
7:00 a.m. - 8:30 a.m.

☉ BREAKFAST ☉
Ballroom & Top of the Park

8:00 a.m. - 5:00 p.m.

REGISTRATION
Park Place Lobby

8:45 a.m. – 10:15 a.m. • Concurrent Sessions

1a

Torch

Using Group Activities Wisely and Well

8:45 a.m. - 10:15 a.m.

Barbara Millis – Excellence in Teaching Program, University of Nevada at Reno

Participants will come to know the theory and philosophy behind cooperative learning, including its belief in the value and educability of all students and the need to provide cooperative environments that balance challenge and support. As important, however, they will learn how to use cooperative structures to foster academic achievement, student retention, and liking for the subject matter. The presenter will emphasize efficient classroom management approaches. The session itself will model a cooperative classroom with combinations of direct instruction, interactive group work tied to the session objectives, and whole-class discussion with questions. Participants will experience at least three cooperative structures and two report-out methods, applicable to virtually all disciplines and all class sizes. They will receive a handout packet for future reference.

1b

Leelanau

Teaching Students How Their Brains Learn

8:45 a.m. - 10:15 a.m.

Terry Doyle – Faculty Center for Teaching & Learning, Ferris State University

Participants will be shown a multimedia presentation designed for college students that explains to students how new discoveries about the human brain and how it learns should change the way they go about doing their learning and studying. The multimedia presentation is being used in all 100 sections of the First Year Seminar course at Ferris State. Participants will also receive background information on how to introduce the presentation and how to engage students in discussions following the presentation.



1c

Courtyard I

Treating Students as Adults: Implications for Instruction

8:45 a.m. - 10:15 a.m.

Jim Eison – Adult, Career, and Higher Education, University of West Florida

Rather than stating in abstract length fashion what this session will cover, let me simply invite you to explore with Lilly Conference colleagues some of the powerful instructional implications that might follow from a desire to truly treat one's college or university students as mature adults. Some potential instructional implications we will consider include how treating students as mature adults might influence a faculty member's deliberations regarding (a) instructional goals and course design, (b) selection of course content, (c) teaching strategies, as well as (d) classroom policies and course procedures. Let me also encourage you to spend a few minutes reflecting upon one or more experiences or insights that guide your work with adult learners and invite you to come prepared to briefly share a personal story or lesson learned.

1d

Minervas' Boardroom

Patterns of Reflection: Creating a Classroom Strategy

8:45 a.m. - 10:15 a.m.

James McDonald – Teacher Education and Professional Development, Central Michigan University

Lynn Dominguez – Recreation, Parks and Leisure Services, Central Michigan University

Reflection is a critical component of service-learning; don't just tack it on as an after thought! This workshop will examine types of reflection, assessment, and a strategy for planning reflective activities to increase the richness of the service-learning experience for your students.

Welcome/ Opening Plenary Session • 10:30 a.m. – 11:50 a.m.

2p

Ballroom

Evaluating College Teaching: New Lessons Learned

10:30 a.m. – 11:50 a.m.

Peter Seldin – Business, Pace University

Virtually every college and university assesses faculty teaching performance. Some institutions do it effectively, others do not. This plenary will examine important new lessons learned about what seems to work and what doesn't, key strategies, tough decisions, latest research results, and the links between assessment and development.

12:00 p.m. - 12:45 p.m.

🕒 LUNCH 🕒
Ballroom

1:00 p.m. - 1:40 p.m. • Concurrent Sessions

3a
Torch**Higher Cognitive Levels of Instruction: A Model and Applications**

1:00 p.m. – 1:40 p.m.

Susie Whittington – Human and Community Resource Development, The Ohio State University

Manguarin, Feldman, Clements, & Boucher (2001) wrote that lectures do not allow for active student learning. Yet, Ewing & Whittington (2006) reported that in 21 college class sessions, professors used lecture to deliver 56% of their content at the lowest two levels of Bloom's Taxonomy (1956). In this session, we will explore a current model and a proposed model for content delivery. Participants will discuss and apply strategies for engaging our learners at higher cognitive levels.

3b
Leelanau**Armageddon 101: Dealing With Disruptive Students**

1:00 p.m. – 1:40 p.m.

Darby Lewes – English, Lycoming College

Ever had a class that went beautifully one semester and was a nightmare the next? Ever had a "problem" student that no one else seemed to have "problems" with, or a wonderful student everyone else thought was a troublemaker? Ever had a class turn sulky, sullen, or downright mean? This extremely interactive session will examine what makes good classes turn to the "Dark Side," and how to turn them back again. More importantly, it will offer strategies for avoiding disruption altogether.

3c
Courtyard I**Liquid Identity/Solid Learning: Engagement in Online Immersive Worlds**

1:00 p.m. – 1:40 p.m.

Cathy Cheal – e-Learning and Instructional Support, Oakland University

Student engagement with content is a necessity for deep learning. Online learning has been criticized as 'second-best' and as lacking the spontaneous intimacy of real life that leads to engagement. This can be countered by the new possibilities for learning that online immersive worlds offer. Learning through avatars, alternate identities, changed as easily and as often as one's clothing, creates a pleasurable intensity of interaction within a virtual world that can be utilized by educators.

3d
Courtyard II**A Workshop for SoTL Peer Reviewers and Authors**

1:00 p.m. – 1:40 p.m.

Gregg Wentzell – Center for the Enhancement of Learning and Teaching, Miami University

The presenter, Managing Editor of the Journal on Excellence in College Teaching, will lead an interactive workshop designed for reviewers, prospective reviewers, and prospective authors of scholarship of teaching and learning (SoTL) publications. Activities will include discussion of the role of the peer reviewer and the Journal's review process, and hands-on practice reviewing manuscript submissions. By the end of this session, participants will have made progress in developing and articulating standards and methods of peer reviewing that are consistent with the acceptance criteria for SoTL publications.



3e

Minervas'
Boardroom

Information Processing Differences Between Experts and Novices: How These Differences Impact Learning

1:00 p.m. – 1:40 p.m.

Debra Frame – Psychology, University of Cincinnati

Margo Bowman – Psychology, Wayne State University

Education – experts passing their knowledge to novices. But, is it really that simple? What should experts know about the information processing system of the novices they are teaching? This session will explain information storage, how novices differ from experts, and how experts may inadvertently lead students down the “garden path.” Participants will experience the activation of a knowledge network and a real-life novice learning experience, guaranteed to surprise and challenge! Audience discussion will follow.

3f

Crystal

A Nontraditional Doctoral Program for Nontraditional Students

1:00 p.m. – 1:40 p.m.

Peggy Houghton – Leadership Studies, Baker College

There are currently two trends taking place in graduate education. First, more and more students now fall in to the nontraditional category. Second, the number of master’s degrees conferred in the U.S. has increased by 90 percent since 1980. As the master’s degree becomes more common, its impact as a career differentiator has been reduced. As a result, doctorate programs are in demand for career advancement. This presentation discusses the significance of offering doctoral programs.

3g

Executive
Boardroom

Integrating P2P Technologies in the Classroom – The “SKYPE” is the Limit

* 1:20 p.m. – 1:40 p.m.

Patrick Scott – Political Science, Missouri State University

Mary Ellen Cooper – Off-Campus Programs, Central Michigan University

New computer technologies continue to present exciting opportunities to enhance active learning in the classroom. SKYPE, a peer to peer (P2P) program, represents one such promising technology at a fraction of the cost of traditional video conferencing systems. In this presentation we discuss our experiences using SKYPE in an on-ground environment and consider other possible future applications, including on-line collaboration and the creation of “learning communities.” Some of SKYPE’s capabilities will be demonstrated.

2:00 p.m. - 2:40 p.m. • Concurrent Sessions

4a

Torch

Engaging Howard Gardner's Multiple Intelligence Concept to Enhance Learning: A SoTL Project

* 2:00 p.m. – 3:40 p.m.

Milt Cox – Center for the Enhancement of Learning and Teaching, Miami University

Teaching projects in our courses can involve classroom research, and this can lead to scholarly teaching and the scholarship of teaching and learning (SoTL). Since a course may involve only one or two of the multiple intelligences (MIs) in Howard Gardner's model, I conjectured that I could enhance student learning if I engaged all of the intelligences. In this session we will discuss the MI model, look at the results in my courses, and consider how you might engage in classroom research by exploring the model in your courses.

4b

Leelanau

The Power of Feedback

2:00 p.m. – 2:40 p.m.

James Groccia – Center for the Enhancement of Teaching and Learning, Auburn University

The importance of feedback as an element of effective teaching is frequently mentioned in the literature, most prominently Chickering and Gamson's "Seven Principles of Good Practice in Undergraduate Education." As a result, it is easy to ignore the fact that the impact of feedback can be both positive and negative. This presentation will summarize the research on the impact of feedback on learning and achievement and provide ways that feedback can be used to enhance its effectiveness in teaching situations.

4c

Courtyard I

Transforming Asynchronous Online Courses to Include Live Online Video/Audio/Text Discussion: The Pitfalls and Benefits

2:00 p.m. – 2:40 p.m.

Adam Dirksen – Communication, Indiana University-Purdue University Fort Wayne

In this session we will consider the difficulties and benefits of offering and transforming a relatively traditional online course into a less traditional and new format. The course analyzed was originally taught using asynchronous chat forums for discussion and analysis. It was transformed to include several synchronous video/pics, audio, and text chats, while nearly eliminating the need for asynchronous chat forums.

4d

Courtyard II

Active-Learning Strategies that Acclimate Students to Your Classroom Culture

* 2:00 p.m. – 3:40 p.m.

Brian Ivory – Counseling and Student Development, Mott Community College

Regardless of course content, educators can intentionally foster a classroom "culture" that promotes student learning. This session introduces strategies toward assimilating students to those norms and expectations unique to your classroom. Many hands-on activities will be introduced: name charades, Syllabus Jeopardy, instructor pet peeves, "Course by Numbers" and student-generated expectations. Several symbolic approaches will also be reviewed: welcoming gestures, Professor Q & A, nontraditional seating, and the importance of handling "critical firsts" when they occur in the classroom.



4e

Minervas'
Boardroom

Electronic Portfolios: If Fifth Graders Can Make Them, Why Not Grad Students?

2:00 p.m. – 2:40 p.m.

Anne Hooghart – Graduate College, Siena Heights University

The use of portfolios for “authentic assessment” of student endeavors has become rather widespread, particularly for assessment of complex, long-term learning experiences involving demonstration of knowledge, skills, and dispositions. Technological advances now allow us to replace the bulky, scrapbook-type collections of the past with low-cost, portable CDs or flash drives that are easy to disseminate and update. Templates and examples from elementary through graduate school show how a non-tech-expert supported student creation of e-folios.

4f

Crystal

Academic Service-Learning and Student Buy-In: Leave No Student Behind

2:00 p.m. – 2:40 p.m.

Lucy Ngoh – College of Pharmacy, Ferris State University

The definitions of Service-Learning, Academic Service-Learning and other forms of community service will be examined. The principles of Academic Service-Learning and a framework for integrating these principles into a course will be discussed along with strategies for enhancing student learning that draws from published literature and interaction with students.

4g

Ballroom

Walking the Labyrinth: A Reflective Tool for Learning and Personal Growth

2:00 p.m. – 2:40 p.m.

Michelle Bigard – Counseling Center, Central Michigan University

The labyrinth is an ancient mediation tool used to encourage reflective thought, enhance problem solving, foster creativity and aid relaxation. Its path is viewed as a metaphor for one’s journey in life. Participants will be given an opportunity to walk the labyrinth, process their experience and explore its applications for themselves and the classroom. A detailed handout, resource list, and facilitation guidelines will be provided.

4h

Executive
Boardroom

Giving Students Control: Existential Experiments in Ceding Power in the Classroom

* 2:00 p.m. – 2:20 p.m.

