Dallimore, E., Hertenstein, J., & Platt, M. (2010). Class participation in accounting courses: factors that affect student comfort and learning. Issues in Accounting Education, 25:(4), 613-629.

Doucet, M., Vrins, A., & Harvey, D. (2009). Effect of using an audience response system on learning environment, motivation and long-term retention, during case-discussions in a large group of undergraduate veterinary clinical pharmacology students. Medical Teacher, 31:(12), 570-579.

Felder, R. M., & Silverman, L. K. (1988). Learning and teaching styles in engineering education. Engineering education, 78:(7), 674-681.

Gay, L. R. (2005). The comparative effects of multiple-choice versus short-answer tests on retention. Journal of Educational Measurement, 17:(1), 45-50.

Harlen, W., & James, M. (1997). Assessment and learning: differences and relationships between formative and summative assessment. Assessment in Education: Principles, Policy & Practice, 4:(3), 365-379.

Krashen, S. D. (2004). The power of reading: insights from the research (2nd ed.). Westport, Conn.: Libraries Unlimited.

Lucas, S. G., Bernstein, D. A. (2004). Teaching psychol.ogy: A step by step guide. Lawrence Erlbaum.

Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2008). Learning styles: concepts and evidence. Psychological Science in the Public Interest, 9:(3), 105-119.

Rich, John. (2011). "An experimental study of differences in study habits and long-term retention rates." 1-17.

Soloman, B, & Felder, R. (1993). Index of learning styles questionnaire. Retrieved from http://www.engr.ncsu.edu/learningstyles/ilsweb.phplhttp://www.engr.ncsu.edu/learningstyles/ilsweb.phpl

Stowell, J. R., & Nelson, J. M. (2007). Benefits of electronic audience response systems on student participation, learning, and emotion. Teaching of psychol.ogy, 34:(4), 253-258.

Sweet, A. P., Guthrie, J. T., & Ng, M. M. (1998). Teacher perceptions and student reading motivation. Journal of Educational Psychol.ogy, 90:(2), 210-223.

Tamir, P. (1990). Justifying the selection of answers in multiple choice items. International Journal of Science Education, 12:(5), 563-573.

Weber, L. J., McBee, J. K., & Krebs, J. E. (1983). Take home tests: An experimental study. Research in Higher Education, 18:(4), 473-483.

Wininger, S.R. (2005) Using your test to teach: formative summative assessment. Teaching of Psychol.ogy, 32:(3), 164-166.

Developing Intellectual Excitement – Your Job, NOT Theirs

Jerry Samples
University of Pittsburgh at Johnstown
450 Schoolhouse Road
Johnstown, PA 15904
samples@pitt.edu

Susan Copeland
Clayton State University
2000 Clayton State Boulevard
Morrow, GA 30260
susancopeland@clayton.edu

Objectives:
You will
a. Engage in discussions to define intellectual excitement in your discipline,
b. Learn about ways that intellectual excitement has been addressed in courses from poetry to engineering, and
c. Develop a process to include intellectual excitement in your classes that will make learning more meaningful to your students.

Audience:
This presentation will be useful to anyone who feels that their students are not excited about the material being taught, and want to bring renewed life to their classes.

Activities:
This presentation will include the following activities:
a. An opening brainstorming activity with reports back to the group at large,
b. Discussion of the literature and experiences of the facilitators who come from varied academic disciplines, and
c. Personal development of ideas - alone and in groups - that can aid in increasing intellectual excitement in the classroom.

Description:
In today's classroom and with some of the students we meet the goal is to get the information necessary for the test, get a good grade, and move on to the next course. For both the students and the teacher, this is an awful way to spend some 45 lessons together. The classroom is more fun when context is added that inspires the students to learn. Be it in an English class or one on thermodynamics, context and relationships with other information is paramount to the desire to learn.

Intellectual excitement is one of two critical dimensions in learning (Lowman, 1995). Intellectual excitement as defined by Lowman has two components: "clarity of the presentation and the stimulation of emotional impact on students." It is interesting that when faculty were polled to provide adjectives to describe intellectual excitement, similar results, albeit with many

different adjectives, were obtained (Samples & Copeland). While the whole concept of intellectual excitement and the effect on good teaching is not new (Brawner & Felder & Allen & Brent, 2002; Elbow, 1986; Estes & Ressler, 2003; Gaonkar, 2003; McKeachie, 1999; Postelthwait, 1972; Ramaekers et al, 2011; Samples, 2006; Skilling, 1969; Wankat & Oreovicz, 1993), it appears to be an on-going struggle that has been addressed in different ways for decades.

So, how do we achieve high levels of intellectual excitement? This session will provide examples and challenge you to develop your own process to improve learning and excite your students.

<div align="center">References</div>

Brawner, C.E., Felder, R.M., Allen, R. H., Brent, R. (2002). How important is effective teaching to engineering faculty and administrators? Proceedings of the 2002 American Society for Engineering Education Annual Conference and Exposition. Montreal, Canada, June 2002.   http://soa.asee.org/paper/conference/paper-view.cfm?id=16972

Elbow, P. (1986). Embracing Contraries: Explorations in Learning and Teaching. New York: Oxford UP.

Estes, A.C., Ressler, S.J. (2003). Teaching assessment: How do you do it? Proceedings of the 2003 American Society for Engineering Education Annual Conference and Exposition. Nashville, TN. http://soa.asee.org/paper/conference/paper-view.cfm?id=18208

Gaonkar, R., (2003). Teaching Lessons from Engineering Feedback Model for New Educators,? Proceedings of the 2003 American Society for Engineering Education Annual Conference and Exposition, Nashville, TN.   http://soa.asee.org/paper/conference/paper-view.cfm?id=18701

Lowman, J., (1995). Mastering the Techniques of Teaching, Second Edition, San Francisco, CA: Jossey-Bass.

McKeachie, W.J. (1999). Teaching Tips: Strategies, Research, and Theory for College and University Teachers, Tenth Edition, Boston, MA: Houghton Mifflin.

Postelthwait, S.D. (1972). Students are a lot like people! University Vision: The Journal of the British Universities Film Council, 8, 1-7.

Ramaekers, S.; van Keulen, H: Kremer, W.; Pilot, A.; & van Beukelen, P. (2011). Effective teaching in case-based education: Patterns in teacher behavior and their impact on the students' clinical problem solving and learning. International Journal on Teaching and Learning in Higher Education (23) 3, 303-313.

Samples, J.W. (2006). Good teaching: As identified by your peers. American Society for Engineering Education Annual Conference Proceedings. Chicago, IL. http://soa.asee.org/paper/conference/paper-view.cfm?id=1563

Samples, J.W. and Copeland, S. (In Press) The Universality of Good Teaching: A Study of Descriptors Across Disciplines, International Journal of Teaching and Learning in Higher Education, Blacksburg, VA.

Skilling, H.H. (1969). Do You Teach? Views on college teaching, New York: Holt, Rinehart and Winston.

Wankat, P.C. and Oreovicz, F.S., (1993). Teaching Engineering, New York, McGraw-Hill. (Available at https://engineering.purdue.edu/ChE/News and Events/Publications/teaching engineering).

Show Your Students the Forest...Not Just the Trees

Julie Schrock
Meredith College
3800 Hillsborough St
Raleigh, North Carolina 27607
schrockj@meredith.edu

Steven Benko
Meredith College
3800 Hillsborough St
Raleigh, North Carolina 27607
benkos@meredith.edu

Objectives:
- Identify fundamental and powerful concepts in a course
- Identify the central question in a course
- Analyze course syllabus, assignments, and class activities to determine how they can be restructured to support learning of fundamental and powerful concepts and critical thinking about central questions

Audience:
- Course instructors from any discipline

Activities:
After a brief presentation of literature related to the topic, the presenters will model how to find the central question and fundamental and powerful concepts of a course each teaches (one in education, one in ethics). Participants will be asked to do the same for a course they teach. Afterwards, the presenters will show how their courses have been structured around central questions and fundamental and powerful concepts. Participants will then be asked to analyze a course syllabus, assignments, and class activities and consider how they might be restructured to make central questions and fundamental and powerful concepts explicit, resulting in students thinking critically using course concepts to answer central questions in the field.

Summary:
While institutions of higher education recognize and stress the importance of critical thinking (Paul, Elder, & Bartell, 1997), mounting evidence indicates that the American educational system is lagging behind those of other countries in teaching its students to be good thinkers (Smith, 2002). Paul and Elder (2009) define critical thinking as:
Critical thinking is self-directed, self-disciplined, self-monitored, and self-corrective thinking. It presupposes assent to rigorous standards of excellence and mindful command of their use. It entails effective communication and problem-solving abilities, as well as a commitment to overcome our native egocentrism and sociocentrism.

Haas (1998) cites several reasons for faculty resistance to critical thinking. One is that students learn critical thinking by "osmosis; that is, by being in the presence of critical thinking

professors, a gradual process of assimilation will occur." Another reason students do not develop critical thinking skills is the demand to cover the large amount of material in the textbooks. Textbooks are encyclopedic, organized to present facts and to model the type of thinking that is done within a discipline. Lujan and DiCarlo (2006) contend that instructors feel as though there is so much content that needs to be covered that they resort to lecturing because of its efficiency. Student attention wanes after 10-15 minutes of lecture and students end up memorizing facts, and developing little deep understanding. As a result, students soon forget much of what was "learned." (Walker, Cotner, Baepler, & Decker, 2008; McKeachie & Svinicki, 2006; Lujan & DiCarlo, 2006). The opportunity for students to develop critical thinking skills is severely limited when students focus on memorizing facts. In addition, students may have difficulty connecting facts to key course concepts, resulting in knowledge of isolated facts instead of meaningful conceptual learning.

Another reason cited by Haas is the lack of incentive (professional and financial) for professors to shift their material and presentation to skills that they might not know a lot about or might not think efficacious. For example, Vogt (2003) traces the lack of critical thinking skills to the inability to ask powerful questions: "One reason may be that much of Western culture, and North American society in particular, focuses on having the 'right answer' rather than discovering the 'right question.' Our educational system focuses more on memorization and rote answers than on the art of seeking new possibilities" (p.2). By contrast, powerful questions provoke "thoughtful exploration and evoke creative thinking" by focusing less on answers and more on the construction of powerful and evocative questions.

