The Teaching Professor Conference

Conference
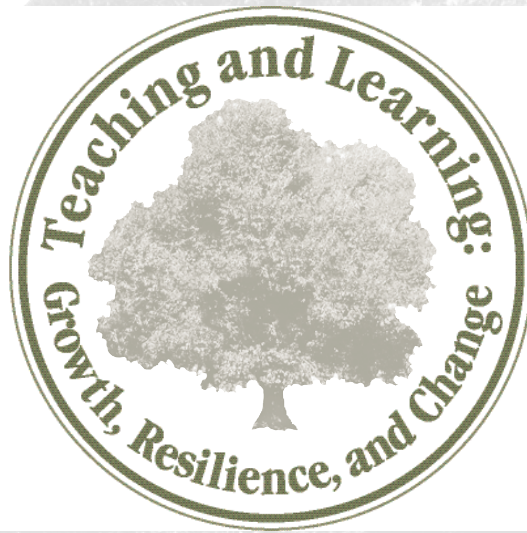
Program

• May 20–22, 2005 •

Hyatt Regency Woodfield/Schaumburg, IL

Friday, May 20, 2005

12:00 PM – 8:00 PM
Registration Open
Room: Lobby

2:30 PM – 4:30 PM
Pre-Conference Workshop: Pre-Registration Required
Using Informal & Formal Writing to Enhance Student
Learning - Without Sacrificing Your Research Time
Room: Aigner/Larson
Many faculty across the disciplines believe they should incorporate more writing into their teaching, but hesitate out of fear that their time will be usurped by marking and grading endless stacks of student papers. This interactive workshop shows how to avoid the pitfalls of ineffective practices while at the same time maximizing student learning. Topics addressed include using the continuum of informal to formal writing; creating assignments that foster learning and forestall plagiarism; marking and grading student writing; and balancing correctness and content. Participants are asked to bring four copies of a writing assignment in progress. Participants will leave with practical advice and handouts to reinforce workshop content.
Invited Presenter: Martha Townsend, University of Missouri

Pre-Conference Workshop: Pre-Registration Required
Teaching to Engage Students Cooperatively by Linking
Research to Practice
Room: Atcher/Kessel
Faculty members in all disciplines have become increasingly aware of the need to apply the newly emerging research on the biological basis of learning to their own classes. This workshop will explore some of that research, discuss its implications for teaching and learning, and then model some specific practices that will enhance the learning process. These practices will also be framed by the international research on deep learning, giving faculty a coherent framework for intentional lesson preparation. This highly interactive session will draw eclectically from practices also associated with classroom assessment, cooperative learning, and writing across the curriculum.
Invited Presenter: Barbara Millis, University of Nevada

Pre-Conference Workshop: Pre-Registration Required
Conducting & Applying the Scholarship of Teaching and
Learning: Informing our Practice as Teachers
Room: Regency ABC
In this interactive pre-conference workshop, a combination of presentation, discussion, and group work will be used to consider ideas for conducting SoTL work, the value of this work, and the problematic issue of applying the knowledge we have from the scholarship of teaching and learning to our practice as teachers.

Questions or topics to be considered include the following: What are some SoTL research topics of interest and how might these be studied? Why is this work important? What are the barriers to applying SoTL? What knowledge might we use? What are current or new processes in which to do this application? Learning outcomes for the workshop are that participants will 1. Generate one or more SoTL research questions and ideas about methodology for a study in which they are interested; 2. Share ideas about and have an understanding of the value of SoTL for their teaching, student learning, and the quality of their academic program; and 3. Have several concrete strategies for using the findings of their own or others' SoTL work to improve teaching and learning on their campus.
Invited Presenter: Kathleen McKinney, Illinois State University

3:00 PM – 8:00 PM
Partnership Displays Open
Room: Regency Foyer & Courtyard Corridor

5:00 PM – 5:05 PM
Conference Welcome
Room: Regency DEFG
Invited Presenter: Maryellen Weimer, Penn State-Berks Lehigh Valley College

5:05 PM – 6:00 PM
Academic Advising Beyond the Classroom: A Critical Link in
Supporting Student Achievement
Room: Regency DEFG
In a 1995 book, Teaching Through Academic Advising: A Faculty Perspective, Robert Berdahl, a professor of History and former chancellor at the University of California Berkeley and president at the University of Texas Austin, noted that "teaching and good advising need to be part of a seamless process, sharing the same intellectual sphere and informed by a relatively consistent educational philosophy." More recently, in his 2001 book, Making The Grade, Harvard professor Richard Light concluded, "Good advising might be the single most underestimated characteristic of a quality educational experience."

In his plenary address, Tom Brown will seek to redefine academic advising as a process that shares many of the goals of classroom teaching. He will consider how developmental academic advising can support students to take greater responsibility for their own learning and development and examine increasing evidence suggesting a strong correlation between quality advising and student achievement, satisfaction, and persistence. He will also share a conceptual framework to guide the work of advisors and identify specific student needs and expectations in advising. Finally, Tom will reflect on the skills, attitudes, and behaviors that are essential to establishing effective advising and teaching relationships.
Invited Presenter: Thomas Brown, Thomas Brown & Associates

6:00 PM - 8:00 PM

Poster Sessions
Room: Foyer
Several faculty members will display visual representations highlighting content of a model or strategy for teaching or learning. Conference delegates can meet directly with the designers of the poster for Q & A regarding the designer's project, program or research. It's a great place to meet, advance learning and greet delegates presenting posters.

Reception -- Meet and Greet
Room: Regency Canopy & Foyer

Saturday, May 21, 2005

8:00 AM - 5:00 PM

Registration Open
Room: Lobby

Partnership Displays Open
Room: Regency Foyer & Courtyard Corridor

8:00 AM - 9:00 AM

Continental Breakfast
Room: Regency EFG
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

BBPD
Coming to our Senses in H. E.: Using 'low technology' to Enhance Engagement, Learning & Embodied Knowledge
*Note: This session is limited to the 30 first people in attendance.
Room: Meadows
Conventional teaching, like the conventional workplace, treats learning and knowledge as a cranial event. Yet we know that much knowledge is embodied, and we--the presenters--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. If you are like most of us, you will say that it is 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. We believe that this approach holds just as true for adult learners and college students as for younger pupils. Our 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. Discussions of how this approach might be applied in participants' own teaching will grow out of these exploratory experiences. We will touch on theories of learning as we work, but this session is primarily a hands-on discovery experience. Applications

of this approach are nearly boundless. The freshman seminar, the lecture hall, the capstone design class, the literature class, the computer science lab--all are possible venues for hands on work with students. The potential benefits are also great: Overcoming the passivity of the conventional classroom; encouraging synthetic as well as analytic thinking; teaching the 'whole person' and supporting different learning styles; assessing student learning by having students make and discuss a representation; creating "boundary objects" which help the disciplines to interact with one another. Most important, it's fun! All faculty can benefit from exposure to this approach. Advocates for instructional improvement, whether faculty, staff, or students will also find this approach provocative and fruitful. Attendees will get new ideas for classroom exercises that can be used as stand-alone additions to their existing practice--but they will also be challenged and invited to more fundamentally rethink their approach to teaching. Each participant will receive a small starter set of hands-on materials (the materials given to them to use during the workshop) plus a "white paper" on hands-on learning and teaching, with pointers to resources.
Back-By-Popular Demand Presenters: Sarah Kuhn, University of Massachusetts – Lowell; and Robert Rasmussen