Andrew Mills – Religion and Philosophy, Otterbein College

Inspired by Weimer (2002) and others who argue that students engage more as teachers cede control, I’ve designed different ways of giving students freedom to construct the course syllabus, twice in introductory Philosophy, and twice in an Existentialism course. Engagement and performance increased every time, but results in Existentialism are particularly noteworthy, as the pedagogy connected with a central class theme: the loss of transcendent meaning, here represented by the absence of a professor-constructed syllabus.

2:00 p.m. - 2:40 p.m. • Concurrent Sessions

4i

Executive
Boardroom**Anatomy and Physiology Presented in Three Teaching Formats**

* 2:30 p.m. – 2:50 p.m.

Diane Jedlicka – Academic Affairs, DeVry University

Human Anatomy and Physiology is a core course for students interested in the Health Sciences. Technological advances now afford us opportunities to use virtual Anatomy as well as virtual Physiology labs without compromising the science learning. Analysis of the content and application of the knowledge suggests that the lab technique components of this subject no longer require the psycho-motor skills acquired in a physical lab. Nursing students required to take a sequence of Anatomy and Physiology courses with associated labs can now take these foundational courses via one of the three delivery methods offered: 1) in the classroom, 2) in a hybrid format (meeting on campus as well as online), or 3) via online delivery. The challenge was to find virtual labs for the online and hybrid versions that would duplicate the cognitive aspects of learning in a real lab. The key was not only the delivery of the lab but also the asking of thought questions within the laboratory write up. In order to achieve a comprehensive introductory course for Nursing students as well as other pre-professionals, the best sections from several best selling texts were pooled and a custom text was created. Two virtual lab programs, one in Anatomy and the other covering Physiology are the two supporting virtual labs for this course.

3:00 p.m. - 3:40 p.m. • Concurrent Sessions

5b

Leelanau

Learning Objects: A Tool for Effective, Active Learning

3:00 p.m. – 3:40 p.m.

Ireta Ekstrom – Faculty Center for Innovative Teaching, Central Michigan University**Merlin Ekstrom** – Division of Laboratory Resources, Wayne State University

Small, reusable chunks of instruction can be used for helping students visualize, practice and retain learning. We will review the literature for definitions and instructional design theory that connects these tools with effective teaching pedagogy, view how one instructor uses learning objects in his class at Wayne State University, view sources for acquiring available learning objects and discuss how they might fit into classes that the audience teaches.

5c

Courtyard I

Service Learning Resources for Engaged Campuses

3:00 p.m. – 3:40 p.m.

Amy Smitter – Michigan Campus Compact, Connect Michigan Alliance

Engaging your classroom or campus in community based learning, service-learning and civic learning makes learning for students come alive, campuses fill with connected meaning and purpose and students and staff benefit our greater society. What is the engaged campus, and how can it transform your teaching and campus? What resources are available in Michigan and the country for helping make this transformation?



5e

Minervas'
Boardroom

Obedience to PowerPoint: A Pedagogical View

3:00 p.m. – 3:40 p.m.

Craig Wendorf – Psychology, University of Wisconsin - Stevens Point
Robert Nemeth – Psychology, University of Wisconsin - Stevens Point
Jody Lewis – Psychology, University of Wisconsin - Stevens Point

Over the last few years, PowerPoint has become a ubiquitous teaching tool. However, many academics have become keenly aware of the powers and perils of presentation software. This workshop focuses on sharing and developing philosophies and strategies for successfully using PowerPoint in the classroom. We will begin by sharing observations and data demonstrating how strongly tied students are to PowerPoint. We will share how changes in our own presentational practices have resulted from shifts in our own philosophies about what should and should not be included. Finally, we will facilitate discussion on ways to help teachers use PowerPoint without surrendering to it.

5f

Crystal

Andragogy Comes to Life: Examining Adult Student Satisfaction of a Three-Weekend Accelerated Format

3:00 p.m. – 3:40 p.m.

Lisa Fall – Advertising & Public Relations, University of Tennessee
& Off-Campus Programs, Central Michigan University

The purpose of this session is two-fold. First, results from a study that examines the effectiveness of an online graduate public relations management course offered in a three-weekend accelerated curriculum format will be presented. The theoretical framework from which this study was designed is the andragogy theory of adult learning (Malcolm Knowles). Second, participants will have an opportunity to share their accelerated format experiences – to include what works and what does not – with regard to adult learners.

5g

Executive
Boardroom

The iPod: A Viable Classroom Technology for Faculty

* 3:00 p.m. – 3:20 p.m.

Paul Cesarini – Visual Communication & Technology Education, Bowling Green State University

If you could conduct a class in the same technological manner you have grown accustomed to, but without needing to constantly lug around a laptop, power adapter, and related peripherals, why wouldn't you do so? This was a question I asked myself in 2004, when Apple announced the first iPod capable of displaying color images on an external projector or television. Since then, I've been steadily using iPods as laptop replacements in class and on the road. I can display slides, text, still images, video, and can of course play any relevant audio clips for my students as needed.

3:00 p.m. - 3:40 p.m. • Concurrent Sessions

5hExecutive
Boardroom***Closing the Loop: How to Solicit and Integrate Student Feedback***

* 3:30 p.m. – 3:50 p.m.

Susan Jones – Marketing, Ferris State University

Students appreciate an instructor who expresses openness to student feedback, and remains flexible enough to integrate it mid-semester. This session will combine a discussion of proven methods for soliciting feedback in both online and offline classes, for discussing the feedback with students, and for integrating their suggestions where appropriate. There will be time for participants to share their best practices in soliciting and integrating feedback as well.

4:00 p.m. - 5:00 p.m. • Plenary Session

6p

Ballroom

Teaching Tips for Pervasive Learning Challenges

4:00 p.m. – 5:00 p.m.

Bill McKeachie – Professor Emeritus, The University of Michigan**Todd Zakrajsek** – Faculty Center for Innovative Teaching, Central Michigan University

For every faculty member, certain “challenges” are always present. How one addresses those situations plays a heavy roll in the extent to which students in the class are able to learn. In this session, Bill McKeachie will respond to common challenges by drawing on decades of work both as a faculty member and as the author of “Teaching Tips,” which remains one of the most influential books in the area of faculty development. Joining Bill, Todd Zakrajsek will discuss common issues noted by faculty in workshops on this topic, with a focus on challenges most frequently noted in the past five year.

5:00 p.m. - 6:30 p.m.**RECEPTION**
Torch, Leelanau, & Crystal Rooms

6:00 p.m. - 10:00 p.m.**EXCURSION**
The Williamsburg Showcase Dinner Theatre

6:30 p.m. - 8:00 p.m.**OPTIONAL DINNER**
Top of the Park • Additional Fee

9:00 p.m. - 10:30 p.m.**HOSPITALITY**
Presidential Suite: Room 905



7:00 a.m. - 8:30 a.m.

☉ BREAKFAST ☉
Ballroom & Top of the Park

8:00 a.m. - 5:00 p.m.

REGISTRATION
Park Place Lobby

Round Table Sessions • Prize Drawings (see page 7 for details) • 8:30 a.m. - 8:50 a.m.

7a

Ballroom

Laptop Learning: How Computers Affect Performance in the Classroom

8:30 a.m. - 8:50 a.m.

David Howell – Technical Communication, Milwaukee School of Engineering

Kristin Shebesta – Communication, Marquette University

This study focuses on how laptop computers affect the performance of students in a post-secondary classroom. The investigators observed how an instructor used a laptop computer in a classroom setting to further her curricula and how the students responded to the use of the technology. Conversely, the research studied how the students' use of technology impacted the instructor's technological applications. The study concluded that students experience both acceptance and frustration when it comes to the use of laptops in an academic setting—a complex and layered response that the presentation will delve into.

7b

Ballroom

Putting Creativity into Your Curriculum

8:30 a.m. - 8:50 a.m.

Lisa Wall – Radiography, Ferris State University

Tracy Glentz – Nuclear Medicine, Ferris State University

Building a foundation for critical thinking in the classroom can be a challenge for most instructors. During this discussion ideas for implementing strategies to improve the students' critical thinking skills will be shared. This discussion will allow the audience to share creative ideas for assignments that will allow the student to have fun, yet gain a deeper understanding of the material.

7c

Ballroom

Partnership: Active Learning and Lecture

8:30 a.m. - 8:50 a.m.

Lorraine Berak – Teacher Education and Professional Development, Central Michigan University

Karen Edwards – Teacher Education and Professional Development, Central Michigan University

Students consistently rank lessons that involve active learning strategies higher than those using the lecture mode. This session focuses on strategies that are simple to use and can be incorporated with your lecture or with any informational text.

8:30 a.m. - 8:50 a.m. • Round Table Sessions

7d

Ballroom

Adults Learn: Always and All Ways!

8:30 a.m. - 8:50 a.m.

Patricia McDonald – Graduate, Siena Heights University

Adult Learning covers multiple formats. The 21st century continually expands opportunities of “new ways of knowing.” Learning is seldom limited to one format for comprehension. Learners learn ‘always and in all ways.’ Adults are receptive to a variety of learning styles. The match for comprehension of knowledge evolves diverse formats for imparting knowledge. The workshop will explore numerous styles in content delivery, comprehension and awareness.

7e

Ballroom

Academic Dishonesty in Online Learning Communities

8:30 a.m. - 8:50 a.m.

William Livingston – Center for Graduate Studies, Baker College

Legal, professional, and academic communities have noted the problem of academic dishonesty in undergraduate and graduate education for years. Educational leaders and business ethicists have been interested in the interplay between cultural change and the growth of academic dishonesty. In this session I will present the scope of academic dishonesty in business colleges and universities and problems with enforcement of honor code policies, along with proposals for addressing academic dishonesty in an online environment.

7f

Ballroom

Teaching Sustainability Concepts via Impactful/Interactive PowerPoint Presentations

8:30 a.m. - 8:50 a.m.

Jack Cichy – Management, Davenport University

Sustainability focuses on financial capital, ecological and environmental capital, and social capital - the triple bottom line. Sustainable Business Practices are components of the broader business movement toward greater social responsibility and are important concepts for any student to understand. This interactive and interesting session offers ideas on how to provide your students with an overview of the multi-disciplinary concept of Sustainability with a focus on teaching well with technology.

7g

Ballroom

Fighting the War Against Plagiarism: Education, Rather than Punishment

8:30 a.m. - 8:50 a.m.

Margo Bowman – Psychology, Wayne State University

With all of the advanced technology and internet resources available to today's students, it seems that we take one step forward and two backwards in the war against plagiarism. While plagiarism detection is a crucial aspect of promoting academic integrity, education about what constitutes plagiarism, how to avoid it, and the consequences of getting caught are equally important. This session will demonstrate a successful plagiarism tutorial, followed by participants exchanging ideas about possible solutions to plagiarism.



7h

Ballroom

Using Rubrics as Advance Organizers

8:30 a.m. - 8:50 a.m.

Calvin Posner – Off-Campus Programs, Central Michigan University

Among the many excellent sessions at last year's Lilly – Traverse City were two that caused me to reflect. They were "Using Rubrics to Effect Authentic Assessment of Adult Learners" presented by Shelly Boardman and Jennifer Cochran and a PIETable discussion, "Action Research as Professional Development: What Can Educators Learn by Studying Our Teaching?" presented by Kathryn Bell. This session will help participants understand the value of creating rubrics which can be distributed to students as advance organizers thus increasing the quality of student deliverables. The Action Research Advance Organizer and Grading Rubric will be used as a process example.

7i

Ballroom

Using Variety in Your Instruction to Motivate Students and Maximize Learning

8:30 a.m. - 8:50 a.m.

Dennis Burin – Off-Campus Programs, Central Michigan University

This session will focus on the importance of using variety in your instructional strategies to teach to various learning styles and motivate students in general. Practical classroom tips will be presented in direct instruction, cooperative learning, group discussion, and problem based learning.

Concurrent Sessions • 9:00 a.m. - 9:40 a.m.

8a

Torch

If One Works, Let's Do More! Experimental Learning: Using a Sequence of Simulations to Enhance Learning

9:00 a.m. - 9:40 a.m.