The most productive response to the challenge of marrying the development of critical thinking skills with mastery of specific and relevant course content is to focus on an aspect of critical thinking that can be used as a catalyst for the development of other critical thinking skills. In this presentation we will emphasize the importance of questions and questioning as a way to foster the development of critical thinking skills and to focus course organization, content and assignments around discipline-specific concepts. Participants in this session will be asked to examine how the structure of a course they teach supports or inhibits student critical thinking by considering two central questions: "How do textbooks and current teaching practices contribute to student difficulty in critical thinking?" and "What are the benefits of teaching with central questions and fundamental and powerful concepts?" Activities will include asking participants to identify the fundamental and powerful concepts and central questions of their course, and then consider how they can make these explicit in their course syllabus, assignments, and class activities. The presenters will model this process and share examples. Participants should leave with a good understanding of the benefits of teaching using these two critical thinking tools and an understanding of how they could be implemented in a course they currently teach.

<div align="center">References</div>

Haas, P. F., & Keeley, S. M. (1998). Coping with faculty resistance to teaching critical thinking. College Teaching, Vol. 46, Issue 2 (Spring 1998), pp. 63-68.
Lujan, H.L., & DiCarlo, S. E. (2006). Too much teaching, not enough learning: What is the solution? Advanced Physiological Education, 30,17-22.

McKeachie, W. J., & Svinicki, M. (2006). McKeachie's teaching tips: Strategies, research, and theory for college and university teachers (12th ed.) Boston: Houghton-Mifflin.

Paul, R. and Elder, L. (2009). The Miniature Guide to Critical Thinking Concepts and Tools. Dillon Beach: Foundation for Critical Thinking Press.

Paul, R., Elder, L., & Bartell, T. (1997). California teacher preparation for instruction in critical thinking: Research findings and policy recommendations. Sacramento: California Commission on Teacher Credentialing.

Smith, R.A. (2002). Challenging your preconceptions: Thinking critically about psychology (2nd ed.). Belmont, CA: Wadsworth/Thomson Learning.

Vogt, E. E., Brown, J., Isaacs, D. (2003). The Art of Powerful Questions: Catalyzing Insight, Innovation, and Action. Mill Valley: CA: Whole Systems Associates.

Walker, J. D., Cotner, S. H., Baepler, P. M. & Decker, M. D. (2008). A delicate balance: Integrating active learning into a large lecture course. CBE-Life Sciences Education. 7, 361-367.

Reignite the Joy of Teaching!

Cynthia Schubert
National University
11255 North Torrey Pines Rd.
La Jolla, CA 92037
cschubert@nu.edu

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

Objectives:
Participants will
1. Explore research based effective teacher qualities
2. Discuss strategies for increasing student motivation to learn
3. Learn new techniques for increasing or reigniting the joy of teaching.

Audience:
College and University faculty in all disciplines.

Activities:
The session will open with a sharing of "my most joyful moments in teaching" followed by a brief presentation and discussion about research based effective teacher qualities. Participants will then work in groups to discuss how each of these teacher qualities can be enhanced through the use of proven instructional strategies, techniques, and resources in both the online and on ground teaching environments. Participants will be encouraged to discuss future implementation of these ideas and share personal experiences.

Description:
Drawing on the research of Csikszentmihalyi, Stronge, Marzano, and others, this session will provide participants with a new formula for re-energizing their teaching:

Effective Teacher Qualities + Research-Based Instructional Strategies + a Dusting of Creativity = Joyful Teaching and Learning

After sharing joyful teaching experiences, participants will quickly be introduced to Stronge's Qualitites of Effective Teachers including organization for instruction, implementation of instruction, management and organizational skills, monitoring student progress, and teacher dispositions. The qualities are then aligned with Marzano's research-based effective instructional strategies. Once these concepts are presented, the fun begins. Participants will take the basics and add their own ideas on how to implement the two elements to create a joyful learning environment where their own love for teaching is expressed.

Research Review

Csikszentmihalyi (2010) discusses the need to interject the joy of learning into modern universities and suggests that the best way of doing so is to ensure that teachers are selected because they model the joy of teaching and learning. It is also important that the curriculum promotes joyful learning, that the teaching methodology is focused on encouraging students to be creative, and that the institution values and rewards the creativity of both students and teachers (Foreword; xx).

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

While his research is essential in helping us understand characteristics of effective teachers, it is equally important to reflect on the quote from Yeats, "Education is not the filling of a pail but the lighting of a fire." At one point in our educational history, it was theorized students are like empty vessels and it is the job of the teacher to fill them. Thank goodness we no longer believe that philosophy. However, if we do not "fill students' pails", how do we "light their fires"? How do we create learning environments where students are so engaged they love to learn? You are the answer. A teacher who is filled with excitement and comes to the classroom every day for the purpose of expanding a person's thinking does indeed light the fire to learn and grow.

Research in best practices for online education emphasizes the importance of promoting interactivity, encouraging student-instructor and student-student interchanges as well as building online learning communities (Bangert, 2006; Dennen, Darabi, & Smith, 2007;). Recent contributions to the field of web-based distance education state that interactivity and communication are key components required for successful online teaching and learning Fabry & Schubert, 2009; Mahle, 2007). Citing results from a recent study on the importance of interaction to student learning within web-based online learning programs, Sher (2009) notes that, "Student-instructor interaction and student-student interaction were found to be significant contributors of student learning and satisfaction" (p. 102).

The importance of interactive, student-centered instruction has been a central theme in higher education since the original Chickering and Gamson (1987) study on The 7 Principles for Good Practice in Undergraduate Education. Subsequently updated for distance education in 1996 by Chickering and Ehrmann, Implementing the 7 Principles: Technology as Lever has strongly influenced the development of contemporary research related to best practices and effective virtual classroom instructional strategies for use in the online environment.

References

Bangert, A. (2006) Identifying factors underlying the quality of online teaching effectiveness: An exploratory study, Journal of Computing in Higher Education 17(2), 79-99.

Chang, S.H. & Smith, R.A. (2008). Effectiveness of personal interaction in a learner-centered paradigm distance education class based on student satisfaction. Journal of Research in Technology in Education, 40(4), 407-426.

Chickering, A., & Ehrmann, S. C. (1996). Implementing the seven principles: Technology as lever, AAHE Bulletin, 49(2), 3-6.

Chickering, A. W., & Gamson, Z. F. (1987). Seven principles for good practice in undergraduate education. AAHE Bulletin, 39(7), 3-7.

Csikszentmihalyi, M. (2010). Developing creativity. In Jackson, N., Oliver, M., Shaw, M., & Wisdom, J. (Eds.), Developing Creativity in Higher Education: An imaginative curriculum. New York, NY: Routledge..

Cuthrell, K., & Lyon, A. (2007). Instructional strategies: What do online students prefer? MERLOT Journal of Online Learning and Teaching, 3(4), 357-362.

Dennen, V.P., Darabi, A.A., & Smith, L.J. (2007). Instructor-learner interaction in online courses: The relative perceived importance of particular instructor actions on performance and satisfaction. Distance Education, 28(1), 65-79.

Fabry, D. & Schubert, C. (2009). Increasing interactivity in the online environment. In T. Bastianens et al. (Eds.), Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2009 (pp. 2562-2567). Chesapeake, VA: AACE.

Mahle, M. (2007). Interactivity in distance education. Distance Learning, 4(1), 47 - 51.

Marzano, R.J., Pickering, D. & Pollock, J.E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Sher, A. (2009) Assessing the relationship of student-instructor and student-student interaction to student learning and satisfaction in the Web-based learning environment. Journal of Interactive Online Learning, 8(2), 102-120.

Stronge, J.H. (2002). Qualities of effective teachers. Alexandria, VA: Association for Supervision and Curriculum Development.

Six Departments, Two Hundred Students, and Six Learning Outcomes in a One Credit First Year Seminar

Renee Selberg-Eaton
Virginia Tech
Human Nutrition, Foods and Exercise
Blacksburg, VA 24061
rselberg@vt.edu

Cindy Wood
Virginia Tech
Animal & Poultry Sciences
Blacksburg, VA 24061
piglady@vt.edu

Rebecca Miller
Virginia Tech
University Libraries at Virginia Tech
Blacksburg, VA 24061
millerrk@vt.edu

Kathryne McConnell
Virginia Tech
Office of Assessment & Evaluation
Blacksburg, VA 24061
kmdrezek@vt.edu

Objectives:
This Academic Research Session will focus on a FYE course designed to meet institutional-level learning outcomes as well as college and program specific learning objectives. Specifically, an interdisciplinary group project was created to provide department and college content to large numbers of students (n>200). The objectives for this interactive research session are to a) outline how the one-credit course was structured; b) discuss the logistics of developing an interdisciplinary group project for a large one-credit course without creating separate recitation sections; c) provide session attendees the opportunity to design a group project that meets multiple learning objectives, and d) present two years of qualitative and quantitative data on a model of teaching not commonly found in the first year experience. A particular focus will be qualitative data on information literacy, and interventions designed to improve students' understanding of the ethical use of information.

Audience:
This presentation is intended for faculty, administrators, and general participants who are interested in discussing high impact practices, collaborative teaching and learning, and information literacy.

Presentation Activities:
Participants in this session will experience a mock interdisciplinary group project to set up a discussion of learning objectives and methods used in this first year seminar. Outcome data will be discussed and the method developed to increase student learning will be demonstrated and discussed.

Presentation Summary:
The Freshman Year Experience began in 1974 at the University of South Carolina as a result of student turbulence during the 1960's (Watts, 1999). There is now a long-standing tradition of First Year Experience (FYE) programs throughout the United States and many other countries. Tobolowsky stated that "seminars may be academic, extended orientations, basic study skills, or a bit of all the above" (2008). In a review of 61 First Year Experience programs, differences were noted in number of credit hours, whether the course was required or an elective, and the content and type of course. The one similarity noted in 57 of the 61 courses included small student enrollment per class. Almost 73% of the programs reviewed enrolled 20-25 students per section while 25% of programs enrolled less than 20 students per section (Tobolowsky, Cox, & Wagner, 2005 and Griffin & Romm, 2008). Only one program reported a large enrollment (n=170), however this course was a 3-credit course that met twice each week in the large section and once each week in sections of 22 students (Tobolowsky, Cox, & Wagner, 2005). Given the current condition of limited resources and tightly structured curricula, departments and colleges must consider unique ways to build effective learning environments in a large classroom without expanding the number of credit hours required for the degree.

