

The Teaching Professor Conference

Conference



Program

May 21-23, 2004 • Hilton Philadelphia/Cherry Hill

Table of Contents

Conference Welcome	3
General Conference Information	5
Breakfast Roundtable Discussions	6
Sunday Paper Information	7
Program-at-a-Glance	8
Complete Program	9
Invited Presenters	20
Selected Presenters	20
Poster Sessions	22
Partner/Sponsor Information	23



Introduction

Welcome . . .

I cannot tell you how delighted we are to have you participate in this very first *Teaching Professor* conference! For me, it is a chance to meet in person part of the large newsletter audience. As I prepare material for the newsletter, I think about what will interest you, what you need to know and how I might encourage you to keep putting forth the effort good teaching demands. This conference is a chance to touch bases in person and as a community of committed colleagues to explore the resources and supports this profession demands. I do hope that you will introduce yourselves. For me, the best part of the conference will be meeting you.



For you the conference is a time to recharge. We've done our best to design an event with mid-career faculty in mind. I believe that as a profession we have underestimated how important it is to take time to take stock and to renew. We think this conference program will enable you to do that. It's a blend of invited and submitted programs across a series of tracks that tackle some of the most important issues that face those who teach in colleges and universities today. We encourage you to take advantage of those programs as well as other special conference events like the discussion roundtables planned for Saturday and Sunday morning breakfasts. Colleagues learn much from and with each other.

To encourage rich and provocative exchanges during the conference, we have commissioned a conference paper. You received a copy in your packet. It's not long, but we think it's terribly pithy and well worth your review and reaction. We encourage you to participate in the conference events that feature it but even more importantly we invite you to discuss the paper with old and new colleagues here. We think a conference paper like this might become an agenda item for us to take home and return with next year. We need your help in exploring with us how that might work.

Because this is our first conference, we very much need your feedback. Shortly after the conference, you will receive an email inviting you to respond to an online survey. We're offering several inducements to encourage response, but we hope you'll respond because you understand the need for feedback. We will make changes and are committed to working with you to make subsequent events even more successful than this one.

And finally, I want to say thanks to the folks at Magna Publications, the newsletter's publishers, for their long commitment to *The Teaching Professor* and for being willing to take a risk on a conference during this time of budget exigence. A very special thanks to Carrie Jensen and her conference planning team for handling all the logistics of the event and to Bill Haight, president of Magna Publications, for his long and faithful commitment to higher education.

Sincerely,

Maryellen Weimer, Ph.D.
Editor, *The Teaching Professor*

Welcome:

As publishers of printed products distributed nationally, one thing we often regret is that we don't get to know our audience personally, the way a classroom professor does. And so this event is very special for all of us who are usually behind the scenes at *The Teaching Professor*. The hugely popular monthly publication can only be improved by the richness of communication found in a face-to-face meeting, where the energy and dedication is palpable.

For almost 18 years Maryellen Weimer, as editor of *The Teaching Professor*, has been a catalyst for excellence in teaching. Now, through what we expect to be an annual, growing, improving event, the effectiveness of that mission has broadened.

Thank you for helping us set the tone of this ground-breaking conference. Your commitment to your profession is commendable.

Sincerely,



William Haight
President, Magna Publications



Conference Information

Networking Opportunities: Networking opportunities abound at *The Teaching Professor* Conference! Attend as many conference events as possible to maximize your opportunity to learn from your peers. Below are just a few ways to network with fellow delegates.

- Attend receptions. It's a great way to meet delegates and get a quick bite to eat.
- Looking for someone to share ideas with? Check out the dinner sign-up sheet at the conference registration area.
- Attend a breakfast roundtable discussion. These are designed for networking and conversation on topical areas.

Evaluation: You will receive an electronic evaluation shortly after the conference. Please complete it! Your feedback will help us improve future programs. All who submit an evaluation will be entered into a drawing for \$100 cash.

Email List: Please stop by the registration desk to make sure we have your email address on file. In doing so, you will be the first to receive future event information, discounted registration information, and a conference participant list.

Messages: Want to send or receive a message? See the message board at the conference registration area. Messages will be posted on the message board frequently throughout the conference. The message board is also to be used by delegates to post messages for other conference delegates.

Nametags: Nametags are required for all conference functions. People without conference nametags will be asked to leave. Report lost nametags immediately to registration personnel.

Folder: Please write your name inside your folder and program. Extras are not available.

Staying Elsewhere? Please let your family and/or office know where you can be reached in case of an emergency.

Photos: We may be photographing functions for future brochures. Please let us know if you would prefer not to be photographed.

Note: *Please keep in mind that sessions are available on a first-come basis. Please be prompt; all sessions will be full.*



Teaching Professor Targeted Tracks:

We developed four concurrent tracks, each in a specific area of interest. It's your choice, you may focus on one issue or spend time in each track. All workshops have designated track indicated.

I.

Track I: Flexibility, Adaptability, Vitality and Advocacy

This track addresses the challenge of maintaining vitality and innovation in the classroom. Sessions will provide a wealth of ideas for keeping your teaching current and breathing new life into your classroom presentations.

II.

Track II: Learning

Explore instructional practices that make learning more likely, review a framework for promoting a more specific learning agenda, and discover how to cultivate student responsibility for learning.

III.

Track III: The Sensible Use of Technology

Find out when technology is a tool...and when it's a crutch. Discover what's working and where it's working best. Learn how technology can help manage large classes and which subject matter it suits best.

IV.

Track IV: Teaching as Scholarly Work

Gain insight into the scholarship of teaching and learn how you can help ensure that pedagogical scholarship counts toward career advancement. You'll hear how the scholarship of teaching has changed the profession, and how the benefits extend to the classroom.

Breakfast Roundtable Discussions

Saturday
May 22nd &
Sunday
May 23rd

8:00 AM –
9:00 AM

Room:
Grand B/C

Join us for some lively early-morning discussions on the topics listed below. Join a group of colleagues interested in an informal exchange in the topic. Your group sets the agenda and covers what's of interest. Look for signs on breakfast tables indicating topic of discussion. If there is a topic you wish to discuss but do not see listed below, please add that topic to the "Topical Roundtable Discussion" sign-up sheet located at registration, and a sign will be set up for the following morning.

Disruptive Student Behaviors and What to do About Them
Fostering Positive Race, Class and Gender Dynamics in the Classroom
Creating Learning Communities
Infusing Critical Thinking in the Curriculum
Assessing Individual Performance in Group Work
Fresh Techniques for Teaching Large Courses
How to Succeed/Survive in a Changing Academic World
Strategies to Increase Student Involvement
Energizing the College Classroom with Active Learning
What Constitutes Masterful Teaching
Effective Questioning in College Classrooms



Research in College Teaching and Learning: Applying What We Know

A Commissioned Paper for The Teaching Professor Conference

To encourage substantive dialogue around common themes and to support the efforts of conference presenters, we commissioned a paper for this first *Teaching Professor* Conference.