Spence Tower – Management, Ferris State University

Steve Lyman – Management, Ferris State University

Through a computer-based business simulation, our graduating seniors have gained valuable knowledge of business content. More importantly, they have gained experience in teamwork, public speaking, critical thinking, conflict management, and overcoming failure. We will highlight the value of student-centered simulations as well as our evolution to a curriculum involving a sequence of three simulation-enhanced classes. To simulate the simulation in our workshop, you will join a team, make decisions, see results, make adjustments, and celebrate success (of course).

9:00 a.m. - 9:40 a.m. • Concurrent Sessions

8b

Leelanau

Blueprint for Learning: Constructing College Courses to Facilitate, Assess, and Document Learning

* 9:00 a.m. – 11:00 a.m.

Laurie Richlin – Preparing Future Faculty, Claremont Graduate University

This session will familiarize participants with course design elements; enable them to understand themselves as individuals and teachers; know their students; adapt to their own learning environments; design courses that promote deep learning; and assess the impact of the teaching practices and design choices they make. The presenter will provide tools to create a full syllabus and offer guidance on such issues as framing questions that encourage discussion, developing assignments with rubrics, and creating authentic tests.

The workshop will be packed with resources that will help participants structure their courses and which constitute a rich reference of proven ideas. It will offer an intellectual framework, set of tools, and best practices to enable participants to continually reassess their courses to better meet their teaching goals and the learning needs of their students.

8c

Courtyard I

Recent Research on Active Learning in the Classroom: Questions, Methods, Findings, and Relevance

9:00 a.m. - 9:40 a.m.

Todd Stanislav – Faculty Center for Teaching and Learning, Ferris State University

This session will provide a snapshot of recent studies of active learning methods and their effects on student learning, behaviors, and attitudes. We'll consider the nature of the questions being asked, the methods to answer the questions, and the research findings themselves. Finally, we'll discuss the relevance of this work to our own classrooms.

8d

Courtyard II

ABC's of Online Teaching

9:00 a.m. - 9:40 a.m.

Kathy Saville – Instructional Technology, Northern Michigan University

There are many books and articles written concerning online teaching. Who takes the time or has the time to read them? Who likes being told how to teach? This interactive presentation offers a list to guide instructors on best practices for online teaching. Prizes will be given for participation!



8e

Minervas'
Boardroom

Advancing Active Learning Through Student Topic Introductions

9:00 a.m. - 9:40 a.m.

Gary Gagnon – Marketing & Hospitality, Central Michigan University

Lori Gagnon – Nursing, Delta College

Many of our students are enrolled in 4 or 5 courses and plod along from class to class throughout their day seemingly propelled merely by academic inertia. Once they have landed in your classroom how do you stimulate their interest and get them started and involved in the day's topic? The answer is simple: Have the students do it. This presentation will outline the active learning technique of "The Topic Introduction," an assignment for empowering your students with the task of stimulating their classmates' interest and getting them started in the topic of the day.

8f

Crystal

Creating Information Literacy Programs with Librarians

9:00 a.m. - 9:40 a.m.

Kari Mofford – Alumni Library, Wentworth Institute of Technology

Marilyn Steinberg – Health Sciences Library, Massachusetts College of Pharmacy and Health Sciences

Accreditation agencies are often requiring that information literacy skills be included into courses and programs. What are information literacy skills and why are they so important? Your librarians can help you answer these questions and get a great IL program started. We will talk to you about how we have collaborated with departments on our campuses to incorporate information literacy programs and give you ideas of how to work with your own librarians.

8g

Top of the
Park

Working with Students as Colleagues

9:00 a.m. - 9:40 a.m.

Ryan Fewins – Training and Technical Assistance, Michigan Campus Compact

Students are actively looking to partner with faculty to take the reins of their own learning. Using Dr. Ed Zlotkowski's latest publication, *Students as Colleagues*, we will discuss opportunities for students to develop their leadership skills by working with faculty on pedagogy and concepts. Join us in infusing your classroom with student voice and energy while meeting your learning outcomes.

8h

Executive
Boardroom

Pimp My Blackboard: Lessons in "Tricking Out" Your Online Classroom

* 9:20 a.m. - 9:40 a.m.

Deborah Moscardelli – Marketing and Hospitality Services Administration, Central Michigan University

Concha Neeley – Marketing and Hospitality Services Administration, Central Michigan University

This presentation will demonstrate the tricks and tools for making your blackboard classroom state of the art! Your online classroom site will be the talk of students on campus! Lookout MTV!

10:00 a.m. – 11:00 a.m. • Concurrent Sessions

9a
Torch**Portrait of the Student as a Young Wolf: Motivating Undergraduates**

10:00 a.m. – 11:00 a.m.

Darby Lewes – English, Lycoming College**Gwynedd T. Dog** – Associate Director of Canine Studies, Lycoming College

Using a highly trained Service Dog, Darby Lewes shows how a lifetime of living with, breeding, showing, and training several breeds of dogs has influenced her career as an educator. This highly irreverent, interactive, and frequently unpredictable session is designed to help any teacher looking to develop students' enthusiasm, abilities, and confidence, and as an aid for anyone who is responsible for groups and teams.

9c
Courtyard I**Tips and Techniques in Building an Effective Hybrid Learning Environment**

10:00 a.m. – 11:00 a.m.

Sheri Beattie – Effective Teaching and Learning, Baker College

Most instructors have mastered either the online environment or the on-ground environment, but the hybrid environment, where seat time is reduced and replaced with a portion of class time online can be difficult to master for many reasons. This workshop will engage participants in discussing why this problem exists as well as provide methods for creating an effective hybrid classroom.

9d
Courtyard II**Designing Process Objectives for Transformative Learning**

10:00 a.m. - 11:00 a.m.

Charles Kingsbury – Centre for Excellence in Teaching and Learning, Daystar University

In addition to traditional product objectives, we must create process objectives. What are the experiences, encounters, awakenings, and transformations that we want to facilitate (or at least create conducive opportunities for) in the lives of our students in any given course? In this session, descriptions and examples of transformative process objectives, and approaches to their evaluation, will be introduced. Participants will develop both such objectives and evaluation plans for a course they teach.

9e
Minervas'
Boardroom**Overcoming Apathy in the Classroom: Successful Strategies Drawn from the Psychology of Learning**

10:00 a.m. – 11:00 p.m.

Todd Zakrajsek – Faculty Center for Innovative Teaching, Central Michigan University

What can instructors do to facilitate learning when they encounter students who seem uninterested and even apathetic toward course content and assignments? Part of the responsibility for learning belongs to students, but as faculty, we can find new ways to motivate, inspire, and maybe even cajole students to learn. Come learn how instructors can make classroom learning, perhaps one of the most artificial learning settings, a more meaningful experience for students.



9f

Crystal

Beginner's Guide to Online Teaching

10:00 a.m. - 11:00 a.m.

- Mingsheng Dai** – Center for Instructional Design, Central Michigan University
Susan Schiller – English Language and Literature, Central Michigan University
Susan Switzer – Business Information System, Central Michigan University
Kyunghee Han – Psychology, Central Michigan University
Ivy Goduka – Human Environment Studies, Central Michigan University
Donald Case – Off-Campus Programs, Central Michigan University
Keith Tatarelli – Off-Campus Programs, Central Michigan University

Online teaching and learning have been around for a number of years but to some, it is just a beginning. A group of first-time online faculty from the Central Michigan University will share their experiences, tips, pitfalls, and lessons learned from a variety of disciplines (English, Accounting, Psychology, Diversity, and Business Information System). If you are thinking of becoming an online instructor, this session is for you!

9g

Top of the
Park

Learning for the Ages: Understanding the Adult Learner in 21st Century Higher Education

10:00 a.m. - 11:00 a.m.

- Shelly Boardman** – Off-Campus Programs, Central Michigan University
Jennifer Cochran – Off-Campus Programs, Central Michigan University

This interactive session will focus on developing a clearer understanding of what it means to work with adult learners in higher education today. We will engage participants in an examination of misassumptions that are often made about adult students. We will also discuss characteristics of non-traditional formats of teaching and how best to create a productive learning environment that meets the needs of those students. Finally, we will offer useful tips and participants will be provided with resources for effectively facilitating instruction for adult learners in non-traditional formats, including how best to utilize group work.

9h

Executive
Boardroom

Enhancing Student Learning via the Community Education Connection: A Real-Time Approach to Learning

* 10:00 a.m. - 10:20 a.m.

- Cathy Duffy** – Business Administration, Carthage College

More real-life experiences are needed to enhance student learning and transition into the workplace. Based upon the Community Education Connection (CEC) model which promotes a direct active approach to applied knowledge, students participate in accounting related projects for local organizations. In addition to gaining a better understanding of the accounting profession, students also develop invaluable critical thinking and interpersonal skills.

10:00 a.m. - 11:00 a.m. • Concurrent Sessions

9i

Executive
Boardroom**Digital Storytelling: Empowering Prospective Teachers' Voices as Future Educators**

* 10:30 a.m. - 10:50 a.m.

Barbara LaBeau – College of Education, Grand Valley State University

Prospective teachers, for many reasons, have produced portfolios in various forms. Traditionally, portfolios reflected reactions to prescribed standards instituted by outside agencies. This prescribed content does little to allow a district selection committee to gain a picture of the uniqueness, character, and qualities of a teacher candidate. Hidden among the clutter of a paper portfolio or the slickness of an electronic portfolio, the candidates may all become common ground. Our study uses a narrative inquiry methodology to investigate the processes that participants employed to complete a digital story of their preparation, philosophy, and self-efficacy of becoming a teacher. Using imagery and their own voice, participants tell their story of their commitment to teaching, compiling the media with a common movie production application.

11:20 a.m. - 12:00 p.m. • Concurrent Sessions

10a

Torch

Rhyming With Orange: Developing Your Creative Potential

11:20 a.m. – 12:00 p.m.

Don Perini – Bible, Religion, and Ministry, Cornerstone University

At some point, everyone says to themselves, "I'm not a creative person." In reality, anyone, yes... even you, can become creative. This creative session is designed to help you develop your creative potential in ways that will reinvent your teaching... guaranteed.

10b

Leelanau

Using Collaboration, Technology, and Small Groups to Engage and Motivate All Learners

11:20 a.m. – 12:00 p.m.

Janice Huffman – Teacher Education & Professional Development, Central Michigan University**Ruth Volz** – Teacher Education & Professional Development, Central Michigan University**Don Volz** – Teacher Education & Professional Development, Central Michigan University**Xiaotian Li** – Teacher Education & Professional Development, Central Michigan University

This session demonstrates active learning with a variety of student-based activities promoting student engagement and motivating all learners—from a first semester freshman to a nontraditional adult—to reflect, respond, and construct new learning. Activities include icebreakers, integration of Turning Point technology within a guest speaker lesson, Rally Table web-search, Blackboard Discussion Board, and a synthesis paper. If you are seeking collaboration among students and teachers, leading to professional learning community, this session is for you.



10c

Courtyard I

The Information-Seeking Behavior of Today's College Students

11:20 a.m. – 12:00 p.m.

Doug Way – University Libraries, Grand Valley State University

Today's college students have grown up with the internet; they are tech-savvy and experienced at navigating the web. This leads many to assume students have the skills to perform research in today's increasingly online world. This session will examine how and where college students search for information and how this behavior impacts their research. It will also consider how faculty can assist students and influence student behavior.

10d

Courtyard II

A Free and Easy Way to Create Digital Stories

11:20 a.m. – 12:00 p.m.

Russ Barneveld – College of Education, Grand Valley State University

Barbara LaBeau – College of Education, Grand Valley State University

Digital Storytelling is a cross-curricular activity that can be integrated into all subject areas. Participants will learn how to plan a digital story and how to use "Photo Story 3" to produce stories that include photos, transitions, narrations, and background music. The completed stories can then be saved in a variety of formats. Photo Story 3 is a free download from Microsoft and is very easy to learn.