Description of the Practice to be Modeled:
Six departments in the College of Agriculture and Life Sciences at Virginia Tech developed a 1-credit First Year Experience course that was first offered in Fall 2011. The group project in the course was designed to meet three primary learning objectives: problem solving, inquiry, and integration. As the group project was developed, other learning objectives were identified, including information literacy skills, communication skills, and interdisciplinary understanding. Students were divided into 29 interdisciplinary groups made up of 5-8 students. All groups were assigned a peer leader who helped facilitate each step of the group project. Through this project students had to demonstrate the ability to define a research topic, evaluate information for reliability, credibility and appropriateness to the project, and incorporate their findings into the group project. Additionally, students had to demonstrate the ability to use information ethically. Two years of quantitative and qualitative data will be provided, results will be discussed, and methods developed to improve learning will be presented.

This course integrates several high-impact practices of teaching as discussed by the American Association of Colleges and Universities and targeted several learning outcomes shown to be important for first-year student success, but was conducted in a large class setting and within the constraints imposed by one semester credit. Findings from two years of data indicate the need for greater instruction on information literacy and efforts to improve this outcome will be discussed.

References

Allison, J., & Gediman, D. (Eds). (2008). This I Believe II: More personal philosophies of remarkable men and women. New York, NY: Henry Holt. Virginia Tech Common Book

Griffin, A.M., & Romm, J. (Eds.). (2008). Exploring the evidence, vol. IV: Reporting research first-year seminars. Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition. Retrieved January 10, 2011 from http://www.sc.edu/fye/index.html

Penrice, D., Robinson, F., & Zuidhof, M. (2011). There's a Heifer In Your Tank: Answers to the questions you never knew you had about agriculture. Edmonton, AB: University of Alberta. Retrieved April 18, 2011 from http://www.heiferinyourtank.ca/

Tobolowsky, B. (2008). Foreword. In Griffin, A.M., & Romm, J. (Eds.). (2008). Exploring the evidence, vol. IV: Reporting research first-year seminars (5-6). Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition.

Tobolowsky, B. F., Cox, B. E., & Wagner, M. T. (Eds.). (2005). Exploring the evidence: Reporting research on first-year seminars, Volume III (Monograph No. 42). Columbia, SC: Univer¼sity of South Carolina, National Resource Center for The First-Year Experience and Students in Transition.

Watts, E. (1999). The Freshman year Experience, 1962-1990: An experiment in humanistic higher education. (Doctoral Dissertation). Retrieved October 1, 2011 from National Resource Center for the First-Year Experience and Students in Transition. http://sc.edu/fye/resources/fyr/pdf/FYEHistory_ElsieFroment.pdf

Acknowledgements

Engaging Deaf Learners through New Technologies

Carol Shepherd
National University
10901 Gold Center Drive
Rancho Cordova, CA 95670
CSHEPHER@NU.EDU

Madelon Alpert
National University
3390 Harbor Blvd.
Costa Mesa, CA 92626
MALPERT@NU.EDU

Objectives:
Literature dealing with the use of technological aids in educational settings, as well as anecdotes of actual learning situations and applications along with student reactions, will be utilized to provide educators with a background in the use of technology in their own teaching. These technological treats are far more interesting to most students than the written lectures and the synchronous and asynchronous chats found in most online and onsite classes. The digital natives who are traditional learners as well as deaf learners seek the challenges of the latest and most exciting technology and technological, interactive games and virtual worlds for their personal enjoyment and entertainment. It is only logical that these tools be utilized to stimulate students in online and onsite classes as well.

During this presentation, participants will:
1. Learn about the history supporting the use of technology to enhance learning and retention of diverse learners;
2. Learn about onsite and online pedagogical techniques that match specific goals and learning outcomes and support content standards; and
3. Discover and practice new technological activities.

Audience:
This is an age when it is a full-time job for educators to stay abreast of all the new hardware and software which impacts the techie world in both private and professional lives. At times, this learning curve seems unmanageable and never-ending. Some instructors question whether this emphasis on technology is truly increasing student and instructor success. As researchers, we seek to establish a body of knowledge based on scientifically controlled investigations and studies, and then proceed to analyze and interpret the data in an attempt to draw relevant conclusions.

This presentation will be beneficial for faculty who teach both onsite and online courses, as well as P - 12 teachers, and want to learn about different techniques to increase learning and retention with diverse learners, particularly the deaf.

Activities:
This presentation will include the following activities:
1. Technological activities using iPads and/or iPhones designed to support learning for deaf students; and
2. Discussion with other participants about different teaching strategies they use with deaf learners.

Description:
In recent years there has been a great deal of activity in and research about the use of technology and virtual worlds in education. Researchers believe that this new environment can enhance learning (Cleaver, 2008; Jones, 2008; & Maresova, 2009). This is especially true for diverse learners, who have difficulty learning with the traditional pedagogies used in teaching. Howard Gardner illuminated the concept of diverse learning by developing multiple learning theories to support the idea that various individuals learn in somewhat unconventional ways. Using multimedia technology to enhance learning and accommodate the learning styles of various individuals allows them to acquire information at all levels through multiple modalities and provides instant feedback. The instructor must be able to interact effectively with these unique worlds, and structure appropriate learning activities to encourage higher level thinking (Jackson, Gaudet, McDaniel, & Brammer, 2009). This is true on all levels of education, for all ages of learners.

Universities and P-12 schools are adapting to this by changing their curriculum, learning goals, and the way instructors teach online as they establish learning communities in virtual space. This puts the emphasis on the instructor as a facilitator, who selects appropriate discussion topics and questions, and stimulates the interest and imagination of the students. This is a constructivist method of learning, which encourages students to create and build their own knowledge (Cleaver, 2008). Within conventional educational contexts, the use of advanced technological tools and virtual environments can support student learning and achievement of goals. This significantly enhances the learning process (Falloon, 2010; Jones, 2008). Simulations created by educational institutions are designed to support student learning by encouraging problem solving, higher level thinking, collaboration, and experiential as well as constructivist methodologies. In exploring alternative methods to the traditional method of teaching onsite and online classes, there is a great deal of adaptation. The goal is to promote an innovative teaching experience that is both collaborative and interactive. It requires a combining of pedagogical knowledge and technology skills (Ellis & Anderson, 2011).

Join us in this interactive session and practice these skills. Handouts will be available to attendees.

References

Cleaver, S. (2008). Beyond blackboard and into virtual communities. Diverse Issues in Higher Education, 25(18), 32. Retrieved September 13, 2011 from ProQuest database.
Ellis, M., & Anderson, P. (2011). Learning to teach in second life: A novice adventure in virtual reality. Journal of Instructional Pedagogies, 6(1), 1-10. Retrieved January 19, 2012 from ProQuest database.

Falloon, G. (2010). Using avatars and virtual environments in learning: What do they have to offer? British Journal of Educational Technology, 41(1), 108-122. Retrieved January 19, 2012 from EbscoHost database.

Jackson, A., Gaudet, L., McDaniel, L., & Brammer, D. (2009). Curriculum integration: The use of technology to support learning. Journal of College Teaching and Learning, 6(7), 71-78. Retrieved September 10 from ProQuest database.

Jones, I. (2008). Virtually present: Interacting in a virtual world. Allied Academies International Conference. Academy of Educational Leadership . Proceedings, 13(2), 34-41. Retrieved September 13, 2011 from ProQuest database.

Maresova, H. (2009). E-learning in the multi-user virtual environment. Journal of Technology and Information Education, 1(1), 39-45. Retrieved September 13, 2011 from ProQuest database.

Socrates Trusted His Students Would Learn. Do We Trust Ours?

Joan Silver
St. Joseph's College
155 West Roe Blvd.
Patchogue, NY 11772
jsilver@sjcny.edu

Joan Curtis
St. Joseph's College
155 West Roe Blvd.
Patchogue, NY 11772
jcurtis@sjcny.edu

Shawn Robertson
St. Joseph's College
155 West Roe Blvd
Patchogue, NY 11772
srobertson@sjcny.edu

Objectives:
During this presentation, participants will:
  a) Engage in a Socratic seminar on lecture versus questioning;
  b) Learn Socratic techniques of eliciting information through a developed series of questions; and
  c) Discover new ways of collaborative inquiry, teaching students to take responsiblity for their own learning, and encouraging the application of enduring understandings beyond the classroom.

Audience:
This presentation will be beneficial for faculty who are looking for pedagogy that changes the format from lecture and presentation to one that provides critical thinking, deep understanding of content, and logical relationships that result from disciplined thought.

Activities:
This presentation will include the following activities:
  a) Participation in a focued Socratic seminar that models probing inquiry.
  b) Participants will practice active engagement using their own classes as a topic to learn, unlearn, and relearn.
  c) Discussion of a variety of "modern" Socratic methods.

Description:
"The oldest and still the most powerful tactic for fostering critical thinking is Socratic teaching" (Paul & Elder, 1997). Yet, the most common form of content delivery is still lecture. A majority of professors today, rely solely on lecture to ensure curriculum coverage.   The fear of giving up control of "content material" and trusting that students will learn through guided inquiry is a concern.

Questioning invites thinking, but many questions posed in classroom are designed for one correct answer. This type of question prohibits deeper thought. "Socratic questioning is a highly disciplined process" (Paul & Elder, 1997).   This process provokes further questioning , which in turn, provokes thinking and understanding.   "...the Socratic Learning Method enhances students' learning as it reduces the impact of misconception, aides students in organizing knowledge, cultivates higher order thinking skills, and helps students monitor their own learning (Lam, 2011).

 So how do you do Socratic Inquiry? Come to this session and engage in in a Socratic discussion designed to help you move from lecture to inquiry and deepen your students' understandings.

<div align="center">References</div>

Copeland, M. (2005). Socratic circles: Fostering critical and creative thinking. Portland, MN: Stenhouse Publishers.

Lam, F. (2011). The Socratic method as an approach to Learning and its benefits. Dietrich College Honors Theses.

Paul, R. & Elder, L. (April, 1997). Foundation for Critical Thinking.

Treadway, L. (1995). Socratic seminars: Engaging students in intellectual discourse. Educational Leadership. 53(1).