The Faculty Challenge: Developing Community Online in a Graduate Nursing Program
Room: Aigner
Developing a community of learners online presents a new challenge to faculty. Using a theoretical framework that includes Chickering and Gamson's (1987) seven principles, this session will present information on how to create an interactive learning community using an online nursing master's program as an example. In addition, this session will provide information that will enhance the learning community of an existing online course or contribute to the development of the learning community in a new course online. Both undergraduate and graduate faculty are encouraged to attend. Once the presentation has occurred, the presenter will have the audience break into small groups to analyze their present or future online course for enhancement of the learning community using the framework discussed. Lastly, each small group will present their ideas back to the larger group.
Presenter: Linda Foley, Methodist College

Empowering Allied Health Students Through Use of VARK Learning Style Assessment Tool
Room: Heights
The history, components and success of Northern Virginia Community College's Perkin's Grant Funded Tutoring Project will be presented. Neil Fleming's VARK learning style questionnaire was given to 800 students in their classrooms to identify their learning styles preferences. Specific study strategies were taught to them based on these learning style preferences afterwards. Those with visual preferences were taught to make flow charts, emphasis pictures, use color and different spatial arrangements in their note taking and studying as well as many others. Those with aural preferences were taught to read textbooks and notes outloud, discuss topics with peers, use tape recorders to tape summaries of their notes in their own words and so forth. Strategies for read/write preferences included chunking like information into lists, use of acronyms, rewriting words and turning graphs and pictures into

words. For the student who prefers to learn kinesthetically, strategies included how to make it have meaning, how to make it real, how to really visualize it really happening, as well as leaving spaces during note taking for filling in more examples after class. 60% of students have more than one preference so multimodal strategies were taught as well. Student evaluation data showed that 88% said that this program was helpful, with 70% saying that it improved their performance. Based on these results, the state of Virginia has just approved a permanent position to continue this work. This program will be starting in the local public high school as well.
Presenter: Abby Hassler, Northern Virginia Community College

The Seven Habits of Highly Effective Teachers
Room: Kessel
Too often, campus life minutiae drain us of energy for teaching. How can faculty maintain enthusiasm, positive outlooks, and clear heads when assignments need grading, students require prodding, research waits to be written, and committee work consumes time and patience? Stephen Covey's Seven Habits of Highly Effective People provides the framework for this interactive session wherein new, mid-career, and veteran faculty collaborate to discover how the Habits apply not only to teaching, but to all areas of their professional and personal lives. New and mid-career faculty will learn coping tips that veteran faculty have gained through experience; veteran faculty will gain fresh perspectives that will remind them of their early enthusiasm for teaching. After working through application activities, participants will be able to articulate their plans for applying the Seven Habits to their teaching lives, in particular, and to their professional and personal lives, in general.
Presenter: Nancy McClure, Fairmont State

BBPD
Perspectives on Sharing the Fine Art of Scholarly Thinking
Room: Larson
In reality, not all students in our college classrooms are scholars waiting to happen. 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, in particular in freshman classes, students will often lose confidence in the classroom. An understanding of how "we" think can make a difference in how "they" think. Our unique roles in the classroom gives us credibility, not just in our disciplines but in the way we "think" about our disciplines. Come join us on a journey to return to and appreciate those primal thinking processes and to identify strategies and techniques that we can share with our students. Experience has shown us all too often that "studying harder" is not always the answer. Using developmental techniques in a highly participatory format we will learn, share and utilize "best practices" to share with our students. This workshop will explore the wealth of current research and techniques which 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.
Back-By-Popular Demand Presenter: Joseph Sciarretta, Millersville University

Collaborative Teaching: Lessons Learned When Teaching Collaboratively from Two Different Disciplines
Room: Regency A
Focus on the lessons these two faculty members learned when collaborating and teaching one section of English Comp 1 and Human Sexuality to freshman/sophomores in an alternative entry program at Minnesota State University Moorhead. The session will discuss the syllabi collaboration, assessments used summatively and formatively, how the process developed and was implemented and how students perceived the experience. Student learning outcomes will be discussed and how the two concurrent cross discipline offerings actually benefited student learning and writing across the curriculum.
Presenters: Jarilyn Gess and Liz Rowse, Minnesota State University Moorhead

What Motivates College Students to Cheat?
Room: Regency B
Academic cheating has been described as both epidemic and endemic. It is considered a significant problem because it is occurring on all college campuses with high frequency and because it undermines the foundation of the college as a learning institution. A review of the literature on cheating behaviors revealed percentages of self-reported cheating ranging from 24% to 98%. The present study explored the relationship between academic dishonesty and student backgrounds, along with student attitudes. In 1998, a replication of the research previously done by Melody Graham, Jennifer Monday, Kimberly O'Brien, and Stacey Steffen, (1994) was conducted by Jeff Walls. Faculty and the students were included in the research study. Three main areas explored in the present study concerned the relationship of student background variables, perceptual differences between faculty and students, and faculty background variables to attitudes of cheating. More lenient attitudes toward cheating were found with the variables of race, religiosity, coming from urban areas, living in dorms or college apartments, majoring in business, and playing sports. A Synthesis Model of Cheating Decision Making was developed as an implication of the research conducted and has been revisited for an update. This Model can assist faculty in understanding the cheating decision process of students. Also, students can use the Model to facilitate a self evaluation of their decisions.
Presenter: Jeffrey Walls, Indiana Institute of Technology

I Evaluate. They Analyze. We Assess. Moving Into Formative Assessment
Room: Regency C
Formative assessment should incorporate an evaluation process that allows for improvement over time. That process is optimized by inquiries conducted by the student and the professor as partners in assessment. A model of formative assessment in a mathematics course will be presented with documentation of students' progress as a result of this design. This course includes learning outcomes that combine the development of oral and written communication skills with mastery of concepts in mathematics. This assessment design eliminates points and weightings from the evaluation process and provides students with a continuum for analyzing their progress. After the presentation of the model, participants will have active opportunities to distinguish between teaching-centered

and student-centered approaches to assessment and learning in a variety of disciplines. Participants will appraise different ways of evaluating students and will construct a basic rubric that is relative to their content area. At the end of this presentation/workshop, participants will have a framework for designing a plan for formatively assessing students in a college course.
Presenter: Lyn Stallings, American University

The Machine in the Classroom: Promises and Performances
Room: Schaumburg
The widespread adoption of computer technology has not improved learning--or has it? There are many promises and many disappointments. We don't know whether this is due to the failure to use technology well resulting in death by PowerPoint; or a failure to exploit technology to create new designs for learning. Are classrooms the culprit? Must we re-design or eliminate the standard classroom? How can we employ the new knowledge of how people learn to utilize technology to produce quality learning at lower costs? We will look at some exemplars of the best and worst classroom applications and try to formulate some principles of learning centered technology use.
Invited Presenter: Larry Spence, Penn State