10e

Minervas'
Boardroom

A New Design for Adult Learning: A Cognate in College Teaching

11:20 a.m. – 12:00 p.m.

Christine Abbott – Professional Development, Oakland University

Michael MacDonald – Teacher Development & Educational Studies, Oakland University

The interactive presentation will provide an overview of this newly developed Cognate in College Teaching which focuses on the theory and practice of adult learning and development and creating significant learning experiences for students in cutting-edge course design. Another major component of the cognate is field and internship experiences in multiple college settings. The "big idea" of this new approach to adult learning is thinking less about providing instruction and more about producing learning. The goal is to produce significant learning experiences for adult learners at the college level.

10f

Crystal

Service Learning Program: Different Models and Assessment

11:20 a.m. – 12:00 p.m.

Fayyaz Hussain – Center for Integrative Studies, Michigan State University
& Off-Campus Programs, Central Michigan University

Karen Casey – Service Learning Program, Michigan State University

Jessica Hanold – Center for Integrative Studies, Michigan State University

We will present a variety of models that are used in our very large Service Learning Program at Michigan State University. In addition, empirical data on the assessment of our SLP will be presented.

11:20 a.m. - 12:00 p.m. • Concurrent Sessions

10g
Top of the
Park

Controlled Chaos: Problem-Based Learning and the Resistant Student

11:20 a.m. – 12:00 p.m.

Hans Kellogg – Technology, Ball State University**Cheryl Henderson** – Indiana Academy for Math Science and Humanities, Ball State University

Rewards abound when faculty introduce problem-based instruction into the classroom. However, students comfortable with traditional methods can become frustrated. Students often hide in the comfort and anonymity of the teacher-centered classroom. Faculty unprepared for these reactions can easily become discouraged. Attendees of this presentation will use problem-based instruction to explore, develop, and access this style of learning. Each will prepare their own “tool kit” for a smooth implementation of problem-based instruction.

10h
Executive
Boardroom

Beyond the Bad Lecture: Storytelling as a Teaching Method

* 11:10 a.m. - 11:40 a.m.

Erik Benson – History, Cornerstone University

We have heard it often at Lilly conferences: lecturing is not good teaching. (Hollywood has echoed this: see Ben Stein in “Ferris Bueller’s Day Off.”) Yet many of us use the “transmission” approach to teaching. Are we doomed to bore our students? No. Using a “storytelling” approach in the classroom can engage students in an active learning experience. While storytelling is a “transmission” approach to teaching, it is not mere lecturing; it requires more.

10i
Executive
Boardroom

Synchronous Learning – The Good, the Bad and the Ugly

* 11:40 a.m. - 12:00 p.m.

Wendy Hardman – Off-Campus Programs, Central Michigan University**David Lloyd** – Off-Campus Programs, Central Michigan University

This presentation addresses challenges and opportunities in using Wimba, a real-time virtual classroom environment, for synchronous learning in your class. We will examine the preparation, resources and processes used to create and deliver effective synchronous or real-time learning. You will participate in a live demonstration of activities that will orient the learners to a synchronous environment.

12:00 p.m. - 12:45 p.m.

🕒 LUNCH 🕒
Ballroom

12:00 p.m. - 12:45 p.m.

🕒 TOPIC LUNCH 🕒

Technology for Better Teaching and Learning - Steve Gilbert, TLT Group
Top of the Park • Seating is Limited



Plenary Session • 12:50 p.m. – 2:10 p.m.

11p
Ballroom

Students as Weavers of Society

12:50 p.m. - 2:10 p.m.

Donna Duffy – Social Science, Middlesex Community College

The warp (lengthwise threads) and woof (threads that run across) in a weaving create the essential foundation for a fabric. Disciplinary knowledge and community engagement can form the warp and woof of the fabric of society. How can we help student weavers to make their own unique contribution in creating a more durable cloth?

Concurrent Sessions • 2:30 p.m. – 4:00 p.m.

12a
Torch

P = f(A x M x O): Are We a Factor in Our Students' Performance?

2:30 p.m. – 4:00 p.m.

Spence Tower – Management, Ferris State University

During our short time together, we will clarify the $P = f(A \times M \times O)$ equation (performance is a multiplicative function of . . .). Past research, related to the equation, will then be highlighted to shed light on our frustrations with students' low performance. We will end with open discussion and activities to let all of us walk away with several specific and immediately usable teaching practices which can boost our students' performance.

12b
Leelanau

Linking Classroom Assessment Techniques (CATs) to the Research on How People Learn

2:30 p.m. – 4:00 p.m.

Barbara Millis – Excellence in Teaching Program, University of Nevada at Reno

Both scientists and teachers have been increasingly aware of the research related to the biological basis of learning and its impact on teaching and learning in higher education. Using the three key principles that focus Bransford, Brown, and Cocking's *How People Learn*, this workshop will discuss the teaching and learning implications behind the research and then model some specific practices. The presenter will also model innovative approaches to teaching including humor, repetition without "rote," and the power of "story." In this highly interactive workshop, participants will experience over half-a-dozen activities useful for classroom assessment techniques, including some not yet published. There will be an emphasis on reflection, particularly as it relates to the value of encouraging student metacognition - "thinking about thinking." Participants will become familiar with six specific classroom assessment techniques, frame these techniques within the context of Bransford, et al's three key learning principles (prior knowledge, concept-based foundational knowledge, and metacognition), and reflect on their own approaches to teaching and learning.

2:30 p.m. – 4:00 p.m. • Concurrent Sessions

12c

Courtyard I

Online Course Delivery - Best Practice Sharing, The Rest of the Story

2:30 p.m. – 4:00 p.m.

Richard Cassle – Off-Campus Programs, Central Michigan University

This will be a continuation of last year's interactive session, with presenter and participants continuing to share their online course delivery best practices. Topic areas will include Synchronous Communication, Asynchronous Communication, Online Testing, Team Building and other subjects. Both new participants and participants from last year's session will all benefit from this sharing session.

12d

Courtyard II

Is Facebook the ePortfolio We've All Been Looking for or Simply a Distraction?

2:30 p.m. – 4:00 p.m.

Steve Gilbert – Online Institute, Teaching, Learning, and Technology Group

Are there constructive academic uses of Facebook? Recent reports indicate that the Facebook population nearly doubled in the past year. The Facebook demographic has typically been skewed toward 18 -24 year olds, but the site has seen increased visitation by all age groups. Will you be next? And why? In this session, we'll identify the uses and abuses by students. We'll then try to suspend criticism of the tool in order to explore positive uses - by both students and faculty. Featured guests will join this session online.

12e

Minervas'
Boardroom**Your Service Learning Journey: Avoiding the Potholes and Dead Ends**

2:30 p.m. – 4:00 p.m.

Nicholas Holton – Service Learning, Kirtland Community College

Awesome service learning projects usually don't happen by accident. Unforeseen circumstances can cause even the best projects to come undone. Come to this dynamic session ready to share your greatest obstacles and your best solutions to providing quality sustainable service learning programs.

12f

Ballroom

Walk the Labyrinth

* 3:00 p.m. – 4:00 p.m.

The labyrinth is an ancient mediation tool used to encourage reflective thought, enhance problem solving, foster creativity and aid relaxation. Its path is viewed as a metaphor for one's journey in life. You have the opportunity to walk the labyrinth and reflect on what you have learned about yourself and your teaching at the conference this year.



12g

Top of the
Park

Still Playing the Game: Assessing Student-Created Games for Critical Thinking and Reading Skills

2:30 p.m. – 4:00 p.m.

Helen Woodman – Developmental Programs and Curriculum / Reading, Ferris State University

Paul Kammerdiner – Library and Instructional Services / Special Collections, Ferris State University

Joan Totten – Developmental Programs and Curriculum, Ferris State University

A follow-up to last year's session, "Playing the Game," this session focuses on the assessment component of student-created games assignments, which work as active learning/teaching techniques. Based on sound pedagogy, games foster higher-level critical thinking skills, creativity, metacognition, and content mastery. This session will present a variety of rubrics, which address complexity, appropriateness, critical thinking, quality, and creativity. A bibliography and a CD of model games will be provided to session participants.

12h

Executive
Boardroom

E-Plagiarism: An Assessment Issue for the 21st Century

* 2:30 p.m. – 2:50 p.m.

Carole Richardson – Academic Affairs, Central Michigan University

In the process of co-teaching an online information technology management course of 54 students, it became essential for the author to devise a plan for identifying and handling student plagiarism. Students with sophisticated IT backgrounds are sometimes among the most skilled at devising "short-cut" methods for producing required coursework. Through trial and error, using online collaboration tools for planning and implementation, the authors developed strategies that may prove useful to others teaching online and hybrid courses.

12i

Executive
Boardroom

Transforming College Algebra: Applications + Technology + x = Engagement?

* 3:00 p.m. – 3:20 p.m.

Joy Becker – Mathematics, Statistics, and Computer Science, University of Wisconsin-Stout

Laura Schmidt – Mathematics, Statistics, and Computer Science, University of Wisconsin-Stout

Students often ask "Where am I going to use this?" To address this question, we investigated learning in college algebra courses, both in a traditional classroom and an online environment. For example, students completed projects related to their majors, reflected on their learning through surveys, and participated in online group discussions. In this session, participants will explore activities found to be most engaging. Tips to generalize the results to any course will also be shared.

2:30 p.m. – 4:00 p.m. • Concurrent Sessions

12j

Executive
Boardroom**Learning Styles of Introductory Biology Students**

* 3:30 p.m. - 3:50 p.m.

Claudia Douglass – Biology, Central Michigan University**Traci Stough** – Biology, Central Michigan University

The purpose of this presentation is to become better informed of the variety of learning styles preferred by community college and university Biology students. Introductory Biology students from Central Michigan University and Mid Michigan Community College were assessed with Kolb and VARK learning style inventories. Those who attend will have opportunity to explore ideas in incorporating learning preferences into teaching techniques in the classroom as well as explore the learning style assessments themselves.

12k

Executive
Boardroom**Bodies in Motion: Using the Brain and the Body to Encourage Active Learning**

* 4:10 p.m. - 4:30 p.m.

Stacey Ayotte – English and Foreign Languages, University of Montevallo

My classes have been compared to actual physical workouts because students are expected to move from one activity to the next quickly and successfully. They are often out of their seats, seeking information, and reporting back to the class in an allotted time frame. This class structure promotes active learning through increased participation and interaction. During this workshop, I will present several games and activities that require students' active participation and that promote active learning.

4:20 p.m. – 5:00 p.m. • Concurrent Sessions

13a

Torch

New Tools for Content Creation and Distribution Using iTunes U

4:20 p.m. – 5:00 p.m.

Dan Bracken – Faculty Center for Innovative Teaching, Central Michigan University

Several new tools have recently become available for capturing multimedia presentation content. This session will provide an overview of several of these tools. It will also offer an overview of Central Michigan University's implementation of iTunes U and Podcasting.

13b

Leelanau

Thinking Maps as Tools to Enhance Teaching and Learning

4:20 p.m. – 5:00 p.m.

Raymond Francis – Teacher Education & Professional Development, Central Michigan University**Elizabeth Knepper-Muller** – Teacher Education & Professional Development, Central Michigan University

Participants will be involved in the development of several concept maps representing their own knowledge base and perspective. These concept maps will serve as the basis for discussions about the use of concept maps in both qualitative and quantitative data collection, effective teaching strategies, peer mentoring, and professional growth. Much of the session will consist of the interaction of the presenter and participants engaging with the topic.



13c

Courtyard I

Internet-Based Media to Enhance Instruction

4:20 p.m. – 5:00 p.m.

Mike Ennis – College of Education, Ferris State University

Amy Kavanaugh – College of Education, Ferris State University

Kathleen Woehrle – Social Work, University of Michigan-Flint

YouTube, Google Video, United Streaming, Video Field Trips, and other technologies are emerging as exciting new methods to enhance instruction and create a connection to the world outside of the classroom. This presentation will provide an overview of the new technology including locating the media, instructional recommendations, and sharing experiences using the media in the college classroom.