Interdisciplinary Service Learning: Preparing Entering Students by Expanding Disciplinary Boundaries through Community Engagement

Marilyn Simon
University of Cincinnati/Blue Ash College
9555 Plainfield Rd.
Cincinnati, Ohio 45236
marilyn.simon@uc.edu

Sue Brammer
University of Cincinnati/Blue Ash College
9555 Plainfield Rd.
Cincinnati, Ohio 45236
susan.brammer@uc.edu

Mary Justice
University of Cincinnati, Blue Ash
9555 Plainfield Dr.
Blue Ash, OH 45236
mary.justice@uc.edu

Objectives:
During this presentation participants will:
a) Reflect on abilities and skills required in their disciplines
b) Determine other disciplines in which other skills are required for success
c) Brainstorm community partners where students could combine their skills in more than one discipline to enhance their opportunities for career success, while simultaneously providing a service to the community.

Audience:
This presentation will be beneficial for all post-secondary educators who are interested in an interdisciplinary method to bridge the gap among different disciplines through community engagement. The goal is to enhance the pedagogical toolbox to provide a variety of hands-on knowledge and skills necessary to assist students' success in their chosen careers.

Activities:
This presentation will include the following activities:
a) Reflection on skills which are not necessarily a focus in the students' current curriculum, but may be considered relevant to students' academic goals.
b) List those disciplines/courses which could compliment your discipline/course and would be appropriate for such a Service Learning venue.
c) Generate a list of potential community partners or target organizations which may be an appropriate venue for such a learning experience, given the specific disciplines involved.
d) Discuss the possible needs of the community partner
e) Discuss relevant learning experiences with regard to student learning outcomes.

Description:
Across the nation there is an increased interest in the intersection of Service Learning (SL) and the global community. Research indicates that, with proper planning, SL International can be a transformational experience for students, affecting future study, career choices and enhancing a sense of social justice (Grusky 2000; Monard-Weissman 2003). Service Learning (SL) has long been established as a tool to enhance students' academic programs through exposure to hands-on, real-life situations related to their careers (Eyler and Giles 1999; Markus, Howard, and King 1993). While the connections between coursework and community involvement through Service Learning has well established as a benefit to all involved, students' curricula frequently are tied to their specific disciplines, rarely include coordination with other disciplines to provide a variety of skills needed to be truly successful. There are far too few institutions, given the benefits to the student, community and educational institution, which focus on the utilization of success-related skills involved in disciplines beyond the students major. An interdisciplinary approach through real-life experiences could better prepare students for the required abilities in the multi-disciplinary world of employment.

Lecture and in-class activities are often discipline specific and rarely designed to focus on interdisciplinary skills. Service Learning is one such method of integrating interdisciplinary skills that engage students from different disciplines, encouraging them to collaborate as they design and implement a project to meet the needs of community partners. In addition to developing a deeper understanding of course material (Eyler and Giles 1999; Markus et al. 1993; Mckenna and Rizzo 1999) students are able to better understand situational complexities (Batchelder and Root 1994; Boss 1994; Bransford and Schwartz 2000; Mabry 1998).

There exists an academic and occupational need for community engagement in all disciplines making interdisciplinary collaboration and service learning is particularly valuable. Examples of successful interdisciplinary service learning at the presenters' institution includes criminal justice and nursing, sociology and foreign language, veterinary technology and accounting, English and law.

References

Batchelder, T.H., and Root, S. (1994). Effects   of an undergraduate program to integrate
         academic learning and service: Cognitive, prosocial cognitive, and identity outcomes.
         Journal of Adolescence, 17, 341-356.
Boss, J.A. (1994). The Effect of Community Service Work on the Moral Development of
         College Ethnic Students. Journal of Moral Education, 23(2), pp. 183-198.
Bransford, J.D. and Schwartz, D.L. (2000). "Rethinking Transfer: A Simple Proposal with
         Multiple Implications." In A. Iran-Nejad and P.D. Pearson (Eds.), Review of Research in
         Education (V. 24, pp. 61-101).
Eyler, J. & Giles, D.E. (1999). Where's the learning in service-learning? San Francisco: Jossey-
         Bass Publishers.
Grusky, S. (2000). International Service Learning. American Behavioral Scientist, 43 (5). 858-
         867.

Mabry, J.B. (1998). Pedagogical Variations in Service-Learning and Student Outcomes: How Time, Contact, and Reflection Matter. Michigan Journal of Community Service Learning, 5, pp. 32-47.

Markus, G., Howard, J., and King, D. (1993). Integrating Community Service and Classroom Instruction Enhances Learning: Results from an Experiment. Educational Evaluation and Policy Analysis, 15(4), pp. 410-419.

McKenna, Maria W. and Rizzo, Elaine. (1999). Outside the classroom: Student perceptions of the benefits of service learning. Journal of Prevention and Intervention in the Community, 18, 111-123.

Monard-Weissman, K. (2003). Fostering a Sense of Justice through International Service Learning. Academic Exchange, Summer. 164-169.

Team-Based Learning (TBL) in the Laboratory Class: Where the Students Answer the Questions

Shawn Simonson
Boise State University
1910 University Drive
Boise, ID 83725-1710
ShawnSimonson@BoiseState.edu

Objective:
To provide participants with the opportunity to enhance their professional development by gaining new insights into teaching and learning. Participants attending this session should be able to:

- articulate fundamental TBL principles
- justify/develop an understanding of effectiveness of TBL methodology
- provide at least one insight that they have gained about teaching or learning

Audience:
The target audience is laboratory and lecture class instructors interested in flipping the classroom.

Activities and description:
Students are required to do pre-class readings in a TBL laboratory course. Readings include background information on the concepts to be "investigated" and current research studies that have used the laboratory techniques and protocols to be emphasized in the unit.

When students first enter class they complete an individual readiness assurance test/quiz (iRAT) over the reading. Teams of 3 - 5 students then complete the same test together (tRAT) on immediate feedback assessment technique (IF-AT) forms. Because students receive immediate feedback, they can then appeal any questions that were poorly written or that they can document were incorrect. An instructor-led focused class discussion follows the appeals process to insure that all students understand all of the concepts.

After the class discussion and all students report that they are comfortable with the concepts, a Question of the Day (QOD) that requires an application of the content and research protocols is then asked. Teams are given time to develop a research protocol to answer the QOD. Protocols are anonymously presented to the class and the best determined by poll. A team is then randomly assigned to guide the class through carrying out the protocol. This "host" team will then meet with the instructor outside of class to refine the protocol and learn how to use the pertinent equipment.

During the next laboratory session, the host team leads the data collection and teaches the other students how to implement the protocol and use the equipment. All teams then analyze the collected data and prepare a team research poster. Posters are shared anonymously and graded, with the provided rubric, by the class at the beginning of the next class session.

This 50 minute session will be an active demonstration of the TBL approach to teaching and managing a laboratory course. Participants will take an iRAT followed by a tRAT with immediate feedback. Test appeals will be explained and concepts will then be clarified in a whole "class" discussion. A Question of the Day (QOD) that requires an application of the content will then be asked. Teams will be given time to develop a research protocol to answer the QOD. Protocols will be anonymously presented to the class and the best determined by poll. A host team will then be randomly assigned to guide the class through carrying out the protocol. All teams will then analyze the collected data and prepare a brief report.

Timeline:
Form teams
As participants enter
iRAT   7 min
tRAT   10 min
QOD and Protocol development   10 min
Poll and assign protocol   5 min
Conduct protocol   10 min
Report out   8 min
Total time   50 min

Reference

Michaelsen, L., A. Bauman-Knight, and D. Fink. (2003) Team-based Learning: A Transformative Use of Small Groups in College Teaching. Sterling, VA: Stylus Publishing. 304 pp. Team-based Learning Collaborative. http://www.teambasedlearning.org/

The modified Monte Carlo Quiz format for increasing student motivation, participation, and content retention

Shawn Simonson
Boise State University
1910 University Drive
Boise, ID 83725-1710
ShawnSimonson@BoiseState.edu

Objective:
To provide an assessment method that encourages student preparation and content retention with little instructor time commitment.

Audience:
The target audience includes instructors interested in increasing student involvement and rapidly assessing content retention.

Activities and description:
Quiz development begins with the last few minutes of the preceding class when students are asked to complete a minute paper detailing the most important thing they learned in that class and what was most unclear. The most important item is to be written as a multiple choice or True/False quiz question with the correct answer indicated. The responses for the most important items are collated, counted, and matched to the instructor's course objectives. The five most frequent responses and/or those that most closely match the lesson's objectives are put into a Turning Point / PowerPoint clicker quiz.

At the beginning of the next class, one student is randomly selected to roll a die. If an odd number is rolled, students will take the quiz. If an even number is rolled, students will not take the quiz and the questions are posted so that students can use them as a test study guide. If an odd number was rolled and the quiz is to be taken, the die is rolled a second time. The result of the roll will indicate which question number the students will use their clickers to respond to. If a six is rolled, then all five questions are answered by the students.

If students do not get the question right, they are allowed to do quiz corrections to earn back half of the missed points. Corrections are to include proper grammar and spelling and turned in at the beginning of the next class.

Unclear responses from the minute paper are clarified before moving on to a new topic. Students report that this quiz format encourages them to identify course objectives, review / keep up with the course content, clarify misunderstandings, and prepare for tests.

References

Fernald PS. The Monte Carlo Quiz: encouraging punctual completion and deep processing of assigned readings. College Teaching. 2004;52(3):95-99.

Davis BG. Teaching academically diverse students. Tools for Teaching. San Francisco, CA: Josey-Bass; 1993:55-62.

Validating Pedagogy through Practical Action Research: Examples from the Field

Michael Skinner
College of Charleston
School of Education, Health and Human Performance
Charleston, SC 29424
skinnerm@cofc.edu

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

- describe specific steps involved in implementing action research methodology in higher education settings;
- describe the rationale for using action research over other methods for investigating pedagogical issues;
- describe examples of action research completed by the author;
- cite pedagogical issues for which action research methodology would be appropriate in their courses;
- identify professional journals that focus on the publication of action research; and
- describe model faculty development projects in higher education that support action research efforts.

Audience:
This presentation is intended for college faculty from all content areas working with graduate and undergraduate populations. Instructors involved in planning and implementing faculty development programs at their institutions should find the session especially beneficial.