A copy of this paper, "Plotting and Applying What We Know About Learning" by Christopher K. Knapper, has been included in your registration packet. The paper aims to accurately and succinctly summarize what is known about learning. It opts not for generic, global principles but a description that captures the detail and complexity of what is known and begins to explore how that knowledge relates to practice in higher education.

A number of conference activities that involve the paper have been planned and are highlighted below. The success of these events will be greater if you participate in them having read the paper. You know how we admonish students to do the reading before they come to class and how discussion is so much better when they do.

- **Roundtable Discussions at Breakfast** — At least one roundtable each morning will be designated for participants who wish to discuss the paper. We recommend structuring those discussions around the three questions that appear at the end of the paper.
- **Town Meeting** — The Politics of Applying What We Know About Learning
3:45-5:00 p.m. Saturday, May 22 — Grand A — Christopher Knapper, moderator
Much of what is known about learning is not new; some of what's in the paper will be familiar. The paper focuses on findings from many decades of research into learning. This meeting provides the opportunity to explore with the author why so little change has occurred and what barriers prevent implementation of the findings. Come to this session prepared to discuss the politics involved when individuals, departments and institutions apply what is known about learning.
- **Final Plenary** — A Panel Responds to the Conference in Light of the Paper
12:30-1:30 p.m. Sunday, May 23 — Grand B/C
A group of participants has been assigned to eavesdrop throughout the conference. Their task is to talk to participants, listen in sessions and note what they hear that relates to the themes of the paper. How has this first *Teaching Professor* Conference moved forward the learning agenda?

In addition to these formal activities, here are some other less formal ways you might use the paper to add to the learning potential of this conference for you.

- Read the paper and answer the three questions at the end with respect to your own courses, department and institution. Write answers for yourself, but consider submitting them at the end of the conference.
- Discuss the paper with conference participants you know — colleagues from your institution.
- Discuss the paper with conference participants you don't know.
- Make comments, ask questions or other remarks about the conference paper content in the sessions you attend.
- Share responses to the paper with the author and others of us responsible for the conference. Is having a conference paper a good idea? Are there other ways we might make use of it at the conference? Between conferences?



Program-at-a-Glance

Friday, May 21, 2004

12:00 - 7:00 PM

Registration Open

Room: Foyer

2:30 - 4:30 PM

Pre-Conference Workshop:

(Advance registration required.)

Capitalizing on the Unique Aspects of Science Teaching: Collaboration and Communication in Content-Rich Courses

Room: Crystal 2

Pre-Conference Workshop:

(Advance registration required.)

A Primer on Pedagogical Scholarship

Room: Crystal 1

Pre-Conference Workshop

(Advance registration required.)

Faculty and Student Well-Being: Teaching and Learning in the Pursuit of Happiness

Room: Crystal 3

3:00 - 7:00 PM

Partnership Displays Open

Room: Foyer

5:00 - 6:00 PM

**Conference Welcome/
Opening Plenary Session**

Room: Grand B/C

6:00 - 7:00 PM

Reception —

Meet and Greet

Room: Riverside

7:00 PM

**Dinner and evening
on your own!**

Saturday, May 22, 2004

8:00 AM - 6:30 PM

Registration Open

Room: Foyer

8:00 AM - 6:30 PM

Partnership Displays Open

Room: Foyer

8:00 - 9:00 AM

Continental Breakfast

Room: Grand B/C

Roundtable Discussions

Room: Grand B/C

9:15 - 10:30 AM

Concurrent Workshops

10:30 - 10:45 AM

Break

10:45 AM - 12:00 PM

Concurrent Workshops

12:30 - 1:00 PM Lunch

Room: Grand B/C

1:00 - 2:00 PM

Student Panel Discussion

Plenary Session

Room: Grand B/C

2:00 - 2:15 PM

Break

2:15 - 3:30 PM

Concurrent Workshops

3:30 - 3:45 PM

Break

3:45 - 5:00 PM

Concurrent Workshops

5:00 - 6:30 PM

Poster Session/Reception

Room: Foyer

6:30 PM

**Dinner and evening
on your own!**

Sunday, May 23, 2004

8:00 AM - 12:00 PM

Registration Open

Room: Foyer

8:00 - 9:00 AM

Continental Breakfast

Room: Grand B/C

Roundtable Discussions

Room: Grand B/C

9:15 - 10:30 AM

Concurrent Workshops

10:30 - 10:45 AM

Break

10:45 AM - 12:00 PM

Concurrent Workshops

12:00 - 12:30 PM

Lunch

Room: Grand B/C

12:30 - 1:30 PM

**Sunday Paper Plenary
Session**

Room: Grand B/C

1:30 PM

Conference Adjourns!



Complete Program

Friday, May 21, 2004

12:00 PM - 7:00 PM

Registration Open

Room: Foyer/Promenade

2:30 PM - 4:30 PM

Pre-Conference Program: A Primer on Pedagogical Scholarship (pre-registration required)

Room: Crystal 1

Scholarly work on teaching and learning now “counts” in the promotion and tenure process more than it used to, and so more faculty are interested in doing pedagogical scholarship. But what can be done? Where can it be published? And what is quality work? This session will consider the options, identify various publication outlets, and use examples of previously published work to explore quality issues. This working pre-conference session is designed for people interested in doing pedagogical scholarship, for those who do it but aspire to do it better, and for those interested in promoting high-quality work on teaching and learning.

Invited Presenter: **Maryellen Weimer**, Penn State-Berks Lehigh Valley College

Pre-Conference Program: Capitalizing on the Unique Aspects of Science Teaching: Collaboration and Communication in Content-Rich Courses (Pre-registration required)

Room: Crystal 2

When teaching a science course, for either majors or non-majors, a continual dilemma centers on the question, how much is enough? Teachers faced with the challenge of covering enough facts often sacrifice teaching about scientific thinking. This workshop will focus on pedagogical alternatives to lecturing about factual information. Several collaborative exercises will encourage participants to focus on questions relevant to their courses. Pedagogical alternatives such as group exams, student presentations, papers — both short and long, reading scientific literature, and collaborative learning will be discussed and demonstrated.

Note: Please keep in mind that sessions are available on a first-come basis.

Please be prompt, all sessions will be full.