13d

Courtyard II

Glue Sticks and Images: Engaging Students Through Identity Activities

4:20 p.m. – 5:00 p.m.

Lori Rogers – English, Central Michigan University

Christina Montgomery – English, Central Michigan University

Education should concern the “opening of new identities” (Wenger, 1999). We explore identity as it relates to student engagement. Participants will create an identity collage that represents their particular discipline. Discussion will address the ways our identities are shaped by discipline values. Participants will not only gain a different perspective on their discipline but also leave with an active learning assignment that they can take back to their classrooms.

13e

Minervas’
Boardroom

Embedding Service Learning in PETE Programs

4:20 p.m. – 5:00 p.m.

Betsy McKinley – Physical Education, Slippery Rock University

Randy Nichols – Physical Education, Slippery Rock University

MaryBeth Miller – Physical Education, Slippery Rock University

The value of volunteerism in U.S. society has been long recognized. “Volunteerism” becomes service learning when conceptual links are made between course content, service and reflection. Many are beginning to realize the importance of incorporating a service learning requirement into their teacher preparation program. This presentation will focus on the Slippery Rock University PETE Program service learning commitment. Four courses from freshman level classes through student teaching will be highlighted.

13f

Executive
Boardroom

Learning about Adult Learners – Approaches to Classroom Management

* 4:40 p.m. – 5:00 p.m.

Richard Hayes – Off-Campus Programs, Central Michigan University

This session will investigate experiences teaching adult learners in non-traditional formats. Participants will hear about methods employed to learn students’ names quickly, pacing an eight hour session, types of assignments, evaluation criteria, and other methods to personalize a course for students. Participants in the session will be asked to share their experiences to make the gathering an interactive encounter.

5:00 p.m. - 6:30 p.m.

● RECEPTION ●

Ballroom • Concurrent with Poster Sessions

5:00 p.m. – 6:30 p.m. • Poster Session • Prize Drawings (see page 7 for details)

14a
Ballroom***Problematic Plagiarism: An Ethical Quandary***

5:00 p.m. – 6:30 p.m.

Linda Masselink – University Libraries, Grand Valley State University**Anne Merkle** – University Libraries, Grand Valley State University

Plagiarism is an increasing problem throughout academe. The focus is to examine and share our current findings of our survey of GVSU students about attitudes on plagiarism based on Robert Harris “personal opinion scale.”(2001) At GVSU some faculty criticized the use of Turnitin.com as a tool to detect plagiarism, citing student rights. Is plagiarism a victimless crime? What is the library’s role in academic integrity? What is the faculty’s role? How has technology impacted plagiarism?

14b
Ballroom***It’s Not What You Say, It’s That You Say It!: No Difference Between Teacher Messages***

5:00 p.m. – 6:30 p.m.

Marcia Dixon – Communication, Indiana-Purdue University Fort Wayne

Over four semesters, I responded to 92 online discussion groups in four distinct ways: simple confirmation and/or correction (CC), CC with immediacy messages, and CC with reflective questions, and, inadvertently, CC with immediacy and reflective questions. Grades of the groups’ final answers were compared across categories. Two important findings emerged: 1) it is very difficult to create “pure” messages and 2) the type of message makes no difference. The significance of this “nonfinding” is explored.

14c
Ballroom***Building Online Courses***

5:00 p.m. – 6:30 p.m.

Marija Franetovic – School of Business Administration, Wayne State University

You discover you are teaching an online course on top of your already busy schedule. What next? Online course design and development models aren’t readily accessible. In fact, sometimes online teaching is seen as a mere media delivery choice. Successful Faculty and Instructional Technology Designer interaction and Online Course Building Blocks implementation enable creation of model online courses. Due to their different online teaching & learning strategies, online course evaluation criteria will also be explored.



14d

Ballroom

Broadening Participation in Computing at Wayne State University

5:00 p.m. – 6:30 p.m.

Monica Brockmeyer – Computer Science, Wayne State University

To address the severe under-representation of minorities, women, and first-generation college students in the computing and information technology, we have formed an alliance between the Department of Computer Science at Wayne State University and Focus: HOPE in Detroit, Michigan which is designed to guide and support disadvantaged students at critical junctures from a GED through the completion of a post-secondary degree. The program begins with multiple proven bridge and support activities provided by Focus: HOPE including a remedial mathematics and English composition program; a pre-college introduction to programming experience, industry-certified training programs in network administration, network installation, and desktop and server administration; professional development workshops; a student loan program; a community food bank; and an on-site child-care program. The second phase of the IMSE program combines a Bachelor of Arts in Information Systems and Technology offered by WSU with a coordinated support program. The coordinated support plan at WSU includes tutoring and mentoring programs, culturally sensitive advising, emerging scholars sections of introductory programming courses, social networking, and participation in industry internships and academic research.

14e

Ballroom

International Student Teaching and Service-Learning: Preparing Teachers for Multicultural and Global Education

5:00 p.m. – 6:30 p.m.

Barbara Senesac – Teacher Education and Professional Development, Central Michigan University

Pre-service teachers participating in an international student teaching experience in Enfield, an ethnically diverse borough of London, develop academic service-learning projects with their kindergarten-ninth grade classrooms. This poster will highlight the variety of service-learning projects with pre-service teachers' reflections suggesting increased responsibility to promote children's cross-cultural awareness and civic responsibility within highly diverse communities through service-learning.

14f

Ballroom

An International Partnership with Local Schools

5:00 p.m. – 6:30 p.m.

Judy Youngquist – English Language Program, Saginaw Valley State University

Jacque Osborn – English Language Program, Saginaw Valley State University

A partnership between an intensive English program and local schools has brought an expansion of curriculum and leadership skills to both participating international students and area students. International students visit local schools where websites and newsletters are created and shared. Students also give presentations about their cultures. The program culminates with an international fair at the university, which is organized by the students.

5:00 p.m. – 6:30 p.m. • Poster Session

14g
Ballroom

Interactive Teaching in the Large Classroom: Techniques for Use and Impact of an Audience Response System

5:00 p.m. – 6:30 p.m.

Gregory Wellman – Pharmaceutical Sciences, Ferris State University

Active engagement in the large classroom setting can be limited by the number of students or the layout of auditorium seating. This session will illustrate the use of an audience response system and different techniques the instructor can use to engage students including: teaser, Socratic or assessment questions. In addition, the use of large class synchronous simulations to deliver student-directed session will be illustrated. Results of a study of impact on learning will be presented.

14h
Ballroom

An Active Learning Model Engaging Students in Technology

5:00 p.m. – 6:30 p.m.

Jay Hettiarachchy – Computer Information Systems, Ferris State University

Richard Hewer – Computer Information Systems, Ferris State University

The model combines pedagogical teaching with an online learning environment thereby stimulating the learners to engage in a flexible learning process monitored by Web-CT and Prentice Hall Train and Assess IT (PHIT) testing software. This model was developed over a period of four years as a response to the rapidly changing technology challenges in our classrooms, to provide a PC competency course that meets the needs of Ferris State University students in a variety of disciplines. The paper provides analysis of the data gathered on a regular basis.

14i
Ballroom

Celebrations in Team Formation

5:00 p.m. – 6:30 p.m.

Judy Jacobs – Human Resource Development, Oakland University

Much of the work that is done in our undergraduate Human Resource Development courses is accomplished through teams. These teams show promise for bringing course content and principles into view so that students can have “real time” opportunities to experience what they are being taught. Classroom teams, however, are not without their potential shortcomings. To counter these shortcomings, we have created a team learning system that includes critical analysis of team member efforts and planned team celebration activities.

14j
Ballroom

Survey of Student Attitudes on Personal Response Systems

5:00 p.m. – 6:30 p.m.

Nadene Keene – Humanities, Indiana University - Kokomo

I have collected data on student attitudes about the use of personal response systems (“clickers”) for several semesters. I will share the questionnaire and results to date.



14k

Ballroom

Enhancing Learning Through Technology

5:00 p.m. – 6:30 p.m.

Henry Borne – Sociology, Holy Cross College

Using Apple's Keynote presentation software, I have developed several presentations for introductory sociology courses that seem to engage students in the content of the course. Attendance is excellent and class discussions are energized through the integration of this presentation technology into the class. Students appear to ask more questions about the content being covered and apply techniques used in class as part of their own group and individual presentations that are required in other courses and in degree programs throughout the college.

14l

Ballroom

Dental Hygiene Service Learning in Guyana

5:00 p.m. – 6:30 p.m.

Sandra Burns – Dental Hygiene, Ferris State University

Ferris State University Dental Hygiene program and a local community group partnered to provide dental care to the people of rural Guyana. Senior Dental Hygiene students took part in a dental mission trip to Guyana, South America, over spring break. The trip was coordinated with a faith-based group out of Hastings, Michigan. This service learning project was extremely valuable for the students and the people of Guyana. This poster presentation will share the process of connecting to a community group, preparation and lessons learned from the experience.

14m

Ballroom

Social Presence in a Hybrid Class

5:00 p.m. – 6:30 p.m.

Sarah Ginsberg – Special Education, Eastern Michigan University

Social presence is "the measure of the feeling of community that a learner experiences in an online environment" (Gunawardena, 1995; Short, Williams & Christie, 1976) and is positively correlated with learner satisfaction in distance learning (Allen, Bourhis, Burrell & Mabry, 2002). This poster will present the results of a study conducted in an undergraduate course examining student perceptions of social presence in a hybrid electronic class.

14n

Ballroom

Collaborative Learning in a Hybrid Class

5:00 p.m. – 6:30 p.m.

Sarah Ginsberg – Special Education, Eastern Michigan University

Collaborative learning is a popular and effective teaching method in the traditional classroom (Barkley, Cross & Major, 2005). It is also widely known that the creation of learning communities in distance learning environments increases learner satisfaction (Gunawardena & Zittle, 1997; Rovai, 2002). This poster will describe a course design that attempted to increase collaborative learning in the online portion of a hybrid graduate class. Data indicating student satisfaction and reactions will be included and discussed.

5:00 p.m. – 6:30 p.m. • Poster Session

14o
Ballroom**Teaching Innovations in Managerial Accounting**

5:00 p.m. – 6:30 p.m.

Richard Heffelfinger – Off-Campus Programs, Central Michigan University

Many adult students in a Master's program have never taken a class in either Financial or Managerial Accounting, while other students in the same class may have had one, two, or sometimes more classes in these areas while obtaining their undergraduate degree. I would like to present and discuss with other participants in the Lilly Conference the challenges faced by instructors and students and exchange ideas in improving course content and techniques so that students are not overwhelmed by the subject matter and will feel this class was a worthwhile educational experience.

14p
Ballroom**Enhancing Student Learning via the Community Education Connection: A Real-Time Approach to Learning**

5:00 p.m. – 6:30 p.m.

Cathy Duffy – Business Administration, Carthage College

More real-life experiences are needed to enhance student learning and transition into the workplace. Based upon the Community Education Connection (CEC) model which promotes a direct active approach to applied knowledge, students participate in accounting related projects for local organizations. In addition to gaining a better understanding of the accounting profession, students also develop invaluable critical thinking and interpersonal skills.

14q
Ballroom**Information Literacy for SMET Students: A Collaborative Approach**

5:00 p.m. – 6:30 p.m.

Paula Storm – Library, Eastern Michigan University

College librarians know that many SMET students enter college unable to adequately function in an academic library. One shot library instruction sessions are not adequate to educate students in the complexities of information seeking and evaluation. Students are better served by incorporating information literacy into the SMET curriculum.

14r
Ballroom**Application of Information Literacy: Advance Searches for Digital Images**

5:00 p.m. – 6:30 p.m.