Activities:
The presentation will begin with a brief example of one of the action research projects implemented by the author followed by a discussion. Action research as implemented in a higher education setting will then be described, including additional examples completed by the author and delineated in Table 1 of this proposal. Participants will then be asked to identify at least one pedagogical issued that they are facing that could be investigated using practical action research methodology. Time permitting, journal outlets and institution-supported programs that support action research efforts among faculty will be illustrated and discussed.

Summary: Despite Boyer's (1990) emphasis on the scholarly pursuit of teaching in higher education in his seminal work entitled Scholarship Reconsidered: Priorities of the Professoriate, much of the evaluation of teaching in postsecondary settings remains fixed in the realm reflection and anecdotal accounts. While reflective practices are to be encourage at all levels of academia, pedagogical procedures that include empirical, data-based support are much needed. Instructors who are both "intentional" and "systematic" when they plan and make changes to courses are what Smith (2008) describes as "teacher scholars." These are teachers who engage in behaviors such as reviewing the existing literature and enlisting the use of research methodologies to determine the effectiveness of new procedures that they integrate into their courses.

A factor that likely plays a major role in discouraging college instructors from being "intentional" and "systematic" is the perceived time that it takes to design and implement pedagogical research - a view that has support in the professional literature (e.g., Cook, Means, Haertel, & Michalchik, 2003; Cook & Payne, 2002). However, as Loschiavo, Shatz, and Poling (2008) emphasize, instructors engaged in postsecondary instruction are more likely to develop an empirical base for their teaching if they focus on smaller-scale studies.

The purpose of this presentation is to describe the use of action research - a user-friendly methodology that can be used by higher educators to evaluate components of their teaching. Action research is "user-friendly" in that sense that it typically focuses on very course-specific procedures and can be implemented in a reasonable time frame. Gay, Mills, and Airasian (2012) define action research as "...any systematic inquiry conducted by teachers?that involves gathering information about the ways in which their particular schools operate, teachers teach, and students learn" (p. 508). Examples of action research completed by the author in his courses include:

- The Effects of Graphic Organizers on Quiz Performance and Course Evaluations
- The Effects of Guided Reading on the Quiz Performance and Course Evaluations
- The Effects of Instructor Humor on Student Attention, Quiz Performance and Course Evaluations
- The Effects of Gaming on Final Exam Performance
- The Effects of Simulation Activities on Skill Development

Although the major emphasis of practical action research is to evaluate specific pedagogical questions, adding to the scholarship of teaching through contributions to the professional literature is also a viable option. In addition to the well-known journals that publish a variety of manuscripts that deal with pedagogical issues in higher education (e.g., College Teaching, International Journal of Teaching and Learning in Higher Education, etc.), several journals focus specifically on action research. Examples include Action Learning: Research and Practice, Educational Action Research, and Action Research.

Finally, some institutions have developed projects to facilitate action research among faculty. Southeast Missouri State University, for example, supports 10 faculty each year in their SoTL Fellows Program (Waterman, Weber, Pracht, Conway, Kunz, Evans, Hoffman, Smentkowski, & Starrett, 2010). The purpose of the program is to provide support for pedagogy-related action research along with collaboration among peers. A similar program, based at Buffalo State College, is described by Albers (2008).

References

Albers, C. (2008). Improving pedagogy through action learning and scholarship of teaching and learning. Teaching Sociology, 36, 79-86.

Boyer, E.L. (1990). Scholarship reconsidered: Priorities of the professoriate. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.

Cook, T.D., Means, B., Haertel, G.D., & Michalchik, V. (2003). The case for randomized experiments. In G.D. Haertel & B. Means (Eds.), Evaluating educational technology: Effective research designs for improving learning (pp. 15-37). New York: Teachers College Press.

Cook, T.D., & Payne, M.R. (2002). Objecting to the objections to use random assignment in educational research. In F. Mosteller & R. Boruch (Eds.), Evidence matters: Randomized trials in educational research (pp. 150-178). Washington, DC: Brookings Institution Press.

Gay, L.R., Mills, G.E., & Airasian, P. (2012). Educational Research: Competencies for Analysis and Application. Upper Saddle River, NJ: Perason.

LoSchiavo, F.M., Shatz, M.A., & Devereaux, A.P. (2008). Strengthening the scholarship of teaching and learning via experimentation. Teaching of Psychology, 35, 301-304.

Smith, R.A. (2008). Moving toward the scholarship of teaching and learning: The classroom can be a lab, too! Teaching of Psychology, 35, 262-266.

Waterman, M., Weber, J., Pracht, C., Conway, K., Kunz, D., Evans, B., Hoffman, S., Smentdowski, B., & Starrett, D. (2010). Preparing scholars of teaching and learning using a model of collaborative peer consulting and action research. International Journal of Teaching and Learning in Higher Education, 22, 140-151.

Active Learning through Simulation and Role-Playing in the History Survey Classroom

David Snyder
Delaware Valley College
700 E. Butler Ave.
Doylestown, PA 18901
david.snyder@delval.edu

Objectives:
During this presentation, participants will:
a) Gain a brief understanding of various ways simulations and role-playing exercises encourage active learning among students,
b) Participate in a portion of an historical simulation,
c) Discover how to integrate the simulation into activities that extend beyond the classroom.

Audience:
This presentation will be beneficial for social scientists and historians who are trying to promote active learning strategies in survey sections.

Activities:
This presentation includes the following activities:
a) A round of a simulation designed to encourage historical thinking,
b) A discussion of the results of the simulation, and
c) A discussion of various methods to extend the simulation beyond the classroom.

Description:
The history survey is often a daunting task for many undergraduates and their instructors. The students, feeling that this is something "to get out of the way," believing that history is little more than the rote memorization of trivia, and reluctant to engage the texts that form much of the basis of the course look upon this as a chore at best. Meanwhile, the typical survey instructors find their biggest challenge in stimulating the same love of history and historical texts in their students that the instructors themselves have (Frederick, 1993; McKenzie, 2012).

Classroom simulations offer an alternative to the traditional text-centered approach to history. By energizing the students and challenging them to think historically, they can deepen the appreciation and understanding the students have for both the material and the subject (Woodfin, 2012; Wheeler, 2006). While students might look upon this simply as a "game," the students obtain long-term benefits in retention of the material and increased empathy for the "other" (Wheeler, 2006). Good simulations work by being engaging and oriented to the real world while simultaneously encouraging teamwork in the pursuit of higher-order cognitive skills that build upon prior learning experiences (Loggins, 2009).

In this session, participants will learn the rules to a simple classroom simulation that demands teamwork. They will play at least one round of the simulation, then engage in a debrief of the outcome. Following that debrief, strategies for incorporating the simulation throughout the entirety of the course will be shared and discussed.

References

Frederick, Peter J. "Motivating Students by Active Learning in the History Classroom."
        Perspectives, Vol. 37, No. 1 (October 1993), pp. 15-19.

Loggins, Julie A. "Simulating the Foreign Policy Decision-Making Process in the Undergraduate
        Classroom." PS: Political Science and Politics, Vol. 42, No. 2 (April 2009), pp. 401-407.

McKenzie, Brian. "Simulations, Sources, and the History Survey Course: Making the Internet
        Matter." Teaching History: A Journal of Methods, Vol. 37, No. 2 (Fall 2012), pp. 82-90.

Wheeler, Sarah M. "Role Playing Games for Political Science." Academic Exchange (Winter
        2006), pp. 155-160.

Woodfin, Edward C. "Fighting the Battle of Crecy: The Role-Playing Simulation that Unlocks
        the Door between the Medieval and Modern Worlds." Teaching History: A Journal of
        Methods, Vol. 37, No. 2 (Fall 2012), pp. 69-78.

Using Active Engagement for Formative Assessment: A Synergetic Model

Penee Stewart
Weber State University
1304 University Circle
Ogden, UT 84408
pstewart@weber.edu

Clay Rasmussen
Weber State University
1304 University Circle
Ogden, UT 84408
clayrasmussen1@weber.edu

Objectives:
- Explain why formative assessment is important for student learning.
- Provide multiple examples of engaging types of formative assessment.
- Discuss how this approach can be used in a variety of content areas.
- Allow participants to experience the power of pairing formative assessment with active engagement.

Audience:
Anyone interested in discovering new engaging ways to use formative assessment. This presentation will apply to anyone who teaches others.

Activities:
This presentation will include the following activities:
1. Active engagement teaching strategies
2. How to modify active engagement strategies to use as formative assessments
3. Discussion with other participants on how to create content specific engaging formative assessments

Description:
As members of an Innovative Teaching Group in our college, during the last year we have interviewed faculty across disciplines at our university about their most innovative teaching practices and attended a state-wide retreat on innovative teaching for higher education faculty. We have collected multiple ideas and effective strategies throughout the year. From our research, we will share how you can modify these strategies to use them for formative assessment.

Active engagement is a process whereby students have a direct involvement in their learning. Effective active engagement needs to include high student participation rates paired with higher order cognitive thinking by the students (Himmele and Himmele, 2012). Bernhard (2000) found that physics students taught with active engagement strategies conceptualized and retained content greater than students who were not taught with active engagement strategies. The challenge to teachers is to constantly reflect on their teaching practices to ensure that the students, not the teachers are the ones actively involved in the lesson (Himmele and Himmele).

Learners become responsible for their learning as a result of active engagement in the learning process (Nicol, 2006). Formative assessment is an effective way to help students become responsible for their learning. One of the purposes of formative assessments is to provide students with information about their learning while participating in the instructional process (Chappuis and Chappuis, 2007). A review of over 4000 research studies shows that when formative assessments are properly used, the speed of student learning doubles (Popham, 2011). In a meta-analysis, Black and William (1998) found improvements in student learning across all discipline and content areas when students received formative assessment.

This approach to teaching will help you become a more effective and efficient teacher and help your students maximize their learning. Come to our session to experience the synergetic power of pairing active engagement with formative assessment.

<div align="center">References</div>

Bernhard, J. 2000. Does active engagement curricula give long-lived conceptual understanding? Proceedings of GIREP2000: Physics Teacher Education Beyond 2000, Barcelona. [online] URL: < http://www.itn.liu.se/~jonbe > / ?Publications? / ?Physics Education Research?.

Black, P., & Wiliam, D. (1998). Assessment and classroom learning. Assessment in education, 5(1), 7-74.