Becoming An Exceptional Faculty Advisor: Strategies and Resources
Room: Atcher
While faculty continue to be the primary deliverers of advising and most institutions believe advising is a responsibility of faculty, most faculty receive little or no training before advising. This session will provide strategies and resources you can draw upon internally and externally to help you become an exceptional faculty advisor.
Invited Presenters: Thomas Brown, Thomas Brown & Associates, and Lynn Wild, Rochester Institute of Technology

Informal Discussions on Conference Case Study – "Cruising and Not Caring: A Case for Discussion"
Room: Meeting Suite 3335 (3rd Floor)
Join your colleagues in an informal (and possibly noisy!) discussion regarding the Conference Case Study – "Cruising and Not Caring: A Case for Discussion". A copy of the Conference Case Study can be found in your registration packet.
Moderator: Member of the Teaching Professor Conference Advisory Panel

10:30 AM - 10:45 AM
Break

10:45 AM - 12:00 PM
Discovering the New World: How Technology Helped Me Find My Way as a Teacher
Room: Aigner
Teaching assessments are like a compass on a ship: without them, we don't know where we're going or where we've been. A student's assessment of a teacher is subjective, at times unfair, and, possibly, stressful, but it is one of the few instruments we have to find out if we are sailing off the edge of the world or about to discover a new world. Traditionally, teaching assessments are conducted at the end of a term. This approach prevents students from offering construc-

tive feedback while they are still in the course. Waiting until the end of the term indicates that student input is valued only after a course is over, which implies that it is not valued at all. I began conducting my own on-going, online, teaching evaluations in January 2001 and it has changed the way I teach. I now enjoy a proactive dialogue with my students about my teaching, the course, and the entire learning process. The FREE online software we developed is called FAST© (Free Assessment Summary Tool) and is used by over 3,500 teachers from around the world (www.getfast.ca). This session is designed for teachers who believe in helping his/her students engage with the curriculum and who are willing, when warranted, to respond to the dynamic needs of today's student. The session will combine first-hand experiences with anonymous electronic teaching evaluations as well as a lively and interactive demonstration of the software. Online teaching assessments offer the real-time ability to assess if the students are enjoying their journey or when they have lost their way.
Presenter: Bruce Ravelli, Mt. Royal College

Using Online Discussion for Responsible Conduct of Research Training
Room: Atcher
Research mentoring is at the heart of research universities. The relationship between mentor and students often shapes the attitudes, beliefs, and research direction of the students. To that end, we have created web-based materials: streaming videos, a discussion board and a facilitator's guide, that may be used to foster informal discussions surrounding issues of academic and research integrity between all those involved in research - faculty and students, graduate students and their peers, graduate and undergraduate students. This format encourages users to bring their own experiences to the discussion in real time and provides relevance to their own research area. The presenters will show video selections, discuss the effectiveness of this approach at our institution and provide suggestions for similar training at other institutions.
Presenters: Derina Samuel, Ken Sagendorf, Stacey Lane Tice and Nisha Gupta, Syracuse University

Establishing Meaning in Education: Student Involvement in Research
Room: Heights
Keys to enhancing student learning in the classroom involve such processes as student engagement, directed inquiry, and active learning. But how do we actually "engage" or "involve" students, or get them committed to "directing their own learning," or help them find the "meaning" and hence application and importance of their own education? In this workshop, we explore how to increase student personal meaning and involvement through the process of student research projects. We will focus on the scientific process, including question and hypothesis development, problem identification, the scientific method, choosing a project, defining the research question, conducting research, and completing reports and presentations. Because these tools and techniques are used in many fields, they should be applicable to the broader audience (i.e., beyond scientists, per se), who utilize research within their subdiscipline. The workshop will rely on discussion and small group brainstorming sessions; the presenter will lay the groundwork on meaning, provide case studies and examples, and facilitate

the general interest of the workshop attendees. We hope that participants will emerge with a broader understanding of the importance of meaning in undergraduate education, and with ideas that can help them develop their own program of research projects as a tool to increase student engagement, understanding, and learning.
Invited Presenter: Jake Weltzin, University of Tennessee

Are Your Beliefs about Teaching and Learning Limiting Your Teaching Effectiveness?
Room: Kessel
Your beliefs about teaching and learning support or impede both your ability to teach well and your students' ability to learn. Beliefs are often hidden from conscious awareness and sometimes directly oppose conscious desire. If you have hit a wall in your own professional growth as a teacher and/or in your ability to facilitate student learning, perhaps unexamined beliefs are the cause. We will consider some implications for practice arising from research into teacher beliefs and engage in a fun belief-discovery exercise. Eye-opening visuals demonstrating the disconnect between beliefs and reality will catch everyone's attention and launch a spirited discussion about what we believe. Handouts and electronic visuals will be used as participants conceptualize the belief adoption, belief discovery, and belief change processes. Dyad and small-group activities will demonstrate how beliefs can oppose conscious desire. Low-tech belief discovery methods and instruments will be demonstrated, and participants will all have the opportunity to use the techniques for themselves during the session. While the concepts for belief discovery apply to any area of belief, the presentation will focus on beliefs about teaching and learning in higher education. The presenter will address the impact of such beliefs on student achievement, the adoption of the learning paradigm, and job satisfaction.
Presenter: Jeff King, Art Institute of Dallas

BBPD
Baiting the Hook in College Classrooms: The Role of Attention in Learning
Room: Larson
From the perspective of perception and cognitive science, our brains will not process and remember even the most crucial fact if we are not paying attention to it. Our sensory register and short-term memory afford a window of up to 15 seconds during which we must either attend to new information or lose it. Much of what comes to us through our sensory register is lost; the majority of that is perhaps superfluous, but certainly when professors begin their lessons, we want to make sure students are paying attention. There are six fundamental components to the first part of learning, attention that this session will elucidate: novelty, incongruity, personal significance, size and intensity of an initial experience. Using those six elements of attention, I will offer an array of flexible strategies that instructors can employ for "baiting the hook" in their own courses. In this session we will explore methods of using that precious fifteen second window for garnering students' attention long enough to allow them to process and retain new concepts and information. We will also take a brief look at the processes of short and long-term memory and learn why information may be learned but not efficiently retrieved. I will also offer mechanisms for teaching students to take control of their own

learning by using the role of attention in the learning process. The primary focus, though, will be on the role of gathering and retaining attention throughout a class session, and, 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. This session is applicable to teachers of large lecture sections and groups of 15-50 students, especially those teachers who are inclined to reflect on their teaching and seek ways to take advantage of our growing knowledge of how brains function to refine and perhaps restructure their instruction. Attendees will leave with a clear, concise model of how the human memory functions, in particular a vivid understanding of the role of attention in perception and cognition. Further, they will leave with at least six concrete applications for their discipline of the attention-gaining strategies I will offer. Participants will also leave with a flexible template for planning instruction that focuses on the role of attention and strategies for getting information from the short to long-term memory in a retrievable form. While attendees will leave with concrete ideas and applications of the ideas I present, they will also have a solid theoretical understanding of why those strategies are worth mastering as professors.
Back-By-Popular Demand Presenter: Karen Eifler, University of Portland