Diane Frey – Family & Consumer Sciences, Bowling Green State University

Finding relevant digital images to create presentation boards is challenging, requiring advanced search skills. This paper reports an effective technique to guide students in locating images of desired quality and content from internet databases. Applying standards developed by the Association of College and Research Libraries (ACRL) Standards Committee on Information Literacy, students learn to access images effectively and efficiently, using the advanced search options, including Boolean operators and search engine math.



14s

Ballroom

A Project-Oriented Approach to Object-Oriented Design

5:00 p.m. – 6:30 p.m.

Andrew Poe – Mathematics and Computer Science, Northern Michigan University

Most Computer Science programs teach Object-Oriented Design in a highly abstract or theoretical manner, or else touch upon it lightly in a broader discussion of Software Engineering. The approach I am presenting is a practical project-oriented approach where students develop OOD skills not by learning concepts on the blackboard, but by developing the skill through the practical development of appropriate software.

14t

Ballroom

Computers in the Classroom

5:00 p.m. – 6:30 p.m.

Edward Lazaros – Technology, Ball State University

Thomas Spotts – Technology, Ball State University

The poster will present current data related to computer usage in schools and review how schools spend large sums of money to put computers into classrooms and laboratories. The poster will cite literature references that suggest instances where computers actually distract from the learning process in schools. Information related to why computers in schools are not always being used to support learning will be shared.

14u

Ballroom

Effect of Technology on Classrooms and Students

5:00 p.m. – 6:30 p.m.

Ashraf Farahat – Physics, Oakland University

The integration of instructional technology into the university classrooms has become significant resource for education. Technology in the classroom promotes an increase in writing skills; better understanding of math, the ability to teach others besides improving students thinking skills. In this presentation I will introduce some techniques for planning lessons that use technology. I will also discuss the advantages of online learning and using online programs.

14v

Ballroom

Assessing Program Outcomes Through Student Internships

5:00 p.m. – 6:30 p.m.

Jennifer Anderson-Meger – Sociology, Social Work, and Criminal Justice, Viterbo University

Social work students complete a semester long field experience in a social service agency. The evaluation of this experience provides feedback for student learning and growth while providing assessment data towards evaluating program objectives. The process used to evaluate student learning in the field, a copy of the student learning evaluation tool, and the assessment process used will be shared.

5:00 p.m. – 6:30 p.m. • Poster Session

14W
Ballroom**Increasing Knowledge and Empathy of Family Issues Using Cooperative Learning Groups**

5:00 p.m. – 6:30 p.m.

Debra Daehn Zellmer – Sociology, Social Work, and Criminal Justice, Viterbo University

This poster discusses the use of Cooperative Learning Groups of 3-5 social work students that met over 7-weeks. A common social challenge that might lead a family to seek the assistance of a social worker was assigned. Four collaborative assignments were created that led students to develop knowledge related to the family challenge, understand the impact of this challenge on family dynamics and development, empathize with each family member and investigate appropriate evidence based interventions.

14X
Ballroom**The Ferris State University Political Engagement Project**

5:00 p.m. – 6:30 p.m.

Richard Griffin – Social Sciences, Ferris State University

Ferris State University is one of eight institutions in the United States selected to participate in Phase II of the Political Engagement Project sponsored jointly by the American Association of State Colleges and Universities, the Carnegie Foundation for the Advancement of Teaching and The New York Times. The PEP initiative aims at the development of pedagogy and research focused upon increasing political awareness and involvement among undergraduate students on a campus-wide basis.

14y
Ballroom**Four Corners: Enhanced Group Work**

5:00 p.m. – 6:30 p.m.

Connie Fossen – Social Work, Viterbo University

A poster presentation of the use of the active learning strategy, Four Corners in small group work in a sophomore level social work course. Formative and summative evaluation of the Four Corners method demonstrated application of course concepts to case studies, focused group work, and new small group role and skill development for students.

14z
Ballroom**On Canadian SoTL: Let Us Count the Ways**

5:00 p.m. – 6:30 p.m.

Steve Andrusiak – Mathematics and Computer Science, University of Windsor

This poster examines SoTL's growth in Canada through initiatives of the Society for Teaching and Learning in Higher Education, a national organization devoted to advocacy for and research on post-secondary pedagogy. It will graphically portray a continuum in SoTL development encompassing oral narratives of pedagogical experience, written accounts of oral narratives, and more formal written accounts of pedagogical research, demonstrating how a national organization provides multiple dissemination opportunities which bridge varied and shifting developmental stages.



Conference Program

Friday, October 5

F

6:00 p.m. - 9:00 p.m.

EXCURSION

"Tips with Teachers Workshop" - Music House Museum

6:30 p.m. - 8:00 p.m.

❶ OPTIONAL DINNER ❶

Top of the Park • Additional Fee

9:00 p.m. - 10:30 p.m.

HOSPITALITY

Presidential Suite: Room 905

7:00 a.m. - 8:30 a.m.

☉ BREAKFAST ☉
Ballroom & Top of the Park

8:00 a.m. - 5:00 p.m.

REGISTRATION
Park Place Lobby

8:30 a.m. – 8:50 a.m. • Round Table Sessions • Prize Drawings (see page 7 for details)

15a

Ballroom

Illustrations, Animations, and Technology in the Classroom: A Discussion of Their Impact on Learning from Childhood to Adulthood

8:30 a.m. – 8:50 a.m.

Debra Frame – Psychology, University of Cincinnati

Research indicates we benefit from different instructional materials, depending on age. While children learn more from computer presentations, including illustrations and animations, young adults do not show learning increases. Aging adults may benefit. This seems confusing, especially considering our student population's increasing age-range. An overview of the presenter's research and classroom experiences regarding the impact of technologies on learning outcomes for a wide age-range (10 – 75 years) will be offered. Participant discussion is encouraged.

15b

Ballroom

Developments in Digital Storytelling

8:30 a.m. – 8:50 a.m.

Barbara LaBeau – College of Education - Foundations and Technology, Grand Valley State University

Russ Barneveld – College of Education, Grand Valley State University

Digital storytelling allows students to become active creators of multimedia, rather than passive consumers. Digital stories, sometimes referred to as electronic personal narratives, present a method in which students build verbal, iconic and technological literacy. Digital stories were used in a 200 level diversity class. Come view their stories and the process used to facilitate the construction of the stories.



15c
Ballroom

Spanish Language Cinema for Adult Learners

8:30 a.m. – 8:50 a.m.

Deborah Themudo – Foreign Language, University of Cincinnati Raymond Walters College

This course is designed as an introduction to Spanish language Cinema. Originally designed for advanced/high intermediate students of Spanish, the course is offered in English for adult learners. By using film and readings in the literatures of Spain and Latin America, the students develop historical, social, and cultural context for each film. Films are viewed in Spanish with English subtitles. The course is organized as a series of film-viewing and discussion sessions based on the films and the reading assignments. Students gain experience researching film background, drawing critical connections to history, society, and culture, and designing units integrating film into language curriculum. And as an added benefit, the combination of sound, image, and language provided by the films engages and stimulates students' senses and cognitive faculties, simultaneously. The activities in this course reflect my belief that language and culture are intertwined and, therefore, any meaningful language learning experience must incorporate both.

15d
Ballroom

Triple Challenge: Learn to BE, to LEARN, and to DO

8:30 a.m. – 8:50 a.m.

Cande Tschetter – Off-Campus Programs, Central Michigan University

Marilyn Harris – Off-Campus Programs, Central Michigan University

Kristi Dean – Off-Campus Programs, Central Michigan University

Decades of business reorganization, downsizing and globalization has created a workforce of individuals seeking new careers. These individuals are in the process of understanding and pre-sensing the future. These individuals are now in our classrooms bringing with them new expectations of the college professor in the learning environment. Explore learning "to BE", "learning to LEARN and facilitate the learning of others," and learning "to DO", including hands-on learning through co-creating unique value between the professor and student in the learning environment.

15e
Ballroom

Online or In Class Discussion: A Comparison of Products and Students' Perceptions of Process

8:30 a.m. – 8:50 a.m.

Marcia Dixson – Communication, Indiana-Purdue Fort Wayne

This session will present the results of two research studies: 1) a focus group discussion with graduate students in a hybrid course (part online and part in the classroom) about their small group discussion experiences and 2) a comparison of the final products from the same assignment in two classes: one using online small group discussions and the other done by small groups in the classroom.

8:30 a.m. – 8:50 a.m. • Round Table Sessions

15f
Ballroom

Creating the Joyful Writer: Introducing Holistic Experiences to the Classroom

8:30 a.m. – 8:50 a.m.

Susan Schiller – English, Central Michigan University

Holistic education integrates the emotional, the physical, the intellectual, the social, the aesthetic, and the spiritual to varying degrees and aims to awaken learners to essential joyful qualities in learning. My new book, "Creating the Joyful Writer: Introducing Holistic Experiences to the Classroom," presents principles, history, and activities for writing. Participants attending this session will hear a brief overview of the field, and experience a classroom activity aimed at creating the joyful writer.

15g
Ballroom

ReQuest: Reciprocal Questioning as a Tool for Stimulating Discussions on Diversity

8:30 a.m. - 8:50 a.m.

Debbie Smith – Middle and Secondary Teacher Education, Saginaw Valley State University

This presentation models "ReQuest: Reciprocal Questioning" and actively involves participants. We will complete the steps for this strategy, using a short reading on diversity so that everyone can see how it works. We will then discuss how it could be applied at different levels and in various content area courses. The main objective for this session is to share a useful tool that models proficient reader research to generate critical thinking during class discussions.

9:00 a.m. – 9:40 a.m. • Concurrent Sessions

16a
Torch

Creating Excitement in the Classroom

* 9:00 a.m. – 11:00 a.m.

Jim Eison – Adult, Career and Higher Education, University of South Florida

Taylor Caldwell, an English novelist, wrote "Learning... should be a joy and full of excitement. It is life's greatest adventure." And one common dictionary definition suggests that to excite "is to arouse (as a strong emotional response) by appropriate stimuli." Two decades of scholarly writing and research reveal that faculty who regularly arouse and engage students "in doing things and thinking about the things that they are doing" enhance interest and maximize learning. This interactive session, therefore, will examine a large compendium of low-risk high impact active learning instructional strategies that will stimulate classroom excitement. This session will explicitly blend the insights and experiences of session participants along with the presenter's own work in this arena. Please come prepared to either share with others, or to learn from colleagues, instructional strategies that make learning exciting.



16b

Leelanau

Strategies that Promote Academic Integrity in Your Everyday Classroom

9:00 a.m. – 9:40 a.m.

Annette Feravich – Psychology and The Office for Teaching and Learning, Wayne State University

The greatest goal of any university is to have students earn a reputable degree. In this highly technical, online world, it is increasingly difficult to ensure students' work is their own, and the degree earned is one of integrity. This session will focus on everyday strategies that reduce opportunities for cheating and plagiarism both in the classroom and online and encourage students to contribute to a process that promotes academic integrity.

16c

Courtyard I

What International Instructors' Perspectives of Classroom Incivility May Show Us

9:00 a.m. – 9:40 a.m.

Kevin Johnston – Teaching Assistant Programs, Michigan State University

Imagine negotiating an uncomfortable or potentially dangerous classroom situation as an international instructor, one whose cultural assumptions about what constitutes "proper" classroom interaction may exacerbate rather than mitigate conflict. What can their experiences tell American graduate instructors and faculty about managing American classrooms? Based on well-known theories of student retention and my recent research on intercultural teaching, this session will investigate approaches for understanding how international interpretations of and abilities to handle conflict reflect or conflict with domestic instructors' conceptions. I intend this session for anyone interested in cross cultural teaching and handling (and avoiding) classroom conflict.

16d

Courtyard II

Seven Elements of Effective Teaching and Learning in Web-Based Education

9:00 a.m. – 9:40 a.m.

Roberta Foust – Institutional Research, Mott Community College

How can faculty and students improve education in a web-based environment? Many campuses are asking this question. The seven principles provide a focus for the answer. The seven principles are the results of research of good teaching and learning practices in college and universities published by Arthur W. Chickering, Stephen C. Ehmann, and Zelda F. Gamson. I present these learning strategies to connect with your students and improve their retention and success. The examples I use in the presentation are those I developed while teaching web-based courses.