Invited Presenters: **Ike Shibley, Maureen Dunbar, Tami Mysliwicz**, Penn State-Berks Lehigh Valley College

Pre-Conference Program: Faculty and Student Well-Being: Teaching and Learning in the Pursuit of Happiness (pre-registration required)

Room: Crystal 3

This presentation will feature a conversation on the implications of recent research on human well-being for college classrooms and will offer instruments and techniques to assess well-being and specific ways to improve the hedonic climate of teaching and learning.

Invited Presenter: **Charles Walker**, St. Bonaventure University

12:00 PM - 7:00 PM

Partnership Displays Open

Visit our partner displays to gather information on cutting-edge resources.

Room: Foyer/Promenade

5:00 PM - 6:00 PM

Learning: Do We Keep Talking or Take Action?

Room: Grand B/C

A few years back, higher education “discovered” learning and by now everybody’s on the bandwagon. Learning isn’t new and it’s not something easily opposed. But the stakes are higher here. Looking at teaching through the lens of learning should change many things — only so far, it’s mostly business as usual in higher education. It’s one thing to be in favor of learning, quite another to make the changes it demands.

Invited Presenter: **Maryellen Weimer**, Berks Lehigh Valley College - Penn State

6:00 PM - 7:00 PM

Reception — Meet and Greet

Room: Riverside



Saturday, May 22, 2004

8:00 AM - 6:30 PM

Registration Open

Room: Foyer/Promenade

Partnership Displays Open

Visit our partner displays to gather information on cutting-edge resources.

Room: Foyer/Promenade

8:00AM - 9:00 AM

Continental Breakfast

Room: Grand B/C

Roundtable Discussions

Room: Grand B/C

Topical roundtable discussions will be available during breakfast. If there is a particular topic you would like to discuss, please include it on the roundtable sign-up sheet located by registration.

9:15 AM - 10:30 AM

Extending Classroom Discussion with Online Discussion Boards

Room: Crystal 1

Track: III

This presentation will share results from RIT's Blended Learning Pilot Project and provide examples of how online asynchronous discussion boards can be used to extend and enhance classroom discussion, both in small-groups and with the whole class.

Invited Presenter: **Michael Starenko**, Rochester Institute of Technology

Applying a Learner-centered Framework to Understand Problem-based Learning

Room: Crystal 2

Track: II

This session will describe learner-centered teaching and problem-based learning (PBL), and participants will discuss an actual, multi-disciplinary problem that has many possible solutions. These discussions will increase the participants' understanding of PBL, guide them to articulate how this method relates to learner-centered

teaching, and help them to apply a framework to see how instructional practices are consistent with essential characteristics and desirable outcomes of learner-centered teaching.

Presenter: **Phyllis Blumberg**, University of the Sciences in Philadelphia

Using Research on Learning to Improve Your Courses: An Urgent Need

Room: Crystal 3

Track: II

Research findings on learning and college student development can enhance our work as teachers, yet much of this research is unknown to faculty in higher education, and some traditional methods can actually impede learning. This session reviews key aspects of this important research and can help participants identify specific ways in which they can improve their courses.

Invited Presenter: **Lion Gardiner**, Department of Biological Sciences, Rutgers University

They Just Have No Desire to Learn

Room: Grand A

Track: II

Motivation is a key to learning, but it rarely happens by itself and often is given very short shrift. Motivation takes planning, knowledge of each student, and continual attention. This session will consider student needs and examine the three types of motivation and their application. Participants will have the opportunity to apply the material to their own situations.

Invited Presenter: **David Eggebrecht**, Concordia University

Situational Mentoring: A Model for Enhancing Instructor Development

Room: Plaza 1/2

Track: I

This presentation introduces a mentoring model that can help change mentoring from a poorly defined process to a structured and collegial program in departments committed to faculty development. The model, first described by Marilla Svinicki in 1994, prompts mentors to give special consideration to their unique role when interacting with faculty colleagues and has been used successfully for many years in the author's department, with significant modification, as a faculty development tool.

Presenter: **John August**, Texas A&M University



If You Build it, They Will Come

Room: Plaza 4/5

Track: IV

This session will demonstrate how the Faculty Center for Excellence in Teaching and Learning at Rowan University manages to cultivate and sustain a commitment to the scholarship of teaching and learning (SOTL). The session will relay stories of transition, showing the impact of SOTL on teaching philosophies and day-to-day classroom pedagogy, and the story of a junior faculty member — representative of many junior faculty at Rowan — whose academic career advancement has been enriched by her involvement in SOTL. This session is intended to show through collective and small-group discussions the history of SOTL at Rowan University, its direct application to changing pedagogies, and the cumulative effect it can have as one prepares for tenure and promotion. This session will serve as a best practice model and will also encourage participants to engage SOTL on their respective campuses.

Presenters: **Frances Johnson, Patricia Mosto and Elizabeth Hostetter**, Rowan University

Who Am I As a Learner? A Look at Learning Preferences and Multiple Intelligences

Room: Plaza 7

Track: II

Individuals receive and process information in different ways. Some people must see to learn; others must hear; and still others must do. Learning about the three major learning styles and Gardner's nine Multiple Intelligences will give the teaching professor a new tool to increase classroom teaching effectiveness as well as help his/her students to know how they learn best.

Presenter: **Eileen Buckley**, Western Michigan University

10:30 AM - 10:45 AM

Break

10:45 AM - 12:00 PM

Showcase on Teaching: A Model for Networking and Renewal

Room: Crystal 1

Track: I

Southwest Missouri State University has offered a

Showcase on Learning prior to the beginning of classes for the past five years. Open to graduate teaching assistants and faculty from all ranks and areas of the university, the Showcase offers an opportunity to celebrate teaching as the faculty share successful teaching and learning strategies, techniques, and technologies in a series of concurrent workshops. In addition to a focus on the logistics involved in organizing and holding the Showcase, this session will include a discussion on the results of a survey that explores faculty perceptions of Showcase activities and will provide insights into how SMSU faculty have incorporated ideas and strategies from the Showcase into their own classrooms. The session will end with an interactive exercise designed to engage participants in a discussion of the possibilities and challenges of incorporating a showcase-type event on their campus.

Presenters: **Charlene Berquist, John Catau, and Roger Sell**, Southwest Missouri State University

Computerizing Freshman Composition

Room: Crystal 2

Track: III

How do you take advantage of technology in composition classes? This session describes how one small, private, not-very-well-endowed university faculty teaches its entry-level freshman composition course in a special English lab in which every student is in front of a computer. This session is intended for teachers and administrators of composition courses in small institutions where the givens are that the university does not have a lot of money to support new programs and faculty do not have a lot of time to develop them.