BBPD
Coming to our Senses in H. E.: Using 'low technology' to Enhance Engagement, Learning & Embodied Knowledge
(REPEAT)
*This session is limited to the first 30 people in attendance.
Room: Meadows
Conventional teaching, like the conventional workplace, treats learning and knowledge as a cranial event. Yet we know that much knowledge is embodied, and we--the presenters--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. If you are like most of us, you will say that it is 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. We believe that this approach holds just as true for adult learners and college students as for younger pupils. Our 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. Discussions of how this approach might be applied in participants' own teaching will grow out of these exploratory experiences. We will touch on theories of learning as we work, but this session is primarily a hands-on discovery experience. Applications of this approach are nearly boundless. The freshman seminar, the lecture hall, the capstone design class, the literature class, the computer science lab--all are possible venues for hands on work with students. The potential benefits are also great: Overcoming the passivity of the conventional classroom; encouraging synthetic as well as analytic thinking; teaching the 'whole person' and supporting different learning styles; assessing student learning by having

students make and discuss a representation; creating "boundary objects" which help the disciplines to interact with one another. Most important, it's fun! All faculty can benefit from exposure to this approach. Advocates for instructional improvement, whether faculty, staff, or students will also find this approach provocative and fruitful. Attendees will get new ideas for classroom exercises that can be used as stand-alone additions to their existing practice--but they will also be challenged and invited to more fundamentally rethink their approach to teaching. Each participant will receive a small starter set of hands-on materials (the materials given to them to use during the workshop) plus a "white paper" on hands-on learning and teaching, with pointers to resources.
Back-By-Popular Demand Presenters: Sarah Kuhn, University of Massachusetts – Lowell; and Robert Rasmussen

The Beginner's Guide to Scholarship
Room: Regency A
This interactive session is a step-by-step guide to learning how to evaluate scholarship potential in research and putting this potential into action. In this working session, participants will explore ways to formulate ideas and find the right venue for their scholarship. The session will extend into ways to address the audience so that proposals have that edge that excites review committees. Since more and more publications and presentation review committees require cover letters, introducing ideas, participants will explore successful letters that make reviewers take notice.
Presenter: Patricia Smith, Fitchburg State College

Cross-Disciplinary Projects as an Engagement Strategy
Room: Regency B
Successful engagement strategies create active learning environments, focus learner attention on issues and problems, and allow for learning exploration. When a sense of accomplishing something meaningful is added, the experience becomes superlative. This presentation will use the context of collaboration between the college of business and a nurse practitioner led medical facility to address the mechanics of creating successful cross-disciplinary projects, which engage students and create an awareness of how their talents can be used to help others. Specifically, this collaboration led to the development of a marketing plan for a university-sponsored clinic whose primary mission is to meet the needs of medically underserved clients. Through a combination of presentation, experiential activities, and discussion; participants will discover critical success factors for cross-disciplinary projects, challenges of material mastery, pitfalls to avoid, assessment approaches, follow-up strategies to encourage further learning, and the impact on student values. A unique aspect of this presentation will be hearing from students either electronically or personally. The last third of the presentation will be spent helping participants identify potential cross-disciplinary opportunities containing the amplified advantages of this student engagement approach. This session is appropriate for teachers looking for engagement strategies that expose their students to worlds outside their own disciplines.
Presenters: Bruce Blaylock and Janet McDaniel, Radford University

Assessment Advantages in Problem Based Learning
Room: Regency C
I will present some strategies that I learned and teaching tools that I developed as a result of a week-long course to help faculty redesign an undergraduate course curriculum: in my case, Contemporary Ethical Issues (CEI). I will also offer the results of my implementing these methods in three CEI courses. In particular, I will focus on how this method provided me with a transparent way to assess student learning in the course. Before this exercise and my hands on class experience with PBL, I thought the way to tell if a student was learning in my course was whether she did well on the test and essay questions that I provided; that is, on how well she could parrot back the content I delivered in lectures. In CEI, the job of the professor is to present argumentation on some contemporary ethical issues, for example, human embryo research. The primary goal is to enable students to examine the argumentation surrounding the issue critically. In order to do this, a student must have the ability to present an argument, and critically evaluate an argument. Since the argumentation for positions on contemporary ethical issues is often times supported by empirical evidence, students must have critical research skills. CEI lends itself to group project work, but I had tried to incorporate this with only moderate success. Coming into the faculty enhancement course, therefore, I had no plans to incorporate group work. But to my pleasant surprise, I learned numerous ways to create, motivate, and facilitate student learning through formal and informal group work by following the Problem Based Learning Method. And it worked. To design the course though a series of questions, instead of topics, was my first step. To be sure, philosophy lends itself to Socrates' approach and I usually frame my introductory lectures in the form of questions. I had never thought of this as a method that would lend a structure to the course as a whole, and serve as a template for test and essay questions. In addition, this method provided a consistency through the course that enabled the students to have a ready study guide for the exams. It was a way to focus the course on active learning as opposed to one where the students were passive receptors of material. And most importantly, that there was now a transparent way to evaluate the effectiveness of my tests and essay assignments. We are often asked to provide means of assessment for our courses.
Presenter: Marin Gillis, Massachusetts College of Pharmacy

Making Educational Decisions in Educated Ways
Room: Schaumburg
Prevailing wisdom advises that we must identify learning objectives and focus on the ways people learn as first steps when designing learning opportunities for our students. In so doing, we will avoid the mistake of pursuing technological and architectural solutions before articulating the problems being solved. This makes good sense, but it can be easier said than done. What does it really mean to "take learning into account" when making decisions about such things as learning technology and the design of learning spaces? We have considerable research on how people learn as individuals, but there is much we are still discovering about where and when learning takes place. In this session, we will explore ways to make good use of what is known about learning processes when making educational decisions. We will also identify some important unanswered questions for future research.

Invited Presenter: Gary Poole, University of British Columbia

Informal Discussions on Conference Case Study – "Cruising and Not Caring: A Case for Discussion"
Room: Meeting Suite 3335 (3rd Floor)
Join your colleagues in an informal (and possibly noisy!) discussion regarding the Conference Case Study – "Cruising and Not Caring: A Case for Discussion". A copy of the Conference Case Study can be found in your registration packet.
Moderator: Member of the Teaching Professor Conference Advisory Panel

12:30 PM – 1:00 PM
Lunch
Room: Regency DEFG

1:00 PM – 2:00 PM
Cruising and Not Caring: A Case for Discussion
Room: Regency DEFG
Invited Panelists:
Peter Cosentino, Student, Penn State-Berks Lehigh Valley College
Karen Eifler, University of Portland
Terry Ray, Indiana University of Pennsylvania
Larry Spence, Penn State
Moderator: Maryellen Weimer, Penn State-Berks Lehigh Valley College

2:00 PM – 2:15 PM
Break

2:15 PM – 3:30 PM
Building Community On-Line
Room: Aigner
Research supports the notion that collaborative learning is a process that advances student literacy and learning in the classroom (Johnson & Johnson, 1987). Since on-line instruction is as challenging if not more so than the traditional classroom, it is imperative that on-line students feel as though they are an active part of the learning process. Instructors of on-line courses who attend this session will learn ways to use collaborative learning in their courses by exploring strategies that work on-line, from organizing support groups to fostering discussion sessions that optimize the learning experience.
Presenter: Patricia Smith, Fitchburg State College