9:00 a.m. – 9:40 a.m. • Concurrent Sessions

16e

Minervas'
Boardroom

We Make the Path by Walking: The Power of Culture and Learning from Our Elders

* 9:00 a.m. – 11:00 a.m.

Larry Roberts – College of Rural & Community Development-Health, University of Alaska Fairbanks

Elizabeth Fleagle – College of Rural & Community Development, University of Alaska Fairbanks

Frank Haldane – College of Rural & Community Development, University of Alaska Fairbanks

This session is designed primarily as an experiential opportunity for participants to learn how adult learners can benefit from the teachings and time spent with Alaska Native and American Indian Elders. Reflecting a cultural model for equal access and natural engagement, the session will be formatted in a circle arrangement. In addition, there will be a brief presentation on successful higher education programs that include teaching Elders; and, some necessary steps in setting up similar learning communities.

16f

Crystal

People + Pedagogy + Place = Possibilities

9:00 a.m. – 9:40 a.m.

Jeff Vredevoogd – Education Solutions, Herman Miller

Day-to-day activities leave little time to step back and look at the realities affecting an institution. This session provides a forum in which these realities are considered and their implications on physical space are discussed. A discovery process is available to you and your colleagues to identify critical issues; understand the impact of issues on people, pedagogy and place; discuss implications of issues to your institution.

16g

Ballroom

Walk the Labyrinth

* 9:30 a.m. – 11:00 a.m.

The labyrinth is an ancient mediation tool used to encourage reflective thought, enhance problem solving, foster creativity and aid relaxation. Its path is viewed as a metaphor for one's journey in life. You have the opportunity to walk the labyrinth and reflect on what you have learned about yourself and your teaching at the conference this year.



16h

Executive Boardroom

How to Care About Learners' Interests Rather Than What Ought to Interest Learners

* 9:20 a.m. – 9:40 a.m.

Abalo Adewui – Teacher Education & Professional Development, Central Michigan University

Anyone who has had the experience of teaching adults in nontraditional format knows that time can be a limiting factor for pacing and optimizing teaching and learning. This paper provides practical suggestions and ideas about how to keep adults motivated and interested when they step into the classroom already worn out and dozing under the weight of their job related activities and family responsibilities.

Concurrent Sessions • 10:00 a.m. – 11:00 a.m.

17b

Leelanau

Helping Adults Learn

10:00 a.m. – 11:00 a.m.

Calvin Posner – Off-Campus Programs, Central Michigan University

This workshop will help adult educators build student retention of content, pace their classes to optimize learning, ask the right questions of students and have fun. Expect a high-content, high-involvement, high-energy presentation.

17c

Courtyard I

Between Praise and Criticism: The Power of Positive Language

10:00 a.m. – 11:00 a.m.

MaryAnn Crawford – Writing Center, Central Michigan University

Praise is a good thing—or is it? Positive reinforcement has been an accepted part of active learning for some time, but some now argue that praise can have a negative, if unintended, effect, creating “praise junkies” rather than fostering intrinsic motivation. In this session participants will examine their own and sample instructors’ use of praise and feedback, analyze the motivational properties of these comments, and discuss how we can appropriately use positive language to motivate learning.

10:00 a.m. – 11:00 a.m. • Concurrent Sessions

17d
Courtyard II

Active Learning: The Perspective from Educational Psychology

10:00 a.m. – 11:00 a.m.

Suzanne Swiderski – Educational Foundations, The University of Wisconsin Oshkosh

For the past two decades, “active” approaches to teaching and learning have dominated discussions about pedagogy in higher education. In many of these discussions, however, neither the cognitive rationale for transforming classrooms into active learning environments nor the cognitive strategies useful in enhancing learners’ understanding of disciplinary content is addressed. In this workshop, participants will engage in simulated “experiences” from the field of cognition to understand the theories and research supporting an active learning approach to teaching. Additionally, participants will be guided through a process for incorporating cognitive active learning strategies into the instructional contexts in which they teach.

17f
Crystal

Grants, Exploding Enrollments & Corporate Enthusiasm

10:00 a.m. – 11:00 a.m.

Tom Goulding – Computer Science, Daniel Webster College

We will summarize the results of investigators who have experimented with various methods of improving student performance in nontraditional classroom settings or utilizing nontraditional assessment methods [Chen, 1999]. We will present the author’s research studies involving freshman programming novices who were challenged to create complex software systems even though no examinations were required, no papers submitted and no instructor lectures given. We will present examples of extraordinary student output and the impact on enrollment growth, parent and corporate enthusiasm and opportunities for external funding. We will share results of student surveys that highlight the students’ perception of learning, retention and motivation.

17h
Executive Boardroom

Creating Persona in Online CMS Classes

* 10:10 a.m. – 10:30 a.m.

Walli Andersen – Rhetoric, Communication & Journalism, Oakland University

In my online class, I look for ways to incorporate “the human” to motivate and engage students. In gaming, one has avatars. In course management software (CMS), however, the interface is relatively formal and neutral. The session analyzes a survey of OU faculty’s techniques for and success in creating successful CMS personas and incorporates audience experiences.



17i

Executive Boardroom

On-line Teaching: Two Important Factors One Must Implement

* 10:40 a.m. – 11:00 a.m.

John Doyle – Computing Science & Informatics, Indiana University Southeast

Based on five years of experience, this session will focus on two effective factors we have experienced with respect to on-line teaching: threaded discussions and using Bloom's Taxonomy as a framework for on-line learning. Threaded discussions have provided more positive interactions among students and an increased understanding of concepts. Using Bloom's taxonomy to structure papers helps students to write at "higher" levels, such as synthesis and evaluation, and to more clearly think about their writing. Including both of these concepts in online courses has greatly improved the quality of our courses and improved learning outcomes.

Concurrent Sessions • 11:20 a.m. – 12:00 p.m.

18a

Torch

A Matter of Perception - What Folks in the Real World Are Finding Out About Teaching Millennial Students

11:20 a.m. – 12:00 p.m.

Leslie Wilson – School of Education, University of Wisconsin- Stevens Point

During this session we will briefly explore current popular profiles of Millennial students, and then examine what professors are finding out about these students in actual practice. How are folks coping with the reality of teaching a decidedly different generation of students? Is this group of students really that different from previous generations? In what ways are their differences challenges, or gifts and opportunities?

18b

Leelanau

The Magic of Metacognition

11:20 a.m. – 12:00 p.m.

Tamara Rosier – Faculty Teaching and Learning Center, Grand Valley State University

Metacognition is the knowledge of one's own thinking processes and strategies, and the ability to consciously reflect and act on the knowledge to modify those processes and strategies. In this session, you will learn why metacognition is so critical to learning and how to incorporate specific techniques into your class.

11:20 a.m. – 12:00 p.m. • Concurrent Sessions

18c

Courtyard I

Creating Powerful Learning Environments: Team-Teaching with Student Cohorts

11:20 a.m. – 12:00 p.m.

Deb Pattee - Curriculum and Instruction, University of Wisconsin Eau Claire
Vanissa Murphy - Music and Theatre Arts, University of Wisconsin Eau Claire
Sue McIntyre - Curriculum and Instruction, University of Wisconsin Eau Claire
Mickey Kolis - Curriculum and Instruction, University of Wisconsin Eau Claire

Experience a unique teacher/student community designed to address issues of meaningfulness to students. A group of teacher educators across two colleges designed a teaching/learning environment that provides students an integrated perspective on material usually learned in four separate courses. While creating connections for students, this model has also served as powerful professional development for the faculty instructors.

18d

Courtyard II

Scientific Philosophy and the Moral Purpose of the University

11:20 a.m. – 12:00 p.m.

Noel Boyle - Philosophy, Grand Valley State University

Bruce Wilshire argues that the university has morally collapsed under the ideology of professionalism. No longer does the ideal of a liberating education, which makes possible a life that is both good for others and good in-itself, animate faculty life or student ambition. Analytic philosophy's scientific materialism and endless technical jargon offers more than just an example. In response, I defend an approach to analytic philosophy of mind that is guided by the ideals of liberal education. On this basis, I argue Wilshire fails to understand the cause of the university's moral collapse and the accessibility of the tools needed to restore the university's moral purpose.

18e

Minervas'
Boardroom

Enhancing Active Learning with Emotional Arousal

11:20 a.m. – 12:00 p.m.

Dale Winter - Mathematics, University of Michigan

One approach for helping students to get the most out of active learning is to identify the strengths and abilities that all students possess and adapt instruction accordingly (Ausubel, 1968; Saleeby, 1992). One such ability is the capacity to experience basic emotions such as joy, fear, and surprise (Evans, 2001; Ekman, 1992). In this session I will argue for the importance of harnessing this ability, and help participants learn to do so in their own teaching. My main goals for this interactive session will be: (1) To present evidence to support the idea that basic emotions can enhance the cognitive outcomes of learning, and (2) To demonstrate some of the psychological mechanisms that can be utilized to stimulate emotional arousal in students. First, we will review research on basic emotions, attention and memory. Second, we will present results of our research into the ways in which learning can be enhanced through emotional arousal. Finally, we will examine some concrete teaching strategies that I have used to stimulate emotional arousal in the context of teaching mathematics.



18f
Crystal

Field-Based Practicum and Learner-Centered Inquiring Professionals: Teacher Candidates' Voices of Action Research and Teaching Self-Efficacy

11:20 a.m. – 12:00 p.m.

Kejing Liu – Teacher Education, Shawnee State University

Kathryn Locke – Teacher Education, Shawnee State University

Effective teaching must be research-based as it will enable teacher educators to gain high teaching self-efficacy beliefs. "I've been working with kids for years but it was action research that made me see the kids," commented a teacher candidate. The purpose of this study is to have teacher candidates' voice heard: how an action research helps increase their teaching self-efficacy and make them inquiring professionals with good listening, observing, and cognitive thinking skills.

18g
Top of the Park

Serving Education in Times of Turmoil: Collaborative Learning and Nontraditional Internships

11:20 a.m. – 12:00 p.m.

Diane Kimoto – School of Public and Nonprofit Administration, Grand Valley State University

Jenny Frasco – School of Public and Nonprofit Administration, Grand Valley State University

Lorne Mulder – School of Public and Nonprofit Administration, Grand Valley State University

Higher education is in a state of turmoil. Recent graduates lack the skills necessary to become effective leaders. Innovation and continuous improvement have become increasingly important in education as the landscape of funding and accountability issues changes. In order to respond to the criticisms of preparing students to "cross over" from academics to the real world, an innovative approach to teaching must be incorporated. One such approach is called community based research.

18h
Executive Boardroom

A Distance Learning Educational Program Model: Development, Structure and Delivery

* 11:20 a.m. – 11:40 p.m.

Gideon Labiner – Analytic and Diagnostic Sciences, University of Cincinnati

Charity Accurso – Analytic and Diagnostic Sciences, University of Cincinnati

Linda Graeter – Analytic and Diagnostic Sciences, University of Cincinnati

The Clinical Laboratory Science Program at the University of Cincinnati introduced an AS to BS degree completion distance learning track in June 2004. The track was designed to provide working laboratory professionals the opportunity to earn a bachelor's degree while continuing employment. Courses are designed utilizing educational technologies resulting in student satisfaction and competency. Information regarding the program and course development, including the most effective course model and delivery strategies will be shared.

12:00 p.m. - 12:45 p.m.

● LUNCH ●
Ballroom

12:50 p.m. – 2:10 p.m. • Plenary Session

19p
Ballroom

Minding the Muse: Making Creative Decisions About Teaching

12:50 p.m. – 2:10 p.m.