Chappuis, S. & Chappuis, J. (2008) The Best Value in Formative Assessment. Educational Leadership, 65(4), 14-19.

Himmele, W. & Himmele, P. (2012) How to know what students know. Educational Leadership, 70(1), 58-62.

Nicol, D. J., & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. Studies in Higher Education, 31(2), 199-218.

Popham, W. J. (2011). Combating Phony Formative Assessment-With a Hyphen. Education Week, 30, 21-35.

Developing the Language for Student Learning Outcomes

Margarita Suarez
Meredith College
3800 Hillsborough Street
Raleigh, NC 27607
suarezm@meredith.edu

Steven Benko
Meredith College
3800 Hillsborough Street
Raleigh, NC 27607
benkos@meredith.edu

Objectives:
- Identify a type of creative thinking or intangible skill relevant to a particular discipline that one would want to assess.
- Identify and develop assessable student learning outcomes for a course/discipline.
- Analyze and review current learning outcomes, assignments and activities to determine how they can be restructured so that creative thinking or intangible skills can be assessed.

Audience:
Faculty

Activities:
- A Brief History of Developing Student Learning Outcomes at Meredith's Department of Religious & Ethical Studies
- Discussion of Thinking through Discipline Specific Student Learning Goals and Objectives
- Small Working Groups: Looking at Current Student Learning Outcomes, Assignments or Activities , to restructure and develop for them Active/Creative language for assessing intangible skills

Summary:
The ability to identify and articulate assessable student learning outcomes is essential for knowing if our teaching is accomplishing what we want it to achieve. A significant challenge for assessment is in finding ways to maximize its value both for the individual professor and to the various academic units in higher education. There is strong consensus, though still resistance by faculty, that student learning needs to be assessed and that assessment needs to be a campus wide commitment by all disciplines and departments (Bresciani, 2007; Brownell, 2010; Leskes, 2006; Sternberg, 2011). Therefore, developing an intentional language for the assessment of learning needs to be sensitive to the multiplicity of disciplines in the academy.

There is less agreement, however, on what can be assessed and the best practices for realizing assessment goals (Driscoll, 2007). The presenters will work from an understanding that, first, learning outcomes are best assessed through multiple methods (Greenstein, 2012; Maki, 2004)),

and second, learning outcomes ought to take a formative rather than summative approach (Greenstein, 2012; Maki 2004). In doing so, we will work to respond to challenges from faculty that assessment questions are "inflexible, mechanistic, and reductionistic," or that assessment questions privilege "lower-order measurable knowledge and skills" and that they are "unresponsive to multiple intelligences and diverse learning styles," (Driscoll, 2007p, 8). Moreover, to try to move assessment and learning outcomes beyond mastery of content, workshop attendees will spend time developing creative learning outcomes (Sternberg 2012) that seek to measure creative thinking and the development of intangible skills through a formative multiple methods approach. The presenters at this workshop will share various strategies and successes for developing intentional and focused language of assessment and then work with participants to craft assessable student learning outcomes.

References

Brownell, Jane E and Lynn E. Swaner. Five High-Impact Practices: Research on Learning Outcomes, Completion, and Quality. Washington, DC: Association of American Colleges and Universities, 2010.

Bresciani, Marilee, ed. Assessing Student Learning in General Education: Good Practice Case Studies. Boston: Anker Publishing, 2007.

Driscoll, Amy and Swarup Wood. Developing Outcomes-based Assessment for Learner-centered Education: A Faculty Introduction. Sterling, VA: Stylus Publishing, 2007.

Greenstein, Laura. Assessing 21st Century Skills: A guide to evaluating mastery and authentic learning. Thousand Oaks, CA: Corwin, 2012.

Leskes, Andrea and Ross Miller. Purposeful Pathways: Helping Students Achieve Key Learning Outcomes. Washington, DC: Association of American Colleges and Universities, 2006.

Maki, Peggy, L. Assessing for Learning: Building a Sustainable Commitment Across the Institution. Sterling VA: Stylus Publishing, 2004.

Sternberg, Robert J. "The Assessment of Creativity: An Investment-Based Approach" in Creativity Research Journal 24(1), 2012.

Examining the Multi-tasking Debate: What Should or Should Not Guide our Teaching

Krista Terry
Appalachian State University
ASU Box 32086
Boone, NC 28608
terrykp@appstate.edu

C. Edward Watson
University of Georgia
University of Georgia
Athens, GA 30602
edwatson@uga.edu

Objectives:
During this session, participants will:

- Discuss issues and challenges surrounding teaching "digital natives", focusing on multi-tasking
- Participate in hands on activities and group conversations related to multi-tasking in academic settings
- Discuss strategies for dealing with attentional/multi-tasking issues within the classroom.

Audience:
This presentation is cross-disciplinary and applicable to all education areas (K-12, Higher Ed & Training).

Activities:
This presentation will include the following activities:

- Discussion of the digital native concept, especially as related to the idea of multi-tasking
- Hands-on activity and group discussion related to multi-tasking
- Discussion of effective strategies for engaging students while focusing attention

Description:
Generational narratives regarding age-based cohorts are not unique to today (e.g., Howe & Strauss, 1993); however, what may be unique to today are the powerful connections many draw between often broad generalizations of today's students and recommendations for specific pedagogical approaches built upon these generalizations. Certainly generalizations are problematic, but it is important that the foundations for the current generalizations be called into question and that pedagogical recommendations are grounded firmly in what we empirically know about students and learning.

The current generational narrative is built upon notions of humans as tabula rosa. We come into this world as blank slates, and are nurtured over time by our experiences. So what is nurturing today's students? The argument is that digital technologies are having a profound impact on today's youths, and these students have adapted skills and aptitudes in response to these

impactful stimuli (Pletka, 2007; Prensky, 2001). The term digital native is often employed to describe them. This certainly resonates with anecdotal observations as many of us have noted observable behavioral changes in our students and children (white ear buds, texting, etc.). This has been further reinforced through popular media as a range of books and magazine articles have been published over the past decade either heralding this generation's new technological strengths (Palfrey & Gasser, 2008; Tapscott, 1998; Tapscott, 2009) or fretting over what the technology has done to them (Bauerlein, 2008; Small & Vorgan, 2008; Twenge, 2006).

Interestingly, this view hasn't been limited to the popular press. Digital native narratives are also pervasive in scholarly journals regarding students from a vast array of disciplines (e.g., Barnes, Marateo, & Ferris, 2007; Dede, 2005; Mangold, 2007; Oser, 2005; Simon, 2005). Of even greater interest, what these citations and many others share in common are three references to Frand, Prensky, and Tapscott (Frand, 2000; Prensky, 2001; Tapscott, 1998). Frand, an IT manager in higher education, Prensky, a video game developer, and Tapscott, a social media CEO presented these think pieces with no empirical support for their claims, and through the process of multiple citation, the digital native myth found its way to broad belief. What these three citations also share is an emphasis on today's youth as multi-tasker.

Tapscott described them as multi-tasking, technological aficionados who learn differently from previous generations (1998). Prensky posited that they like receiving information very quickly and that they like to parallel process and multi-task (2001). Frand described students who could perform as many as five tasks concurrently, and from this foundation grew suggestions for pedagogies that, in part, take advantage of these new multitasking capabilities and emphasize the use of technology in instruction (e.g., Dede, 2005; Hartman, Moskal, & Dziuban, 2005).

In addition to the literature that describes supposed characteristics of this generation, another body of literature has emerged that addresses concerns and issues related to how technology, and the constant attempt to multi-task may be affecting many areas of our lives. Small and Vorgan (2008) refer to the state of our minds when we are constantly attending to different technologies and tasks as "continuous partial attention"(p. 18) and contend that this constant state of "multi-tasking" puts our brains in a heightened state of stress. Carr (2010) in the chapter entitled "The Juggler's Brain" describes the effects of the constant distractedness encouraged by the net and contends that this state of "continuous partial attention" ". . .short circuits both conscious and unconscious thought, preventing our minds from thinking either deeply or creatively" (p. 119). In a more straightforward manner, Medina (2008) states that we simply cannot multi-task and Jackson (2009) states that regardless of how much we practice multi-tasking behaviors, splitting attention and switching tasks still has costs.

As we, therefore, attempt to reconcile these two bodies of literature - one contending that this is "what students do" and the other warning of the consequences and efficiencies of doing so, it becomes necessary to "dig deeper" into the empirical research and foundational literature in order to guide our practice as classroom instructors. This session will explore said research base, will provide practical recommendations for instruction, and will engage participants in relevant activities and conversations to further refine our knowledge of the brain's capabilities and how to best design effective instruction.

References

Barnes, K., Marateo, R. C., & Ferris, S. P. (2007). Teaching and learning with the net generation. Innovate: Journal of Online Education, 3(4). Retrieved from http://www.innovateonline.info

Bauerlein, M. (2008). The dumbest generation: How the digital age stupefies young Americans and jeopardizes our future (Or, don't trust anyone under 30). New York, NY: Penguin Group.

Carr, N. (2010). What the internet is doing to our brains: The shallows. New York: W.W. Norton & Company, Inc.

Dede, C. (2005). Planning for neomillennial learning styles. Educause Quarterly, 28(1), 7-12.

Frand, J. L. (2000). The information age mindset: Changes in students and implications for higher education. Educause Review, 35(5), 15-24.

Hartman, J., Moskal, P., & Dziuban, C. (2005). Preparing the academy of today for the learner of tomorrow. In D. G. Oblinger & J. L. Oblinger (Eds), Educating the net generation (pp. 6.1-6.15). Retrieved from http://www.educause.edu/educatingthenetgen

Howe, N., & Strauss, W. (1993). 13th gen: abort, retry, ignore, fail? New York: Vintage Books.

Medina, J. (2008). Brain rules. Seattle, WA: Pear Press.

Mangold, K. (2007). Educating a new generation: Teaching baby boomer faculty about millennial students. Nurse Educator, 32(1), 21-23.

Oser, K. (2005). Kids cram more hours into media day. Advertising Age, 76(46), 31.

Palfrey, J., & Gasser, U. (2008). Born digital: Understanding the first generation of digital natives. New York: Basic Books.

Pletka, B. (2007). Educating the net Generation: How to engage students in the 21st century. Santa Monica: Santa Monica Press.