Presenter: **Janet Hanna**, Tiffin University

Square Pegs in Square Holes: Designing Effective Classroom Activities

Room: Crystal 3

Track: III

This session will explore a series of assignments for introductory economics designed to address alternative learning styles. The assignments have been built into a sequence of courses with the goal of teaching students how to do economics rather than teaching students about the economy. The rationale is that the active learning environment provided by the use of computer technology allows students to engage with the course material in ways that promote deep learning. Participants will do some of the assignments, participate in classroom experi-



ments, and discuss the pros and cons of alternative assignment designs. The speakers will present assessment models they have developed for their courses.

Presenters: **Kathryn Nantz**, and **Larry Miners**, Fairfield University

Developmental Academic Advising...

Room: Grand A

Track: II

According to six national surveys on academic advising conducted by ACT and the National Academic Advising Association, advising students continues to be the primary responsibility of teaching faculty in 50 percent to 75 percent of U.S. colleges and universities. Additionally, increasing numbers of institutions are re-emphasizing the faculty role in advising in view of a growing body of empirical evidence showing a correlation between high-quality advising and student achievement, development, and persistence. Institutional recognition systems offer few incentives or reward to faculty for advising students, and most faculty members receive few or no opportunities to develop the skills and insights they need to advise students more effectively. This session will redefine advising as an extension of teaching, explore the shared goals of advising and teaching, examine the relationship between advising and retention, outline advisor/advisee responsibilities, and consider student needs and expectations from advisors and advising.

Invited Presenter: **Thomas Brown**, Thomas Brown & Associates

Perspectives on Sharing the Fine Art of Scholarly Thinking

Room: Plaza 1/2

Track: II

Rarely is the jump to college-level thinking or higher-order thinking an organic process, nor does it have to be. If we wait too long, particularly in freshman classes, students will often lose confidence in the classroom. This workshop will explore the wealth of current research and techniques that encourage students to appreciate the nature of their own thinking, acquire the ability to self-prompt to higher-level thinking, gain increased perspective of classroom material and more fully engage the process of a confident, personal, and valued search for knowledge.

Presenter: **Joseph Sciarretta**, Millersville University

Increasing the Success of the "Otherwise Qualified" Student

Room: Plaza 4/5

Track: II

The number of students with disabilities attending higher education institutions is growing, particularly in the areas of learning disabilities (LD) and attention deficit hyperactivity disorders (ADHD). This presentation will focus on classroom strategies and instructional methods that increase the likelihood that students with special needs are successful in higher education classrooms. The presenters will provide the audience with a brief overview of the Americans with Disabilities Act (ADA) and the necessity of disability documentation, discuss common characteristics of students with LD and ADHD, and encourage an understanding of students' needs and behaviors that are identified with these disabilities. Other disabilities and characteristics will be discussed to meet the needs of the audience (e.g.: Asperger's syndrome, visually impaired, hearing impaired, physical/mobility disabilities, etc.).

Invited Presenters: **Jennifer Jakubecy**, Mary Washington College; **Carla Manno**, George Mason University

From Lecture Room to Computer Lab...And then a Retreat, not Surrender

Room: Plaza 7

Track: III

What happens when an intermediate macroeconomics course is converted from a lecture format, with limited opportunities for discussion, to a computer lab where students are expected to take more responsibility for their learning? The presenter transformed such a course to an environment in which projects and exercises were designed to engage students by using such instructional technologies as an online econometric model, spreadsheets, word-processing, PowerPoints, and concept maps. Presenter: **Philip J. McLewin**, Ramapo College of NJ

12:00 PM - 12:30 PM

Break

12:30 PM - 1:00 PM

Lunch

Room: Grand B/C



1:00 PM - 2:00 PM

A Look at Learning From the Other Side

Room: Grand B/C

Most faculty have a lifelong love affair with learning. We learn more, learn what we know better and acquire new information. But few of us learn in the classroom and the view from those seats in front of the podium is decidedly different. Four students at very different stages of their academic careers will discuss how learning looks to them. They'll describe best and worst experiences, the pain and pleasure of mastering something difficult and how teachers did and did not impact their motivation to learn.

Panelists: **Chris Dailey**, Graduated BA English; **Deb Guy**, Senior, Letters, Arts and Sciences major, World Campus; **Natasha Bradley**, Sophomore, Business major; **D.J. Blum**, Sophomore, Elementary Education major
Moderator: **Maryellen Weimer**, Berks Lehigh Valley College - Penn State

2:00 PM - 2:15 PM

Break

2:15 PM - 3:30 PM

Student Well-Being: Learning for Fun, Growth, and Goodness

Room: Crystal I

Track: II

In this session participants will be invited to explore three positive reasons why students learn: fun, growth, and goodness. If it is assumed that students learn for the simple pleasure of it, because it augments their development, and it inspires them to be virtuous or enables their goodness, what are the implications for teaching and learning? Tools for assessing these three sources of student motivation will be shared and ideas on how to integrate them in the practice of college teaching will be proposed.

Invited Presenter: **Charles Walker**, St. Bonaventure University

Coming to our Senses in H. E.: Using 'Low Technology' to Enhance Engagement, Learning & Embodied Knowledge

Room: Plaza 3

Track: III

Conventional teaching, like the conventional workplace, treats learning and knowledge as a cranial event. Yet much knowledge is embodied, and the presenters of this session argue that even abstract knowledge and "knowledge work" do and should have a physical dimension. Consider when and how you as a scholar get your best ideas: when you are taking a walk, in the shower, riding your bike, playing the piano...in other words, when your body and your mind are engaged. Much educational thinking, from Froebel and Montessori to Piaget and Papert, supports this view. The presenters believe that this approach holds just as true for adult learners and college students as for younger pupils. This session will be an active, hands-on exploration of the advantages of using inexpensive, low-technology materials in the university classroom. Participants will quickly build their own physical models to explore their sense of themselves as teachers and learners and basic ideas in their own disciplines. Presenters: **Sarah Kuhn**, University of Massachusetts - Lowell; and **Robert Rasmussen**

Not Just Bells and Whistles: Technology that Enhances Learning

Room: Crystal 3

Track: III

Instructional technology can invigorate teachers and energize students. More importantly, it enhances learning when it is used appropriately. This interactive workshop will address the learning theory behind what, why, and when teachers might want to employ various technologies to maximize student learning.