Jane Halonen - College of Arts and Sciences, University of West Florida

The session explores the various ways in which faculty actively decide how much to let the creative impulse shape what they do – or don't do – in the college classroom. I will talk briefly about my own process, which depends rather heavily on a mostly cooperative "muse," but I will encourage participants to examine their own "creativity quotient" as a teacher. We will explore various choice points (e.g., syllabus design, integrity challenges) where creativity can be effectively deployed in promoting greater risk-taking, student engagement, and faculty renewal.

2:20 p.m. – 3:00 p.m. • Concurrent Sessions

20a
Torch

Extensive and Active Reading: A Blueprint for Achieving Your Teaching Goals in Any Discipline

2:20 p.m. – 3:00 p.m.

Alice Horning – Rhetoric, Communication and Journalism, Oakland University

This interactive workshop will have three parts. First, I will present a quick review of current research findings on undergraduate students' reading abilities, drawing on four studies. Then, I will provide a model assignment for extensive out-of-class required reading, focused on texts from several subject areas. Finally, participants will have the opportunity to create reading guides at three levels of complexity to help students become more efficient, effective readers of all kinds of texts.

20b
Leelanau

Critical Incident Questionnaires (CIQs): A Tool for Engaging Students and Instructors

2:20 p.m. – 3:00 p.m.

Jill Klefstad – Education, University of Wisconsin-Stout

This session will explore and demonstrate the use of Critical Incident Questionnaires (CIQ) to promote engagement in the learning process for both students and teachers. This session will outline specific outcomes for using the CIQ and will discuss the degree of student and instructor's investment in active learning by using Critical Incident Questionnaires.

20c
Courtyard I

Architectural Universal Design Concepts: A Pilot Project for Faculty

2:20 p.m. – 3:00 p.m.

Dale Mueller – Nursing, California State University

Universal Design for Learning, a grant-funded pilot project for CSU faculty on architecture of universal design concepts for instructional materials, is part of a campus-wide mission to support student success, including students with disabilities. The pilot included workshop seminars to construct an instructional plan as well as a case story covering the student experience. Components of the pilot, including resources for universal design in web-based courses and progress on the implementation, will be presented.



20d
Courtyard II

Using an On-Line College-Level Human Sexuality Curriculum to Prevent Sexual Trauma

2:20 p.m. – 3:00 p.m.

Peg Christopher – Social Work, California University of Pennsylvania

Karen Watson – Social Work, California University of Pennsylvania

An on-line undergraduate human sexuality course incorporating problem-based learning activities is demonstrated. As a general education wellness class, it targets students at risk of chronic PTSD resulting from exposure to childhood sexual abuse and/or sexual assault, either as a victim or as a witness. Course material challenges student attitudes toward sexual aggression and exploitation, thereby interrupting the generational transmission of attitudes, behaviors and beliefs that can lead to future episodes of sexually traumatic experiences.

20e
Minervas'
Boardroom

The P.R.O.B.E.© Learning Journal: A Bridge from Classroom Learning into a Student's Life

2:20 p.m. – 3:00 p.m.

Michael Stacey – Off-Campus Programs, Central Michigan University

Robert Halliday – Management, Quinnipiac University

This workshop focuses on the P.R.O.B.E.© Learning Journal, successfully field tested for over 20 years with significant results in undergraduate and graduate courses. The student user begins with an experience, followed by reflection, specific focus on a problem or opportunity, rigorously applies concepts, develops an action plan and initiates the plan. Moving from experience to theory to action promotes transferable learning. Courses in teacher preparation, interpersonal skills, teamwork and organizational behavior favor this approach.

20f
Executive
Boardroom

Cutting, Creating, and Writing

* 2:40 p.m. – 3:00 p.m.

Ellen Suzanne Lee – School of Education, Saint Xavier University

Participants will hear and see examples of graduate education students' concept maps, which were created after using scissors to cut and separate ideas from their annotated bibliographies. Qualitative data was analyzed regarding students' experience of the process of cutting and organizing, what they learned about their problem area, ideas for alternative assignments, and how this process helped with IRB packet submission. Examples of literature review write-ups and alternative concept maps will also be presented.

3:20 p.m. – 4:00 p.m. • Concurrent Sessions

21a
Torch

Learning by Doing: Engaging Students Actively

3:20 p.m. – 4:00 p.m.

Karl Smart – Business Information Systems, Central Michigan University

Teachers are often looking for strategies to involve students actively in the learning process—especially with increasing numbers of students who are engaged neither physically nor intellectually in school. This interactive session provides a framework for active learning and allows attendees to participate in several activities designed to promote student engagement and learning.

21b
Leelanau

Beyond Edutainment: PowerPoint Design from a Learning-First Perspective

3:20 p.m. – 4:00 p.m.

Colleen Braun – Off-Campus Programs, Central Michigan University

This workshop – designed for (and by) the non-techie – will 1) highlight learning theories which underlie use of PowerPoint as a teaching tool; 2) demonstrate a presentation planning process driven by instructional outcomes; 3) introduce resources and design strategies that add impact and interest with educational intent; and 4) provide examples and “how to” resources supporting use of presentation software from the educator’s perspective. Desired outcomes impact positively on classroom culture, productivity, knowledge transfer, and retention.

21c
Courtyard I

Applying Andragogy in Online Discussion

3:20 p.m. – 4:00 p.m.

Glenna Decker – College of Education, Grand Valley State University

Sarah Cox – Academic Achievement, Aquinas College

Much has been written about the value of online discussion and how to build an online community. As faculty, we want to extend discussion beyond the class meeting time and build interaction into our online courses. Students report that they want it to be meaningful. This presentation will share some insights gleaned from students assigned online discussion and will draw from the literature on adult learning theory to discuss practical suggestions for online discussion. Participants will discover what students say about online discussion, consider andragogical application to improve discussion assignments and share strategies and assignments for integrating sound online discussion.



21d

Courtyard II

Using Wikipedia to Teach Critical Thinking Skills

3:20 p.m. – 4:00 p.m.

Michael Lorenzen – Park Library, Central Michigan University

Students are increasingly using Wikipedia to conduct research. The fact that anyone can edit Wikipedia has raised concerns from many academics and many of them have banned the use of Wikipedia in their courses. However, Wikipedia can be used as a tool for teaching students how to evaluate sources and think critically. This presentation will show how Wikipedia works, demonstrate how Wikipedia articles are edited, and give tips on how Wikipedia can be used in teaching college students.

21e

Minervas' Boardroom

What Does It Mean to Teach Well?

3:20 p.m. – 4:00 p.m.

Catherine Frerichs – Pew Faculty Teaching & Learning Center, Grand Valley State University

As teachers, our goal is for students to learn. But how should we be teaching to reach that goal? Issues for discussion: what's on the list of qualities; justifications for including such qualities as using active learning techniques and inclusive pedagogy; best techniques for evaluating this approach to teaching; strategies to persuade our colleagues to adopt these techniques.

21f

Executive Boardroom

Connecting the Classroom and the Community through Volunteer Service

* 3:10 p.m. – 3:30 p.m.

Alfonso Oddo – Accounting, Niagara University

The Volunteer Income Tax Assistance (VITA) program provides free tax assistance to low-income taxpayers. Students learn taxes in the classroom and prepare tax returns in the local community, often involving refunds for people who really need the money for basic needs. Classroom reflection allows students to connect service and classroom learning. This program is a service-learning component in the curriculum, and is linked to the university mission of service to the poor.

21g

Executive Boardroom

Student as Teacher: Creating Learning Partnerships With and Among Students

* 3:40 p.m. – 4:00 p.m.

Anne Eisenberg – Sociology, State University of New York - Geneseo

Susan Bandoni Muench – Biology, State University of New York - Geneseo

While teachers in departments with graduate programs have the assistance of graduate students, teachers in undergraduate level departments have no such assistance in situations that require much more intensive student learning activities. In this session we identify the pedagogical relevance of using undergraduate students as teachers/instructors, present two different case studies illustrating such programs, and allow time for participants to "workshop" and develop their own program for student teachers.

4:20 p.m. – 5:00 p.m. • Concurrent Sessions

22a
Torch

Critical Thinking, Metacognition, and Instructor Commentary: Using Writing and Technology to Enhance Learning and Teaching

4:20 p.m. – 5:00 p.m.

Susan Sipple – English & Communication, University of Cincinnati

Instructors across disciplines understand the importance of teaching critical thinking. This session will offer tips on developing cognitive skills in students. Participants will learn to use a metacognitive writing assignment and instructor audio commentary on writing and projects—an innovative method of digitized formative feedback. The presenter’s original research on metacognitive writing and audio commentary suggests that these strategies promote critical thinking in students and allow for increased modeling of deep thinking by the instructor.

22b
Leelanau

DVD’s, iPods, and Clicker Technology: Multimedia Materials for Social Collaboration

4:20 p.m. – 5:00 p.m.

Terry Hallett – Speech-Language Pathology, The University of Akron

Pamela Garn Nunn – Speech-Language Pathology, The University of Akron

New technology offers opportunities for social collaboration in both online and on campus classrooms. This session demonstrates methods to incorporate multimedia technology into social learning environments. A variety of materials will be demonstrated including DVD’s, video iPods, and clicker technology. Multimedia materials provide an opportunity to replace abstraction (words and text) with experience like complexity (animations, videos, graphics). Multimedia materials may be tailored to meet the needs of instructors across a variety of disciplines.

22c
Courtyard I

From Myopia to Global Vision: The Power of International Collaboration

4:20 p.m. – 5:00 p.m.

Diane Boehm – Instructional Support, Saginaw Valley State University

College graduates today must be prepared to function in a global environment. One strategy to accomplish this goal is to engage in actual online collaborative tasks with students from different countries. For the past four years, Boehm’s composition students (both freshmen and upper level) have conducted such collaborative projects with students at Poznan University of Technology, Poland. This presentation will highlight both the challenges and the rewards of conducting such collaboration.



Conference Program *Sat*

Saturday, October 6

22d
Courtyard II

Bring Critical Thinking into Your Teaching: Let's Go from Theory to Application

4:20 p.m. – 5:00 p.m.

Denise Mitten – Recreation Leisure Studies and Wellness, Ferris State University

We know we want to help students learn critical thinking skills but how exactly do we do that? This workshop provides examples of using segments of active learning with students to promote thinking critically. We'll involve ourselves in concrete ways to have students practice critical thinking skills. In doing so we'll explore the role of risk, stress, and challenge in learning environments.

5:00 p.m. - 6:30 p.m.

🎯 RECEPTION 🎯

Presidential Suite: Room 905

7:30 a.m. - 9:00 a.m.

☉ BREAKFAST ☉
Top of the Park

9:00 a.m. – 11:00 a.m. • Workshop

23p
Torch/
Leelanau

The Time Is Right: Letting Go of Bloom and Embracing Newer Taxonomies of Learning

9:00 a.m. – 11:00 a.m.

Leslie Wilson – School of Education, University of Wisconsin- Stevens Point

Over fifty years ago Benjamin Bloom et al. published *The Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook I: Cognitive Domain*, in which they delineated and arranged hierarchically the varied levels of cognitive functions. This work was the culmination of years of discussion on how to best categorize levels of knowledge and the functions of the mind so that they could be used in creating, analyzing, and assessing quality instruction better. For more than half a century Bloom's work has been exceedingly helpful in guiding and monitoring the scope of instructional design. For educators at all levels, his work is one of the most familiar and useful tools of all time. However, few users of the original taxonomy realize that it had several flaws, or that it has been re-examined, updated, revised, and reconfigured in 2000 by a team of experts lead by one of the original authors, David Krathwohl, and one of Bloom's former students, Lorin Anderson. The new version proves even more useful than the original. It addresses some of the long standing criticisms, and is much more accurate as it includes expanded discussions on how varied cognitive functions intersect factual, conceptual, procedural, and metacognitive knowledge. To gain a comprehensive understanding of the whole learning process and its domains, participants will examine this new interpretation of the cognitive taxonomy. Plus, we will discuss ways to apply this taxonomy to create more meaningful layered learning experiences.

11:00 a.m. – 11:15 a.m. • Closing Comments - Todd Zakrajsek • Torch/Leelanau