Prensky, M. (2001). Digital natives, digital immigrants, part two: Do they really think differently? On the Horizon, 9(6), 1-6.

Simon, A. E. (2005). The new modus operandi: Techno tasking: Recognizing students' ability to use multiple technologies simultaneously presents a new paradigm. School Administrator, 62(4), 10-13.

Small, G., & Vorgan, G. (2008). Ibrain: Surviving the technological alteration of the modern mind. New York: Collins Living.

Tapscott, D. (1998). Growing up digital: The rise of the net generation. New York: McGraw-Hill.

Tapscott, D. (2009). Grown up digital: How the net generation is changing your world. New York: McGraw-Hill.

Twenge, J.M. (2006). Generation me. New York: Free Press.

Vygotsky, L. (1978). Mind in society. Cambridge, MA: Harvard University Press.

Wenger, E. (1998, June). Communities of practice: Learning as a social system. Systems Thinker. Retrieved from http://www.co-i-l.com/coil/knowledge-garden/cop/lss.shtml

Epic Rap Battles of (N)ever After: Using Songs to Evaluate Learning

Constance Ulmer
Appalachian State University
Reich College of Education
Boone, NC 28608
ulmercj@appstate.edu

Alicia Finnell
Appalachian State University
Reich College of Education
Boone, NC 28608
finnellam@appstate.edu

Objectives:
During this Interactive Teaching presentation, participants will:
(a) Identify learning responses
(b) Write learning responses through songs
(c) Analyze personal learning through dialogues of songs
(d) Identify how these songs can be used across disciplines

Audience:
This presentation will benefit faculty of varied disciplines who are interested in using student creations (specifically songs) in active learning communities along with discussions of those songs. It is also useful for teachers who are interested in alternative assessment. As a plus, using songs in instruction and assessment encompasses all language modalities across the curriculum.

Activities:
We will share a story with the audience referencing the title of the presentation. After the story, the audience will create a reader response (song). This should take no more than 10-15 minutes. The last part of the session will be used to analyze what was learned and identify how this procedure could be used across disciplines. If time permits the presenters will share data from a college study conducted following the same process.

Description:
Comprehension or understandings are based on the interactions between (a) the reader (what the reader brings to understanding, schema), (b) the text (information or the structure of the information), and (c) the context (the situation the information is presented). In Church-Westbrook's (1997) review of the significance of Rosenblatt's work, she sums up Rosenblatt's work as a paradigm shift. Literacy is no longer limited to reading but rather a process of learning that is inclusive of all literacy modalities (reading, speaking, listening, writing, viewing) and evaluations of learning. As a result, today studies are connecting transactional learning to active learning.

Since the transaction of the reader or learner, the text or the data, and the context of the class interactions are vital aspects of effective and deep-processing students should be "engaged"

(active participants) in their learning (Michael, 2006). They should use discourse practices that allow for exchange of ideas of how they learn, what they want to learn, what they learned and how to apply that learning (Bahktin, 1981). These settings allow students to digest (make meaning) of information in their own language metaphorically and literally (Ulmer, Palmer, & Timothy, 1999). This allows students to understand the information to such an extent that they can apply it to new situations. This is especially important because the 21st century has a more diverse population (including Asian, Hispanic, and Latino) in schools today. With these changes come new ways of thinking and learning. In the climate of change teachers are forced to consider the changes in the way students embrace literacy and knowledge.

When students create poems, songs, or drawings (alternative assessments) they learn about the creative process, a specific knowledge base, critical analysis skills, and their own learning process. During a pilot study using poetry students expressed how they enjoyed learning through the conversations in class that came from writing their songs. One student stated, "I was amazed that other people felt the same way I did about the readings and they weren't afraid to express it?" Students created their own inquiry-based questions at all levels of Bloom's Taxonomy in their songs (Krathwohl, 2002; Raphael, & Au, 2011; Ulmer et al., 1999).

New ways of thinking and learning have also changed due to technology. Some argue deep thinking is disappearing because Internet provides the information students need, but DuFour, DuFour, Eaker, and Many (2010) state that "?most educators acknowledge that our deepest insights and understandings come from action, followed by reflection and the search for improvement" (p. 1). Active learning classrooms allow students to construct and evaluate their own learning through their own creations, dialogues and evaluations (Cooperstein, & Kocevar-Weidinger, 2004). Our interactions in this session will address this type of learning.

References

Bahktin, M. M. (1981). The Dialogic Imagination: Four Essays. Ed. Michael Holquist. Transl. Caryl Emerson and Michael Holquist. Austin and London: University of Texas Press.

Church-Westbrook, G. (Spring 1997). Inquiry, The significance of Louise Rosenblatt on the field of teaching literature (1), 71-77, Virginia Community College.

Cooperstein, S.E., & Kocevar-Weidinger, E. (2004). Beyond active learning: a constructivist approach to learning. References Service Review, 32(2), 141-148.

DuFour, R., DuFour, R., Eaker, R.E., & Many, T. (2010) Learning by doing: A handbook for professional learning communities at work, Bloomington IN: Solution Tree Press.

Krathwohl, D. R. (2002). A revision of Bloom's taxonomy: An overview. Theory into Practice: 41(4), 212-218.

Michael, J. (2006). Where's the evidence that active learning works? Advances in Physiology Education: 30 (4), 59-167.

Raphael, T. & Au, K. (2011) Q.A.R. comprehension lessons. New York, NY: Scholastic Inc.

Ulmer, C., Palmer, L., & Timothy, M. (1999). What are teachers' misconceptions of alternatives? International Society for the Exploration of Alternative Education, 179-180. Tempe, AZ

Technology, Teaching, and Us: Educated in the 20th Century Classroom and Teaching in the 21st

Mary Anne Weegar
National University
11255 N. Torrey Pines Road
La Jolla, CA 92037
mweegar@nu.edu

Lynne Anderson
National University
11255 N. Torrey Pines Road
La Jolla, CA 92037
landerso@nu.edu

Description:
The purpose of this proposal is to examine the technological gap between teachers trained to teach in a 20th Century Classroom and who are now teaching in a 21st Century Classroom.

Advances in technology have drastically changed the way we interact with the world and each other. The digital age requires that we understand and are able to harness the power of technology to live and teach. Today's teachers need to use technology to analyze, learn, and explore. Digital age skills are vital for preparing their students to work, live, and contribute to the social and civic fabric of their communities (EdTech Island, 2009; Howard, Jonassen, & Marra, 2012;International Society for Technology Education, n.d. ; Regional Technology in Education, n.d.).

The Association for Educational Communication and Technology (AECT) and International Society for Technology Education (ISTE) standards contribute to and have been folded into the preparation requirements for all teachers as defined by the National Council of Teacher Education which is known as NCATE (Kellner, 2012; Moller, Huelt, & Harvey (Eds.), 2009).

The ISTE Standards & Performance Indicators for Teachers facilitate and inspire student learning and creativity; Design and develop digital-age learning experiences and assessments; Model digital-age work and learning; Promote and model digital citizenship and responsibility; and Engage professional Growth and leadership (International Society for Technology Education, n.d.; Smaldino, Lowther, & Russel, 2012; Taylor & Fratto, 2012).

The ISTE Standards & Performance Indicators for students include the following: Creativity and Innovation; Communication and Collaboration; Research and Information Fluency; Critical Thinking, Problem Solving, and Decision Making; Digital Citizenship; and Technology Operations and Concepts (Howard, Jonassen, & Marra, 2012; International Society for Technology Education, n.d.; Kellner, 2012; Roblyer & Doering, 2013).

Teaching with Technology includes information available from the following web sources:

1. The Resource for Education Technology at http://www.techlearning.com,
2. Edutopia at www.edutopia.org,
3. EduHound: Everything for Education K12 at http:www.eduhound.com,
4. Internet Educational Technology Training at http://eduscapes.com/tap/topic76.htm
5. Regional Technology in Education Consortia at http:www.rtec.org/and
6. Edtech Island: http://edtechisland.wetpaint.com/

Exploring and sharing technology tools, techniques, and resources present an opportunity for advancing how teachers in higher education think and behave. Most teachers and students who interact and exchange technological resources and tools do so in a spirit of collaboration mixed with curiosity. Then, practicing those new techniques and investigating those new resources, invites the excitement of learning and exhibits greater confidence in both learning and teaching (Altech for Teachers, n.d.; Taylor & Fratto, 2012; Howard, Jonassen, & Marra, 2012; Kellner, 2012; Roblyer & Doering, 2013).

Description of Workshop:
1. A mini-presentation of the contrast between the 20th Century Classroom and the 21st Century Classroom.
2. Group interaction comparing elements of both classrooms.
3. Discussion of the unique position of the 20th Century Student in teaching the 21st Century Student.
4. Sharing of findings.

Audience:
Audience includes all educators who find themselves as 20th Century Students, who, as teachers, face 21st Century Students.

Objectives:
1. Participants will analyze differences in teaching and learning with technological advances.
2. Participants will share the burden of becoming a 21st Century learner.
3. Participants will reframe their perspective on that burden to become a stimulating opportunity.

Workshop Activities:
1. Brief PowerPoint presentation by authors.
2. Small group activity responding to contrasting 20th and 21st Century classrooms.
3. Large group sharing of small group activity.
4. Discussion-Closure.

References

Altech for Teachers (n.d.). Innovation technologies to improve teaching and learning. Retrieved from http:/altec.org/ on June 1, 2013.
EdTech Island.(2009). Teacher education in virtual worlds. Retrieved from http://edtechisland.wetpaint.com on June 1, 2013.

Howard, J.L., Jonassen, D., & Marra, R. M. (2012). Meaningful learning with technolog.(4th ed.). Boston, MA: Pearson Education, Inc.

International Society for Technology Education (n.d.). The standards for learning, leadership, and teaching in the digital age. Retrieved from https://www.iste.org/ on June 1, 2013.

Kellner, D. (2012). 21st century education. Retrieved from http://www.21stcenturyschools.com/doug_kellner.htm. on June 1, 2013.

Moller, L., Huelt, J. B., & Harvey, D. M. (Eds.). (2009). Learning and instructional technologies for the 21st century: Vision of the future. Bloomington, IN: Association for Educational Communication and Technology (AECT).

Regional Technology in Education Consortia (n.d.). Retrieved from http://www.rtec.org/ on June 1, 2013.