Walking in the First Day of Class Without a Syllabus
Room: Atcher
Many faculty come to the Teaching Professor Conference already committed to the pedagogical concept of a constructivist, student centered, actively engaged learning approach. By May, many look forward to this conference as a time for renewal and discussion with like-minded colleagues. At last year's conference, someone made a comment during a discussion period that essentially asked the following question. If we are truly student centered, why do we walk into class the first day with a syllabus? Reflecting on that comment, I decided to pick up the challenge for a summer graduate class that I was developing. This session describes how the students and I collaborated to develop the syllabus while still assuring

that we were meeting the purpose of the course. An explanation will be given of how each student (a) developed his/her own individual professional development plan, (b) established individual learning outcomes, (c) determined actively engaged learning opportunities to move toward achieving the learning outcomes, and (d) identified his/her final method for evaluation. Small and large group discussions will allow the participants to consider the benefits and risks of taking this approach in a future course. The session is designed for those teaching undergraduate or graduate courses who are interested in discussing this approach, who are currently using this or a similar approach and want to share their experience, or for those who want to explore how to take an idea gained from a conference and apply it to the next course he/she teaches. It is what the students and I identified as the "so what?" factor of learning. The benefit to participants is that they will be able to reflect on the following question, "I came to a conference that renewed my desire to improve my teaching. So what am I going to do with what I learned?"
Presenter: Deborah Hess, Wright College

Using Authentic Assessments of Student Learning in PBL
Room: Heights
Because many versions of PBL exist, I will briefly describe a classical, iterative version of problem-based learning (PBL), in which the case discussion stimulates learning. All material is discussed twice, first without prior preparation and then after researching the questions raised in the first session (called learning issues). This version of PBL forms the basis for the formative and summative assessments of student learning to be discussed in the rest of the session. Next seven learning outcome categories will be outlined according to Fink's (2003) taxonomy of significant learning that guide our options for assessing student learning in PBL. These categories are: 1) learning how to learn, 2) motivation/interest/values/respect for others, 3) human dimension, 4) integration/connection, 5) application/problem solving/critical thinking, 6) knowledge, and 7) skills. The participants will consider specific embedded assessments (i.e., occur within the learning process) that are congruent with each category within this taxonomy of learning. They will identify different types of outcomes that can be evaluated throughout all PBL activities including: demonstration of deep learning, professional behaviors, effective team behaviors, and management of complex projects and integrating different perspectives. These evaluations can be based on repeated observations of in-class interactions and written reports of research done to address a learning issue raised during the first discussion of the problem. Faculty, peers and the students can assess themselves on these dimensions using scoring rubrics. The participants will begin to develop a tool for assessing one type of learning. A few examples of non-embedded (i.e., goes beyond the learning process itself), authentic evaluation tools that are consistent with the PBL process, such as papers explaining the key concepts to another audience will also be discussed. Plenty of time will be devoted to answering participants' questions and for the participants to discuss different types of assessments of various types of student learning. Next, an evaluation framework will be presented for selecting specifically what to evaluate based upon criteria such as the rationale for selection, how to determine if this outcome was achieved, how to collect assessment data using embedded and non-embedded assess-

ment tools. Participants will work with this framework to identify specific assessments they wish to measure.
Presenter: Phyllis Blumberg, University of the Sciences in Philadelphia

Promoting Service Learning at Medgar Evers College
Room: Kessel
Today, many call for greater emphasis on civic engagement in higher education. Can service learning help institutions promote civic participation in our democratic society? How can an institution help faculty to understand the concept of service learning and to apply service learning in coursework? Is it possible to institutionalize a service learning agenda? These are questions to be addressed in this workshop. Presenters will discuss the work being undertaken by one urban college to promote the idea of civic engagement in a democratic society in general and, at the same time, have college-wide discussions and workshops on service learning among faculty in preparation for a college-wide service learning program. This interactive session will require participants to respond to the ideas presented and then engage in group work to share ideas and develop plans for involving faculty in a institutional service-learning initiative. The session will conclude with group reporting and overall reflections. The target audience for this session includes all individuals interested in promoting service learning at their institutions. Participants will benefit from sharing their ideas and listening to the ideas and experiences of others related to promoting service learning.
Presenters: Louise Giddings and Augustine Okereke, Medgar Evars College - CUNY

BBPD
Using Technology In Our Classrooms: From Surviving to Thriving
Room: Larson
It is generally assumed, by many educators, that instructional technologies are here to stay and that they do have some advantages to offer to teaching and learning. However, many questions exist regarding the effective and efficient utilization of such technologies. Additionally, the changes that have occurred in the classroom, as a result of widespread use of such technologies is an issue that may be all too often ignored. This workshop will examine ways in which technology can be effectively and efficiently utilized to create active learning environments and 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 of teachers and students; the skills of teachers and students; expectations of students and faculty brought about by the integration of technology; and the impact -- positives and negatives resulting from the use of technology in a teaching and learning setting. The presenter will, through the use of various teaching strategies, model or demonstrate how faculty could accommodate for the strengths of instructional technologies and the changes they have introduced to the teaching and learning environment. Instructional technologies offer the learner many advantages in terms of multi-dimensionality and their appeal to learners with varying modalities of learning (Hyerle, 1996). We, as educators, have also come to understand that instructional technologies introduce elements of anxiety related to past experiences

(Uggen, 2002) and that the role of the teacher is often downplayed in terms of their successful integration (Mellon, 1999). These technologies also introduce major changes to the way faculty approach instruction, i.e. teacher and student roles (Sandholtz, Ringstaff, & Dwyer, 1997). There are various ways in which technology is being utilized by faculty. Perhaps the most frequent use of technology is as a delivery medium of content. However, according to Kershaw (1996) such use could be limiting if it does not provide for student-to-student and faculty-to-student interaction with the content. Interactions of this nature would require a change from the traditional role of 'sage on the stage' to one in which the faculty serves as a facilitator. Other methods of using instructional technology could revolve around simulation (Coleman, F. (1997) activities in which 'real world like' scenarios can be played out in the virtual environment without the damage or destruction of expensive equipment or danger to life (i.e. exposure to toxic or harmful materials/substances). Additional changes brought about by the introduction of technology into the classroom involve the improvement of student writing through a variety of approaches, i.e. the use of a word processor to take the burden off document preparation task so students can focus on content through, i.e. brainstorming, organization/re-organization of content, the writing of first draft, revisions, formatting, etc (Yearwood & Spangler, 2001). Grabe and Grabe, (1998), suggest combining text, graphics, sound, or animation in meaningful ways that pull students into more active learning - the mental behavior or activity of students in the acquisition and synthesis of information. This session is most relevant to faculty but could also appeal to administrators and staff supporting faculty. The session targets the heart of this conference...the sensible use of technology in education to bring about meaningful changes in teaching and learning. 1) Participants will appreciate the value of instructional technologies to the teaching/learning environment 2) Participants will understand the changes instructional technologies have introduced to the teaching/learning environments in terms of: roles, expectations, skills, and relationships. 3) Participants will leave with an understanding of how certain technologies can enhance the teaching and learning environment, the advantages of using instructional technologies while considering the changes they have introduced, and the modifications that must be made to accommodate the individuality of learners.
Back-By-Popular Demand Presenter: Dave Yearwood, University of North Dakota