Invited Presenter: **Paula Lustbader**, Seattle University School of Law

Teaching and Learning in Learning Communities: Pedagogy That Builds Community

Room: Crystal II

Track: II

Learning community programs have steadily increased in number as more institutions have recognized learning communities as effective curricular structures for promoting curricular coherence, deeper learning, and community among students and teachers. Pedagogy that builds community recognizes that "learning" and "community" are both a means and an end. In this session, we will discuss examples of teaching practices that promote community and explore the benefits and challenges of



teaching in learning communities.

Presenter: **Jodi Levine Laufgraben**, Temple University

Learned Optimism: Turning Adversity into Opportunity

Room: Grand A

Track: I

Are you an optimist or a pessimist? How do you respond when a colleague says something negative to you? What do you say to yourself when a day in class goes poorly? How often do you take on new projects or celebrate your successes? This interactive workshop is based on the work of Dr. Martin Seligman, one of the world's authorities on mental health. Learned Optimism, which is based on 20 years of clinical research, will help you recognize your explanatory style — what you say to yourself when you experience setbacks — and how it influences both your professional and personal life. In addition to acquainting you with the theory and concepts, you will be introduced to easy-to-follow techniques and strategies to help you recognize and change your interior dialogue for more positive results.

Invited Presenter: **Lynn Wild**, Rochester Institute of Technology

The Scholarship of Teaching and Learning at Temple U.: The Role of Reflective Practice in a Research 1 Institution

Room: Plaza 1/2

Track: IV

Over the years historians have not taken teaching and learning very seriously. Paying lip service to good teaching, they have been satisfied for the most part with the quick fix. But in recent years, historians have begun to devote more time not just to teaching but learning as well. History departments at many colleges and universities now require teaching portfolios for job applicants and candidates for tenure and promotion. Accordingly, Temple's history department now offers History 625, a three-semester-hour graduate course on teaching and learning in history. It is required for all TAs and recommended for all doctoral students. The presenter and a colleague recently transformed this course from one devoted to "teaching tips" to one devoted to the scholarship of teaching and learning.

Presenters: **Catherine Schifter**, **William Cutler**, and **Daniel Tompkins**, Temple University

Brain Compatible Teaching Strategies

Room: Plaza 4/5

Track: II

This session will focus on the application of brain-compatible or brain-based teaching strategies in the post-secondary classroom, particularly as it was applied in an undergraduate statistics class, a master's level research theory class, and a contemporary learning theories class. Participants will have the opportunity to model the suggested strategies and adapt them to their teaching disciplines in this interactive program session.

Presenter: **Susan Perlis**, Marywood University

Changing in the Context of Learning

Room: Plaza 7

Track: II

A group of committed faculty, from different disciplines at Rowan University, challenged by the idea of understanding how their students are learning and how this knowledge can improve their teaching, developed a pre-post survey on the goals and expectations of their students. This survey was conducted in 15 different classes, encompassing freshman through graduate students and disciplines as varied as anthropology, biology, composition and rhetoric, elementary education, educational leadership, engineering, religion, school nursing, special education, and theatre. In this workshop, the presenters will present the goals and expectations their students bring to class regarding their learning and the different classroom strategies used to adjust their pedagogies (such as reflective journals, jeopardy games, confidence tests, and videos) to meet these expectations and the students' learning goals.

Presenters: **Patricia Mosto**, **Frances Johnson**, **Liz Hostetter**, **Sandy McHenry**, **Elaine Marker**, and **Maria Rosado**, Rowan University

3:30 PM - 3:45 PM

Break

3:45 PM - 5:00 PM

Empowering Students to Think Deeply, Discuss Engagingly, and Write Definitively in the University Classroom

Room: Crystal 1

Track: II

This session will explore effective strategies for shift-



ing university students from surface learning to deeper, more lasting learning. Participants will explore strategies for thinking deeply about discipline-specific content, discussion strategies for engaged dialogue, and the process of writing to define individual insights. The presenters will use cartoons for an emotional buy-in, provide many opportunities for participants to experience active learning, and emphasize the real world of university teaching throughout this session. Time will be given for attendees to share personal success stories.

Presenters: **Ann Singleton** and **Kenneth Newman**,
Union University

Formative Dialogues on Teaching

Room: Crystal 2

Track: I

For an entire academic year, the members of Indiana University of Pennsylvania's "The Formative Dialogues on Teaching Project" pondered and discussed what could be done on its campus to provide its teachers with what they really needed to grow in their art in a supportive, non-threatening way. The final result was a unique and well-designed system to offer this much-needed support that has become a permanent — and growing — program at IUP and is making a significant change in the university's teaching culture. The project features effective workshops to teach the philosophy and skills of formative dialogues on teaching to interested faculty. Those who attend the workshops become certified "Colleagues" of the project and are qualified to engage in formative dialogues with faculty or teaching associates who make such a request. This workshop is what the presenters do on their own campus to train new Colleagues to engage in formative dialogues on teaching.

Presenters: **Terry Ray, Laurel Black, Rosalee Stilwell, Diane Klein, John Woolcock, Judith Villa**, Indiana University of Pennsylvania

Either/Or Equals Neither/Nor

Room: Crystal 3

Track: IV

If we educators take on either/or stances in teaching vs. scholarship, or "profess," with no additional stage of exchange, when we denigrate or refuse to do one or the other, we're, at best a little lazy, or at worse, deluding ourselves. Just as scholarship is not the god-given mandate to do research for no other use than publication and consideration by the intellectually elite, teaching is not pontifi-

cating for the edification of the intellectually unwashed. True education features educators who serve as conduits, as role models as teaching and scholars, not only teaching particular our scholarship but teaching scholarship — research, critical thinking, etc. — as a template for living, as a way of life, in addition to making our living.

Presenter: **Debra Andrist**, MACL

Conference Paper: Town Meeting

Room: Grand A

Track: II

Much of what is known about learning is not new; some of what's in the paper will be familiar. The paper focuses on findings from many decades of research into learning. This meeting provides the opportunity to explore with the author why so little change has occurred and what barriers prevent implementation of the findings. Come to this session prepared to discuss the politics involved when individuals, departments, and institutions apply what is known about learning.

Invited Presenter: **Christopher Knapper**, Queen's University

Engaging Students in the Critical Task of Integration/Coherence: A Neglected Aspect of the Undergraduate Curriculum

Room: Plaza 1/2

Track: II

The goal of this presentation is to emphasize the importance of the task of integration/coherence in the student's education through a discussion of the three generally acknowledged critical components of the undergraduate curriculum: breadth (comprehensiveness), depth (focused study in a major program(s), and integration/coherence (making connections among the various courses, programs, etc.); and a discussion and evaluation of a particular model designed to achieve integration of the various strands of students' diverse educational experiences.