Roblyer, M. D, & Doering, A. (2013). Integrating educational technology into teaching.(6th Ed.). Boston, MA: Pearson Education, Inc.

Smaldino, S. E., Lowther, D. L., & Russell, J. D. (2012). Instructional technology and media for learning. Boston, MA: Pearson Education, Inc.

Taylor, L.M. & Fratto, J.M. (2012). Transforming learning through 21st century skills: The who took my chalk?: Model for engaging you and your students. Boston, MA: Pearson Education, Inc.

Upgrading Your Course:
Guidelines for Adding a Course Management System to Your Course

Anita Whiting
Clayton State University
College of Business
Morrow, GA 30260
AWhiting@clayton.edu

Objectives:
During this presentation audience will:
(1) Learn what a course management system is and the different systems available
(2) Discover the benefits of using a course management system for both faculty and students
(3) Learn guidelines for adding a course management system to a course
(4) See examples of course management system in two courses
(5) Engage in reflection about how course management system could be used in current courses
(6) Participate in discussion of best practices and preferences from audience about course management systems.

Audience:
The presentation is appropriate for:
(1) Faculty/instructors who are considering using a course management system
(2) Faculty/instructors who are already using a course management system
(3) Administrators who are considering incorporating assessment plans

Activities:
1. Discussion of concerns about using a course management system
2. Discussion of benefits about using a course management system
3. PowerPoint presentation on guidelines for using a course management system in a course.
4. Demonstration and discussion of course management system used in two marketing courses.
5. Engage in reflection about how course management system could be used in current courses.
6. Discussion of best practices and suggestions from audience about course management systems.

Description:
Course Management Systems (CMS) have been adopted by many universities all around the world (OBHE 2002). What is a CMS? CMS can be defined as an enterprise-wide and internet based system that integrate a wide range of pedagogical and course administration tool (Coates et al 2005). Some examples of CMS are WebCT, Blackboard, LearningSpace, and NextEd. CMS are more than a storage place for course documents. CMS help faculty create a virtual learning environment for both online and traditional courses (Hershey and Wood 2011).

There are many benefits for adding or using a CMS in a course. The first benefit for using a CMS is the ability to enrich student learning (Gillani 2000). CMS can provide environments where student can access a greater range of resources and material. The second benefit for using a CMS is the facilitation of asynchronous collaboration (Hershey and Wood 2012). With a CMS

students may meet and converse at their convenience. Third, CMS also provide a permanent of record of student activities and assignments. This data can be used for grading purposes and it can be used to assess course embedded measures. Last, CMS help meet student the students' expectations about computers and technology (Green and Gilbert 1995). According to Frand (2000), most traditional students have an "information age mindset".

There are many reasons to use a CMS. However, faculty may not know how to effectively use a CMS.   Come to this session and discover some guidelines and examples for using a CMS. In this session, I will discuss (1) what a course management system is and the different systems available, (2) benefits of using a course management system for both faculty and students, (3) guidelines for adding a course management system to your course, (4) examples of course management system in two courses, and (5) discussion of best practices and preferences from audience about course management systems.

References

Coates, H., James, R., and Baldwin, G. (2005). A critical examination of the effects of learning management system on university teaching and learning. Tertiary Education and Management, 11, 19-36.

Frand, J.L., (2000). The information age mindset; Changes in students and implications for higher education. Educause Review, 35(5), 14-24.

Gillani, B.B., (2000). Using the web to created student centered curriculum. In R.A. Cole (ed.) Issues in Web Based Pedagogy. London: Greenwood Press.

Green, K.C, & Gilbert, S.W. (1995). Great expectations: Content, communications, productivity, and the role of information technology in higher education. Change, 27(2), 8-18.

Hershey, L. & Wood, P. (2011). Using the blackboard CMS to develop team work skills in undergraduate marketing principles class. Academy of Educational Leadership Journal, 15(1), 57-64.

Observatory on Borderless Higher Education (ONHE). (2002) Leading Learning Platforms: International market presence, from http://www.obhe.ac.uk.

**"Now I hear it for what it really is": Using technology
to impact classroom observation experiences with teacher candidates**

George Williams, Jr.
Our Lady of the Lake University
411 S.W. 24th Street
San Antonio , Texas 78207
gawilliams6@ollusa.edu

Description:
The purpose of this exploratory study was to gather information from teacher candidates about the use of a technology device during their classroom observations with the university site supervisor. The session will provide a review of how technology has been used to explore the impact of the classroom observation experiences with teacher candidates and their relationship with their university site supervisor. Three specific benefits of the technology are identified: a) abilities in reflective thinking, b) fostering empowerment in teaching, and c) enhancing student achievement and performance.

Classroom observation assignments are an imperative charge in the teacher education preparation of teacher candidates (Guyton & McIntyre, 1990). Throughout their pre-service course work, these students spend many hours in an educational setting they desire to teach after the completion of their education degree requirements. Little research has focused on teacher candidate's classroom observation of teaching, and specifically, their relationship with the university supervisor. More importantly, the integration of a technology device, during classroom observations of teacher candidates, is scarce.

Ben-Peretz and Rumney (1991) argues that sitting in the classroom observing does not necessarily help pre-service students learn to teach. Moreover, Dewey (1974) cautions that the teacher candidate needs to recognize the interaction of the minds and environment in which the teacher candidate is engaged. This innovative method of sharing observational notes with teacher candidates leads to greater understanding of effective instruction and enhanced bond with the university professor. In a mission to improve analysis of instruction within teacher education programs, it is important to explore what student extract from their experiences during fieldwork (McCormack, 2001). Moreover, creating a healthy learning connection with the teacher candidate and university supervisor is of paramount concern to most students desiring to become classroom teachers (Morales, 1980).

An interactive discussion on the impact of the use of the technology device and the relationship with the university professor will be discussed. Activities include samples observations using the technology device and results from research used to gather information regarding the impact of the classroom observation experience with the teacher candidates. The presentation's objectives are:

1. The participants will be provided with an understanding of professor feedback during classroom experience observations through the use of technology,

2. The participants will be provided with information on the use of technology for the purposes of analysis of instruction with teacher candidates, and

3. The participants will be provided with a method of using technology with teacher candidates in which they can include in their various teaching repertoire.

This session is relevant to the conference theme because it focuses on integrating technology during classroom experience observations in preparing teacher candidates to meet the needs of diverse learners. University faculty, field experience supervisors, educators, and students are invited to participate in this session.

References

Ben-Peretz, M. & Rumney, S. (1991). Professional thinking in guided practice. Teaching and Teacher Education, 7, 517-530.

Dewey, J. (1974). John Dewey on education: Selected writings. In R. D. Archambault (Ed.), Chicago: University of Chicago Press.

Guyton, E. & McIntyre, D. J. (1990). Student teaching and school experiences. In W. Robert Houston's (Ed.), Handbook of research on teacher education (pp.514-534). New York: MacMillian.

McCormack, A. C. (2001). Investigating the Impact of an Internship on the Classroom Management Beliefs of Preservice Teachers. The Professional Educator, 23(2), 11-22.

Morales, C.A. (1980). Discipline: Applicable techniques for student teachers. Education, 101(2), 115-117.

Engaging Students through Mobile Game Development:
GameSalad V.S. AppInventor

Xin Xu
Georgia Gwinnett College
1000 University Center Lane
Lawrenceville , GA 30043
xxu@ggc.edu

Sonal Dekhane
Georgia Gwinnett College
1000 University Center Lane
Lawrenceville , GA 30043
sdekhane@ggc.edu

Audience:
This presentation is intended for faculty and general ISETL audience who are interested in using visualized programming as a teaching tool to enhance the students' learning experience. Faculty members not in IT could explore the opportunities of developing mobile games related to the subject they teach.

Activities:
Audience with a Gmail account will have opportunity to practice using AppInventor. A follow-up interactive discussion will be conducted to share the pros and cons using GameSalad and AppInventor. The feedback gathered from the audience will be used to further improve our work.

Summary:
Information Technology (IT) has been playing an increasingly critical role in our society. In order to be successful in the academic study and future career, students need to be able to adapt to a dynamic environment surrounded by new technologies. To prepare our students to be IT competent and to excel in their future career, many institutions have started to add IT courses in the graduation requirement [1]. Our institution requires students to take two IT courses upon graduation regardless of their major. One is the introductory level IT literacy course that covers basics about computing, the 2nd IT course is an intermediate level course which students could choose from Introduction to Programming or Digital Media. This presentation will first introduce the overall design of Digital Media, a general education IT course that includes graphic design, audio editing, game development and video production components. We will then focus on the design of the mobile game development component using visualized programming tools. Visualize programming is engaging and does not require prior programming knowledge [2,3,4]. Students participated in this project are required to:
- Conduct research regarding existing apps and user interface design principles,
- Complete a game design document explaining their project idea, its educational significance and the game flow.
- Learn the basics of the programming tool and design a simple educational game. Mobile devices were used to test the final game product.

We have implemented the project for three semesters on 9 sections of the Digital Media course. This presentation will share the challenges and benefits of using GameSalad and AppInventor to develop mobile games. The compatibility issue and platform differences (iOS v.s. Android) of each tool will be discussed. Resources to support the curriculum will be provided.
A pre and a post quiz were designed to assess the content knowledge of our students. A survey was designed to assess students' attitudes towards computing and to gather feedback about their experience using GameSalad to create educational games for iPads. The result from the pre/post quiz and survey will be shared in the presentation.

In conclusion, using mobile devices such as smartphones and iPads generates enthusiasm and excitement from students. The mobile game component also provides opportunity for students to integrate their graphic and audio project from the Digital Media course. Overall, this mobile game development component creates an active and engaging learning environment that is relevant to student's life.

References

[1] Cliburn, Daniel C. "A CS0 course for the liberal arts." ACM SIGCSE Bulletin 38.1 (2006): 77-81.
[2] Dougherty, John P. "Concept visualization in CS0 using ALICE." Journal of Computing Sciences in Colleges 22.3 (2007): 145-152.
[3] Malan, David J., and Henry H. Leitner. "Scratch for budding computer scientists." ACM SIGCSE Bulletin 39.1 (2007): 223-227.
[4] Dekhane, Sonal, and Xin Xu. "Engaging students in computing using GameSalad: a pilot study." Journal of Computing Sciences in Colleges 28.2 (2012): 117-123.