Utilizing Undergraduate Students in Conducting Research for Peer-Reviewed Conferences & Journals
Room: Meadows
The growing expectation for teaching college professors to produce peer-reviewed publications and presentations cause anxiety for many instructors. Tenure requirements further exacerbate the stress. However, teaching faculty have greater resources available to them than what they likely realize. Undergraduate students alone are generally incapable of generating peer-reviewed research alone. With sufficient motivation and guidance, however, undergraduate students can successfully partner with teaching faculty to produce surprisingly quality products. This working session presents some practical guiding principles for the types of projects to undertake and avoid, motivating students to collaborate with faculty,

supervision and quality assurance issues, and ethical considerations. Participant discussion will be threaded throughout the session.
Presenter: Michael Firmin, Cedarville University

Multiple Aspects of Scholarly Teaching
Room: Regency A
This session explores how three different scholarly projects emerged from a single course, demonstrating how scholarship and teaching are easily and logically interconnected. This process is seen as consistent with Boyer's statement that the scholarship of teaching is a requirement of the professoriate (1990). Faculty from social work and nursing co-teach an interdisciplinary, general education course titled Death and Bereavement at a regional comprehensive university in the mid-west. The university is considered primarily a teaching institution though faculty are certainly expected to be actively engaged in scholarly endeavors. Course evaluations are also an expectation of each course. This project uses the students' evaluations of the course as a part of a scholarly inquiry. For this particular course, an evaluation system was developed to consider both knowledge and attitudes about death, dying and bereavement. With student consent, that data has been gathered over several semesters and is being analyzed, thus combining teaching, course evaluation, and scholarly activity. A second scholarly project emerged from a question that was posed during this course. That question lead to an interdisciplinary research project with funding support from the campus Office of Research and Sponsored Programs. The third scholarly activity that developed out of this course was the involvement of graduate and undergraduate student collaborators who have been able to create and present a poster of the work. The session will be interactive and will provide participants with the opportunity to explore ways in which they can incorporate scholarship into course evaluations or other existing aspects of their courses. Participants are encouraged to bring a syllabus of a course they are currently teaching.
Presenters: Gloria Fennell and Winifred Morse, University of Wisconsin-Eau Claire

Weekly Content Quizzes: A Successful Combination of Active Learning & Assessment
Room: Regency B
Faculty discussions frequently focus on the challenge of balancing active learning with the temptation to "cover the material" through lecture. There is always the tension of not knowing whether students will read assignments and be prepared for collaborative activities requiring the application of concepts and theories. This session presents a Weekly Content Quiz strategy which has increased student preparedness and maximized collaborative learning. In addition, the Content Quizzes provide valuable information about student content knowledge and class participation. Included will be examples of weekly Content Quizzes, individual and group quiz options, and grading rubrics. This interactive session is designed for those faculty who want students to take independent responsibility for weekly readings so class time can be spent on interaction and application of those concepts.
Presenters: Maryann Byrnes, University of Massachusetts-Boston and Joseph Byrnes, Bentley College

Undergraduate Research as a Vehicle for Building a Culture of

Discovery and Student Self-Efficacy
Room: Regency C
The massive explosion of scientific knowledge is making it essentially impossible to cover all the content that is available during any single semester class. It is becoming increasingly clear that both principle-based and discovery-based approaches more appropriately prepare students for careers in science and for life. This session shares the experiences and observations of the Husson College Biology Program, particularly the Senior Project, which encourages discovery-based learning through student research. Key to the success of undergraduate research is the amplifying effect of self-efficacy. Self-efficacy can be achieved in a number of ways including the students' own sense of mastery, vicarious experiences from other students who achieved success, encouragement from the professor, and reduction in students' fears. The process and outcome of this program illustrate students' increased critical thinking skills, problem-solving ability, collegial philosophy, and above all, the unique transformation of each student. This session will outline how these elements can be maximized and will consist of presentation, dialogue, and group activities to illustrate the experiences of students.
Presenters: Jon Connolly and Rene Collins, Husson College

Engaging Large Classes
Room: Schaumburg
Large classes have increasingly become a fact of life on many college campuses. With decreased funding and increased enrollments, many colleges are faced with the challenge of providing similar learning experiences for students in large classes as in smaller classes. This session features the editors of the book, "Engaging Large Classes: Strategies and Techniques for College Faculty," who will share specific strategies on how to create an active large class environment from their work with over thirty large class teachers from a variety of disciplines across the country.
Invited Presenter: Christine Stanley, Texas A&M University

Informal Discussions on Conference Case Study – "Cruising and Not Caring: A Case for Discussion"
Room: Meeting Suite 3335 (3rd Floor)
Join your colleagues in an informal (and possibly noisy!) discussion regarding the Conference Case Study – "Cruising and Not Caring: A Case for Discussion". A copy of the Conference Case Study can be found in your registration packet.
Moderator: Member of the Teaching Professor Conference Advisory Panel

3:30 PM – 3:45 PM
Break

3:45 PM – 5:00 PM
BBPD
Zen and the Art of Effective Teaching
Room: Larson
This session addresses the central question of--how do we teach effectively and stay optimistic within environments that present obstacles to effective teaching--by suggesting an approach that appears to run counter to conventional pedagogical wisdom. The latter encourages us to embrace a learner-centered philosophy,

whereby students' needs become a dominant force that shapes our curriculum and our classroom sessions. But the result of this philosophy is often burnout or boredom, particularly if we work within an institution that views teaching excellence as the poor second cousin to publishing, research, and administrative accomplishments. And particularly if we fall within the dominant personality type that characterizes many post-secondary faculty: independent thinkers who are interested in their own intellectual advancement and who, all things considered, actually prefer working alone to working with others. (Think about it: were you hired by your educational institution on the strength of your abilities as a team player and your interests in advancing the lot of others – or were you hired on the basis on your academic record, honors, and publications?) Our chances of changing either the institution's view or our own temperament are slim to none. Both are fairly deeply ingrained mindsets. However, we can change our own way of thinking about the situation. 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? Here are some suggested answers to the above question: Teaching furthers my analytical skills, powers of logic by requiring that I critique papers, think on my feet answering questions, and maintain the focus of wide ranging class discussions. Teaching furthers my ability to think outside the box and enhances my creativity by prompting me to identify and experiment with tools besides lecturing to get the point across. Teaching furthers my personal development by moving me outside my comfort zone and by reducing my ego: it's easy to lecture; it's harder to be the guide on the side. And sometimes it's hard to assume the roles that the different teaching tools require of us, particularly when some of those tools place us in the role of listener rather than speaker. And this last point leads to the next benefit. Teaching furthers my receptiveness to, and ability to understand, different perspectives. I draw two conclusions from these answers: 1) Teaching effectively isn't an activity that distracts faculty from researching, writing, and getting published – the gauges that often determine career advancement and intrinsic satisfaction. It's an activity that strengthens the very qualities needed to achieve these goals; 2) By taking a "me first" attitude to teaching, we're not distancing ourselves from the learners sitting in the classroom; instead we're expanding the definition of "learner centered" so that we now include ourselves among the learners, as well. Both conclusions, I believe, are cause for optimism.