Presenter: **Hugh McElwain**, Dominican University

Transcending Teaching...and Vice Versa

Room: Plaza 4/5

Track: II

Teaching professors commonly engage in their craft through the traditional classroom, the laboratory, the studio, the computer, and other means. Other venues that also contribute to the art and craft of teaching, however, might easily be overlooked. The presenters/facilitators



will attempt to show the commonalities (and some differences) between the act of teaching and that of psychotherapy and that of academic advising.

Invited Presenters: **Thomas J. Grites** and **William M. Miley**, Richard Stockton College of NJ

Social Engagement in Online Learning Environments

Room: Plaza 7

Track: III

This presentation will focus on the literature of dialogue, reflection, and engagement as it can apply to the online learning environment. Examples of the presenter will share her experience in designing online learning environments using this framework. The presentation will include a discussion on dialogue, reflection, and engagement as learning tools; how they can be incorporated into the online learning environment; and how to assess their impact on student learning.

Presenter: **Denise Peterson**, South Dakota State University

5:00 PM - 6:30 PM

Reception — Poster Sessions & Meet and Greet

Room: Promenade/Foyer Area

For a complete list of poster session topics and presenters, check page 22 of this conference program.

Sunday, May 23, 2004

8:00 AM - 1:30 PM

Registration Open

Room: Foyer/Promenade

8:00 AM - 9:00 AM

Continental Breakfast

Room: Grand B/C

8:00 AM - 9:00 AM

Roundtable Discussions

Room: Grand B/C

Roundtable discussions will be available during break-

fast. If there is a particular topic you would like to discuss, please include it on roundtable sign-up sheet located by registration.

9:15 AM - 10:30 AM

Developing Student Responsibility for Learning

Room: Crystal 1

Track: II

Developing student responsibility does not mean that only the students need to change. Instructors must modify their teaching strategies and facilitate the empowerment of students in the learning process. This session will move from defining responsibility to a discussion of the conditions under which students are motivated to assume a greater role in their learning.

Presenters: **David Bender** and **Martha W. Aynardi**, Penn State University - Berks Campus

Using Technology in Our Classrooms: From Surviving to Thriving

Room: Crystal 2

Track: III

This workshop will examine ways in which technology can be effectively and efficiently used to create active learning environments and will explore the effects of some of the changes necessitated by technological introduction into the academic arena. Changes that may be attributed to technological adoption include the roles and skills of teachers and students, expectations of students and faculty brought about by the integration of technology; and the positive and negative impact resulting from the use of technology in a teaching and learning setting.

Presenter: **Dave Yearwood**, University of North Dakota

"Staying Alive" by Developing a Whole-Self Approach to Teaching

Room: Crystal 3

Track: I

All too often, faculty focus on cultivating and presenting the intellectual aspects of themselves in the classroom because intellectual engagement is the most non-threatening. However, recent research is beginning to show that faculty are finding exclusive intellectual engagement provides a less-than-satisfying classroom and department climate. This session presents opportunities for participants to explore and reaffirm their values, foster growth as well



as a personal sense of congruence, and build connections with peers and students in a meaningful way. In this session, participants will introduce themselves and explore their images of teaching. They will actively partake in samples of three programs to foster a unified sense of self in the academy initiated (at a non-sectarian university): Breakfasts for the Soul, a Faculty Book Group on Spiritual Aspects of Teaching and Learning, and the What Matters Most program to help students explore and articulate their own values. The presenters will then debrief these activities and highlight how participants can sustain a sense of connection, growth, and vitality in themselves and among their students and peers.

Presenters: **Miriam Diamond** and **Donna Qualters**, Northeastern University

Applying the Scholarship of Teaching and Learning: Informing Our Practice as Teachers

Room: Grand A

Track: IV

This interactive session will incorporate a combination of presentation, discussion, and group work to consider the problematic issue of applying the knowledge from the scholarship of teaching and learning to the practice of teaching. This session will address the following questions: What are the barriers to applying SoTL? What knowledge might we use? What are current or new processes in which to do this application?

Invited Presenter: **Kathleen McKinney**, Illinois State University

Moving Students to Higher Order Thinking-Working with the Stalled Learner

Room: Plaza 1/2

Track: II

We've probably all experienced the student who got to a particular point along the path in a subject and then stalled. In the presenters' work with otherwise successful adult learners, they have observed that those most likely to stall have incomplete higher order thinking skills. Unfortunately, remediation for problems that learners have with their thinking is inherently more complex than other learning deficiencies. This session focuses on identifying learners who are prone to stalling intellectually and suggests ways to diagnose the problem and help the learner deal with it so they can move forward and achieve their potential.

Presenters: **Roy Eichhorn**, **Joe Moore**, and **John Bennis**, Army Management Staff College

Can Total Customer Satisfaction Find a Home in Academia?

Room: Plaza 4/5

Track: II

Total Customer Satisfaction (TCS), in one form or another, has been a proven model of success in the revitalized U.S. economy. Products compete better and sell more because they are being designed for customers and with customer feedback. TCS has been traditionally viewed as being inappropriate in academia because it may jeopardize educational quality. This presentation argues against this notion and suggests that TCS, when properly managed in the pedagogy, the design of the courses, the documentation and verification of the course outcomes, can become a win-win-win-win situation: the students learn; the individual course is continuously improved; the department excels; and the institution earns its name among appreciative alumni and satisfied employers. The presentation will showcase a working model of TCS at Union University's Department of Engineering.

Presenter: **Doanh Van**, Union University

Zen and the Art of Effective Teaching

Room: Plaza 7

Track: I

How do we teach effectively and stay optimistic with-in environments that present obstacles to effective teaching? This session suggests an approach that appears to run counter to conventional pedagogical wisdom: Instead of viewing our teaching in terms of the benefits to be gained by someone else — our students — we can view teaching in terms of the benefits that we as teachers derive from it. We can adopt, just for the time being, an overtly "me first" attitude by asking, How can teaching effectively advance my own career interests within this institution, and how can it provide me with intrinsic satisfaction?

Presenter: **Joan Flaherty**, University of Guelph

10:30 AM - 10:45 AM

Break



10:45 AM - 12:00 PM

What! Me Change? I Don't Think So..!