Back-By-Popular Demand Presenter: Joan Flaherty, University of Guelph

Exploring the Retreat: An Innovative Experiential Model to Support Growth, Resiliency and Change
Room: Heights
Independent, self-directed student learning can be more than a wish, if one is creative to think "outside the box". Through individual and group experiential exercises, this session will present the use of a retreat experience as an innovative teaching model designed to enhance student interest and participation. The intense retreat experience of four days and three nights enables students to explore their biases and barriers to learning as well as provide course content in spiritual and religious dimensions of social work practice. Students use the variety of retreat experiences to experiment with different ways of learning in a self-regulated manner, resulting in growth, resiliency and change. Participants will become familiar with the retreat curriculum and experience through a sampling of a variety of retreat activities (i.e. short lectures, small group discussions, video presentations, creative expression through art work and rituals, and spiritual practices such as guided imagery and meditation). Evaluation techniques and student assessment of learning experiences, as well as the authors' current research on student perceptions of learning-enhancing activities will be presented. This session is designed for faculty interested in an innovative teaching model, experiential learning exercises, and techniques to enhance independent, self-directed, and self-regulated learning.
Presenter: Christine Kessen, Marywood College

Online Course Development: How to Design It
Room: Kessel
Today e-learning is a strategic resource for higher education. As a higher education administrator who has worked in New York, Illinois, Massachusetts and now, New Jersey, I have the benefit of understanding the challenges e-learning poses to our education systems. I have been a founding dean of a for profit IT cyberspace school, an AVP of Instructional Resources, a Director of Professional Development, and have organized over 100 online courses. I have taught online course development in all the institutions in which I have had the pleasure of working. I have the practical experience to offer some advice to my colleagues who are struggling to incorporate online learning into their organizations. Like much of what goes on in Higher Education little formal discussion takes place about learning, and pedagogy. It is assumed by Boards of Trustees, Presidents, Provosts, and other constituents, that "learning" happens in some magic way, and, that the faculty member orchestrates "it" and of course, is then responsible for "its" success or failure. All the institutions say they are dedicated to "teaching, research, learning, and service" and they want to create a "learner centered" environment, yet so few do. This presentation will offer a rational, pedagogy, and a model to mentor the process of online course development. You will come away with a template, experience the process, and have fun while you design a module of learning.
Presenter: Arlene O'Leary, Monmouth University

Is There A Point to PowerPoint?
Room: Aigner
The focus of this presentation will be to examine the varied uses of PowerPoint from a pedagogical perspective. This will be done via an examination of the type of classroom environment created by instructors who are focused on student learning rather than teacher centered instruction. The presenter will concentrate primarily on identifying appropriate uses of presentation technology to engage students and stimulate meaningful discussions among those in the learning community. This session is most relevant to faculty but also to administrators and staff supporting faculty and anyone who might wish to use PowerPoint as a communications tool. The session targets the heart of this conference "the sensible use of

technology in education to bring about meaningful changes in teaching and learning." The topic is also relevant to faculty who wish to explore activities that keep teaching fresh.
Presenter: Dave Yearwood, University of North Dakota

Student-Centered Learning: Visual Language with the Brain in Mind
Room: Meadows
Our brains seek patterns and connections, and thinking is powerfully connected to our emotions. When brain-based learning principles and visual language strategies are joined, the uniqueness and plasticity of students' brains can be drawn upon to maximize their potential to learn and remember. Faculty will leave this interactive session having practiced visual brain-based language strategies that they can immediately implement in teaching their next class. The presenters will model how to use visual language strategies to transform a traditional auditory language classroom into a synergistic learning environment. Neurobiological learning theory, which is different from learning styles, will be explained and modeled to show participants how to improve learning effectiveness. This will be followed by participant practice of how to modify their activities and classes to facilitate better learning. Presenters have experience in applications across disciplines. This is suitable for all teaching faculty. Upon completion participants will be able to apply theory and knowledge to specific learning modifications in their classroom.
Presenters: Jacqueline Waggoner and Ellyn Arwood, University of Portland

Pedagogical Curb-cuts, Heteronormatvity & Using Writing to Teach
Room: Regency A
Since the early 1990's, Future Faculty Preparation programs have aimed to prepare graduate students for successful academic careers. These programs often focus on preparation for teaching. Recently, Syracuse University has extended this work to promote the scholarship of teaching and learning by publishing three books. All three projects engaged teams of graduate student editors developing goals, supervising review processes, and producing volumes to be used to inform the pedagogy of new Teaching Assistants on campus. As outcomes, three books; Interrupting Heteronormativity, Building Pedagogical Curb-Cuts and Using Writing to Teach, addressing diverse topics that effect teaching and learning were developed. This presentation will involve two parts. First, a discussion of the process of producing these books: The professional experience for the editor teams who were entirely made up of graduate students; The incorporation of departments and units from across campus to advise these editor teams; The engaged discussion of these topics through professional development seminars to provide resources for generating the volumes' contents; How the three volumes are organized; How we used these guides in our Teaching Assistant Orientation Program. These guides approach teaching through essays, narratives, analysis of "best practices," and resource listings and, because the authors were from our campus, the application of such a resource is rich in examples and specifics about how the cultural context of our campus can be enriched with these innovative pedagogical strategies. Second, we will work through some of the content and context of

these guides. Several of the case studies, actual pedagogical strategies, and essays will be distributed for discussion in small groups.
Presenters: Ken Sagendorf, Stacey Lane Tice, Nisha Gupta and Derina Samuel, Syracuse University

Using Brain-based Learning Techniques to Help Students Optimize Their Learning
Room: Regency B
This highly-interactive workshop will focus upon the latest information about Brain-based Learning and how to incorporate it into our teaching to optimize our students' learning. A brief overview of the brain's major parts and its functions will set the stage for our exploration into the world of Brain-based Learning. We will explore eight techniques of Brain-based Learning and offer practical class uses of these techniques. Teaching professors will take away loads of information that help their students look at how they learn best and how Brain-based Learning can produce optimum learning.
Presenter: Eileen Buckley, Western Michigan University

Self-care for Educators
Room: Regency C
The many changes in the field of education including its increasingly technological nature are creating unusual stress for today's educators. In this work environment, the need for an appropriate level of professional personal self-care becomes critical. Avoiding mild to moderate "burnout" is important to our being good educators. In this didactic and interactive workshop, we will define the problem and discuss its signs, symptoms, and what to do about it.
Presenter: John Nielsen, Western Michigan

Grading and Grumping
Room: Schaumburg
One element of academic life that can interfere with education in any setting--but tends to be an especially large impediment in general education classes--is grading. In this session, explore ways in which student attitudes toward grading interfere with learning, and discuss various methods to deal with this issue. The purpose of the session is to open a discussion on the issue of grading and student attitudes.
Invited Presenter: Leonard Berkowitz, Penn State University – York

Informal Discussions on Conference Case Study – "Cruising and Not Caring: A Case for Discussion"
Room: Meeting Suite 3335 (3rd Floor)
Join your colleagues in an informal (and possibly noisy!) discussion regarding the Conference Case Study – "Cruising and Not Caring: A Case for Discussion". A copy of the Conference Case Study can be found in your registration packet.
Moderator: Member of the Teaching Professor Conference Advisory Panel

5:00 PM Dinner & evening on your own!