Room: Crystal 1

Track: I

Many faculty are reluctant to teach online because they feel they will lose the social interaction they need to be successful. If that were true, why, for example are we seeing greater learning taking place while serving remote and home students in blended and online courses according to the research conducted by the Sloan Consortium for the Asynchronous Learning Network? This session will examine the myth of power and control in the classroom as well as in online instruction in an attempt to change the attitudes preventing the expansion of the programs. Presenter: **William Frantz**, Cardinal Stritch University

Mentors and New Presenter: Working Together Toward Student-Centered Teaching

Room: Crystal 2

Track: I

In this interactive session, we will address the question, how do we effectively mentor new faculty so that they come to care about teaching and learning as much as we do? Participants will identify characteristics of the "ideal" student-centered faculty member, two prototypical new faculty members, and senior faculty mentors. Participants will work in groups to design activities that will best enable mentors to help new faculty members move toward the ideal of student-centered teaching. Finally, workshop participants will receive an outline of activities that can be used for mentor training to effectively prepare mentors to work with the new faculty.

Presenters: **Francine S. Glazer** and **Beverley T. Amick**, Kean University

The Life Cycle of Teaching: Moving Beyond the Lectern

Room: Crystal 3

Track: I

Teaching requires a high level of energy to keep pace with new content, changing pedagogical approaches, and student demands. Harnessing the vitality necessary to maintain an enthusiasm for teaching is the topic of this session. Beginning with the notion of a "life cycle of teaching" participants will define their development as a teacher through a small group exercise. Presenters will use

the individual life cycles to introduce methods that support the growth and development of teachers including mentoring partnerships between new and experienced teachers, integrating teaching with research, and engaging students beyond the walls of the classroom.

Presenters: **Carolyn Tice** and **Diane Hall**, University of Maryland-Baltimore County

Clinkers in the Classroom: Share and Analyze Teaching Errors

Room: Grand A

Track: I

We always tell students that they can learn from their mistakes, but do we learn from ours? We take pride and find comfort sharing our successes, but it is those things that don't work in class that hold even more potential for our growth and development as teachers.

Invited Presenter: **Sharon Hollander**, Georgian Court College

Baiting the Hook in College Classrooms: The Role of Attention in Learning

Room: Plaza 1/2

Track: II

This presentation will offer an array of flexible strategies that instructors can use in their courses for garnering students' attention long enough to allow them to process and retain new concepts and information. The presenter will also take a brief look at the processes of short- and long-term memory and explain why information may be learned but not efficiently retrieved and will offer mechanisms for teaching students to take control of their own learning by using the role of attention in the learning process. In keeping with The Teaching Professor's commitment to being applicable to many disciplines, the strategies will be flexible enough to be used in many content areas: simulations, dramatic demonstrations, conundrums, images and other sensory input.

Presenter: **Karen Eifler**, University of Portland

Learning How to Encourage Learning

Room: Plaza 4/5

Track: II

The first-year experience demands that a new professor's first week of class includes the following: gauging the attitudes and abilities of their students through pretests and short introductory assignments that examine beliefs;



adjusting to the pedagogical norms of their university by incorporating the school's mission and teaching philosophies into a semester's lesson plan; using innovative teaching techniques unobtrusively but effectively; and finally, finding out where to eat lunch, make photocopies, and pick up the keys to the office. Once all of that is successfully accomplished, the new professor has some unique opportunities to try various experimental teaching approaches while maintaining clear communication of expectations, preserving the flexibility to shift approaches should classroom inertia sets in, and sustaining a healthy attitude towards the students and the job. This presentation offers some ideas on how to accomplish so much in so little time.

Presenter: **Alison Dagnes**, Shippensburg University

Growth and Change as an Educator is Individual, but it is Hard to do Alone

Room: Plaza 7

Track: I

This session features a faculty learning program that is designed to provide a process that guides and supports the knowledge formation of students. According to this idea, students need to be actively engaged in representing thoughts, challenging opinions, defending solutions, and giving explanations. The program revolves around several guiding principles: 1) teaching needs to be grounded in students' learning and 2) faculty are adult learners who become effective teachers by using appropriate applications of learning theories. The program follows the assumption that long-lasting change requires participants to experience different structures for their own learning. This session will discuss the transformative nature of participants' learning followed by exploration of the processes that promote transformative learning — critical reflection, discourse, and action, as well as the impact of institutional context on these processes. Next, the presentation will explore faculty experiences in this program in relationship to change revealing these seasons of change: Perceiving the Challenge, Risking the Experiment, Becoming Intentional, Moving toward Community, and Finding Worthiness.

Presenters: **Janice Wiersema** and **Barbara Licklider**, Iowa State University

12:00 PM - 12:30 PM

Lunch

Room: Grand B/C

12:30 PM - 1:30 PM

Sunday Paper Panel – The Paper, The Conference, and What's Next

Room: Grand B/C

This group of panelists has been asked to listen in (as in constructively eavesdrop) throughout the conference. Their task is to talk to participants, listen in sessions, and note what they hear that relates to the themes of the paper, particularly the three questions raised at the end. What have they heard at the conference that relates to those questions? Has this first Teaching Professor Conference moved forward the learning agenda? How? What might subsequent Teaching Professor Conferences do to further advance the learning agenda? Bottom line question: How do we move past talk about learning to action?

Panelists: **Christopher Knapper**, Queen's University; **Lion Gardiner**, Rutgers University; **Ike Shibley**, Penn State-Berks Lehigh Valley College; **Lynn Wild**, Rochester Institute of Technology — panel moderator



Invited Presenters

We would like to thank the following individuals for their outstanding contributions to *The Teaching Professor Conference*

Thomas Brown, Managing Principal, Thomas Brown & Associates

Maureen Dunbar, Assistant Professor of Biology, Berks Lehigh Valley College — Penn State

David Eggrebrecht, VP of Academics, Concordia University

Lion Gardiner, Department of Biological Sciences, Rutgers University

Sharon Hollander, Assistant Professor School of Education, Georgian Court College

Christopher Knapper, Professor of Psychology, emeritus Queen's University

Paula Lustbader, Seattle University School of Law

Tami Mysliwiec, Assistant Professor of Biology, Berks Lehigh Valley College — Penn State

Kathleen McKinney, Cross Endowed Chair in the Scholarship of Teaching and Learning, Illinois State University

Ike Shibley, Associate Professor of Chemistry, Berks Lehigh Valley College — Penn State

Michael Starenko, Online Learning Specialist, Rochester Institute of Technology

Charles Walker, Professor of Psychology, St. Bonaventure University

Maryellen Weimer, Associate Professor of Teaching and Learning, Berks Lehigh Valley College — Penn State

Lynn Wild, Assistant Provost — Teaching and Learning, Rochester Institute of Technology

Selected Presenters

We would like to thank the following workshop speakers for their outstanding contributions to *The Teaching Professor Conference*.

Beverley T. Amick, Kean University

Debra Andrist, Cullen Professor of Spanish, MACL

John August, Professor of Feline Internal Medicine, Texas A&M University

Martha W. Aynardi, Penn State University — Berks Campus

David Bender, Assistant Professor of Educational Psychology, Penn State University — Berks Campus

John Bennis, Professor of Leadership and Management, Army Management Staff College

Laurel Black, Associate Professor of English, Indiana University of Pennsylvania

D.J. Blum, Sophomore, Elementary Education major

Phyllis Blumberg, Director of the Teaching and Learning Center, University of the Sciences in Philadelphia

Natasha Bradley, Sophomore, Business major

Eileen Buckley, Faculty Specialist, Western Michigan University

William Cutler, Temple University

Alison Dagnes, Assistant Professor, Shippensburg University

Chris Dailey, Graduated, BA English

Miriam Diamond, Associate Director, Center for Effective University Teaching, Northeastern University

Roy Eichhorn, Lead Professor of Leadership and Management, Army Management Staff College

Karen Eifler, Associate Professor, University of Portland

Joan Flaherty, Assistant Professor, University of Guleph

William Frantz, Assistant Professor, Cardinal Stritch University

Francine Glazer, Professor, Biological Sciences and Assistant Director, Center for Professional Development, Kean University

Thomas Grites, Interim Dean, Social and Behavioral Sciences, Richard Stockton College of NJ

Deb Guy, Senior, Letters, Arts and Sciences major World Campus



Selected Presenters — Continued

Diane Hall, University of Maryland — Baltimore County

Janet Hanna, Chair, English and Communication Department, Tiffin University

Sharon Hollander, Assistant Professor, School of Education, Georgian Court College

Elizabeth Hostetter, Rowan University

Jennifer Jakubecy, Assistant Professor of Education, Mary Washington College

Frances Johnson, Director, The Faculty Center for Excellence in Teaching and Learning, Rowan University

Diane Klein, Interim co-director Center for Teaching Excellence, Indiana University of Pennsylvania

Sarah Kuhn, Associate Professor, University of Massachusetts — Lowell

Jodi Levine Laufgraben, Temple University

Barbara Lickliger, Iowa State University

Paula Lustbader, Seattle University School of Law

Elaine Marker, Rowan University

Hugh McElwain, Director of the Core Curriculum, Professor of Theology, Dominican University

Sandy McHenry, Rowan University

Kathleen McKinney, Cross Chair in the Scholarship of Teaching & Learning, Sociology Professor, Illinois State University

Philip J. McLewin, Professor of Economics, Ramapo College of NJ

William Miley, Professor of Psychology, Richard Stockton College of NJ

Larry Miners, Fairfield University

Carla Manno, Assistant Professor of Education, George Mason University

Joe Moore, Professor of Leadership and Management, Army Management Staff College

Patricia Mosto, Professor, Dept.. of Biological Sciences, Rowan University

Kathryn Nantz, Associate Professor of Economics, Fairfield University

Kenneth Newman, Union University

Susan Perlis, Associate Professor, Graduate Education, Marywood University

Denise Peterson, South Dakota State University

Terry Ray, Professor, Indiana University of Pennsylvania

Robert Rasmussen, Consultant

Maria Rosado, Rowan University

Donna Qualters, Director, Center for Effective University Teaching and Associate Professor of Education, Northeastern University

Catherine Schifter, Faculty Fellow, Teaching and Learning Center, Temple University

Joseph Sciarretta, Coordinator of Counseling Services/PACE Program, Millersville University

Ann Singleton, Chair, Education Department, Union University Teacher Education

Rosalee Stilwell, Associate Professor of English, Indiana University of Pennsylvania

Carolyn Tice, Associate Dean, University of Maryland-Baltimore County

Daniel Tompkins, Temple University

Doanh Van, Chair, Engineering, Union University

Judith Villa, Indiana University of Pennsylvania

Janice Wiersma, Iowa State University

John Woolcock, Professor of Chemistry and co-director of Reflective Practice, Indiana University of Pennsylvania

Dave Yearwood, Associate Professor, University of North Dakota

Poster Sessions

Saturday, May 22, 2004

5:00 PM – 6:30 PM

Room: Foyer

Join us as faculty members display a visual representation highlighting content of a model or strategy for teaching and learning. Conference delegates can meet directly with the designers of the poster regarding the designer's project, program or research. It's a great place to meet, advance learning, and greet delegates presenting poster. Beverages and light hors d'oeuvres will be served at the poster sessions.

Poster Sessions: Track I

Creating Partnerships to Orient New Faculty

Kathleen Harring and Kathryn Wixon — Muhlenberg College

Teaching in a Multi-Contextual Framework

Thomas Grites and Peter L. Hagen — Richard Stockton College

Faculty Development: A Top Down Approach that Works

Roxann Humbert — Fairmont State College

Promoting Success Through Faculty Development Programs

Frances Johnson — Rowan University

One-on-One Mentoring for Renewal and Retention

Barbara Mezeske — Hope College

Developing a Faculty Learning Community on Learning-Centered Teaching: Faculty Renewal Project

Phyllis Blumberg, Leslie Ann Bowman, Pamalyn Kearney, Peter Miller, Michele Mulhall, Andrew Peterson Glenn Rosenthal, Susan Wainwright — University of the Sciences in Philadelphia

Poster Sessions: Track II

Enhancing Students' Ability to Self-Evaluate; Using Exam Responses to Refine Study Skills

Ellen Flannery-Schroeder — University of the Sciences in Philadelphia

Writing Formal Laboratory Reports During the Laboratory Periods

Tarlok Aurora — University of the Sciences in Philadelphia

A Path to Meaningful Learning: Concept Mapping as a Learning Strategy

Peter Miller — University of the Sciences in Philadelphia

Learning-Centered Teaching in a Large Class

Andrew Peterson — University of the Sciences in Philadelphia

The Dynamic Group: Creative Approaches to Student-Centered Learning

Sylvia Clark — St. John's University

A Strategy Facilitating Students' Responsibility for Their Own Learning

Patrice McCracken — Cincinnati Bible College & Seminary

Encouraging Students to Prepare for Class: Addressing Cognitive and Motivational Issues

Rory O'Brien McElwee — Rowan University

Reflection and Action: A Method to Facilitate Critical Thinking, Integration and Professional Behaviors

Margaret M. Plack, The George Washington University and Anita M. Santasier — Stony Brook University and Temple University

The Reclamation of Student Voices: Mentoring and Advocacy That Works Once We Place Our Egos In Check

Nicole Stephens — Saint Louis University

Syllabus Design: Improving Student Learning

Carol Weaver — Seattle University

How is it the Same? How is it Different? Helping Students Develop a Critical Habit of Mind

Janice Wiersema and Barbara Licklider — Iowa State University



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