8:00 AM – 1:00 PM
Registration Open
Room: Lobby

8:00 AM – 9:00 AM
Continental Breakfast
Room: Regency EFG
Roundtable discussions will be available during breakfast. 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
How Could You Possibly Give Me a C!? Helping Students Understand Grades
Room: Aigner
No one would dispute the claim that grading is the most frequent point of contention between teachers and students. The purpose of this session is to explore why students (and faculty) get so worked up about grades and what you as the instructor can do to diffuse the situation.
Invited Presenter: Marilla Svinicki, The University of Texas at Austin

"Staying Alive" by Developing a Whole-Self Approach to Teaching
Room: Atcher
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. We 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. We will begin with an interactive metaphor-sharing opening to explore our images of teaching and learning. There will be a brief didactic presentation of three integrated programs for faculty. Most of the session will consist of experimental small group and whole group activities whereby participants will be able to experience practical activities in different models to help them recognize and cultivate community and a "whole self" approach to their teaching. They will also have the opportunity to process their experiences in the session.
Back-By-Popular-Demand Presenters: Miriam Diamond and

Donna Qualters, Northeastern University

Learner Diversity, Curriculum Response and Learning
Room: Heights
Faculty in an innovative masters program for K-12 teachers will share ways in which they have responded to socially and psychologically diverse learners to capitalize on different learning strengths in order to meet a variety of learning needs. After setting the context, three brief presentations will illustrate curricular responses to learner diversity and show how data from student assignments and reflections on learning can be used both to assess learning and to guide subsequent curriculum development. Session participants will then have a chance to share their own experiences with learner diversity and how they have used data from learners to guide next steps. The audience for this presentation is faculty who are grappling with how to meet the needs of classrooms with a variety of learning styles and needs. Strategies for addressing learning diversity will be explored. Rigsby: This presentation will set the context of the program and describe learner diversity. DeMulder & Stribling: We are studying the developmental processes involved as teachers construct more complex understandings of teaching and learning through scaffolded opportunities to explore their own multiple intelligences, personality preferences and learning styles. Kayler: This paper illustrates a variety of learner-centered curriculum strategies we used to scaffold the learning of our students and to support their work in their own classrooms. End-of-class reflections, course products, and class discussions served as data to inform and shape our curriculum in response to student needs and interests. Weller: One avenue through which we incorporate learner-centered pedagogy in the curriculum is teacher action research. Action research allows our students to value their own questions and answers as they analyze their work in the classroom. A final analysis project approached their writing and data analysis from a multiple intelligence perspective. They created quilt squares to represent their themes and connections resulting in a visually beautiful outcome without getting hung up on the technicalities of research design.
Presenters: Leo Rigsby, Mary Kayler, Karen Weller, Elizabeth DeMulder, and Stacia Stribling, George Mason University

Online Teacher Preparation: Changing Times
Room: Kessel
Teacher candidates are now non-traditional career changers with families to support. Flexible distance learning opportunities ensure success for these graduate students. This session was designed for those interested in teaching adults who have non-traditional needs and expectations, and who are eager to prepare for a new career. This session considers the characteristics of this student audience (including prior knowledge/skills/work experience, family obligations, career commitment, motivation levels, and focused learning outcomes). We identify distance learning accommodations made such as types of assignments, discussion opportunities, level of advising, and flexible technological support. We use Internet WebCT course examples, videotaped student perspectives, interactive reader theater and handouts as parts of our presentation. We pioneered online courses in teacher preparation at Wright State University, and we are eager to share our deepened understanding of the value of technology in the self-directed learning popular

among non-traditional career changers. Some of the lessons we learned thanks to the online teaching modality were expected and many were surprises. This session is for those who are interested in sharing our lessons and we invite participants to share theirs.
Presenters: Burga Jung and Wanda Johnson, Wright State University

Make Your Point With PowerPoint
Room: Larson
Using presentation software in the classroom is more than translating a lecture into bulleted talking points. And what about the "bells and whistles" this type of technology provides? This presentation is for the beginning tech user as well as those who have experience with PowerPoint. Along with presentation do's and don'ts, find out what the research says about this technology and student achievement, and see some unusual uses for this program: games, surveys, comparative data, and attendance.
Presenter: Joann Herrington, Union College

Activity Based Course Design: Practical Advice for Active Learning
Room: Regency A
This session will share a workbook approach to developing activity-based courses. It introduces an activity-based course design in contrast to content-based course design and shows how an idealized approach can help faculty transcend previous practice. Based on the Mission-Infinity model for curriculum development, the workbook guides faculty through a 7-step design process that gives explicit direction while leaving room for the creative and sometimes seemingly random process of course design. The presenters will introduce the Mission-Infinity model which includes the following 7 steps: 1) Mission Analysis; 2) Outcomes Decisions; 3) Learning Beliefs; 4) Instruction Design; 5) Instruction Development; 6) Learning Occurs; and 7) Outcomes Evaluated. The presentation will focus on the first 4 steps of the design and development process. Practical examples of how it has been applied in the past will be shared. A copy of the workbook and the accompanying website will be given to each of the attendees.
Presenters: Randy Siebold and Marsha Beal, Andrews University

Active Learning in a Large Classroom Environment: Introductory Biology at Cornell University
Room: Regency B
There is little doubt that active learning environments have some real advantages for students, particularly in courses where the emphasis is on the student's construction of a conceptual framework rather than memorization of facts. While active approaches work well in small classrooms, there are real technological and pedagogical limitations to implementation of active learning in larger classrooms. Among the sciences, physics and mathematics were the first to embrace active learning at many universities, particularly at the introductory levels. In contrast, introductory biology course, independent of size, are almost entirely taught using the traditional "sage on the stage" model. In the past year, Cornell's large (400+ students) introductory biology course has made the transition to an active learning format that very much follows the peer instruction approach originally used in physics courses. During the 50 minute lecture, the majority of time is spent answering and dis-

cussing 2-4 questions that challenge the students to apply information from their assigned readings to conceptual, multiple choice questions whose answers are focused on integration of information and revealing common misconceptions held by the students. Answers are recorded using a personal response system (PRS). After each question, students are challenged to convince their neighbors that their answer is the better answer. Students are then asked to justify their answers and correct their peers' misconceptions. This session is intended to provide practical insights for faculty who are anticipating curricular changes that include active learning in a large classroom environment. Using Cornell as a case study, the author will engage the audience in a discussion of techniques for using a PRS in a large class environment, tradeoffs between interactivity and scope of material covered, challenges of encouraging and evaluating student participation, student attitudes towards the technology, and techniques for evaluating the effectiveness of this approach.
Presenter: Tom Owens, Cornell University

Ten Brain-Compatible Strategies for the College Classroom
Room: Regency C
Most educators may be only slightly aware of the latest findings in neuroscience (brain research). Ninety percent of what we know about the brain is the result of research published in the last five years (Sousa, 2000). Proper application of brain research to college classrooms will affect learning outcomes for university students, whether they are traditional age or adult learners. In order to construct curriculum and lessons that teach the way the brain learns and remembers, instructors must know some basics of how the brain works; the purpose of this session is to acquaint participants with basic knowledge about brain functioning, including some of the latest research and how this informs the teaching/learning process. Participants may also find such knowledge useful as it applies to themselves as well. This session will begin with some basics about how the brain stores and remembers information. Since the only evidence of having learned something is remembering it, we will focus on making learning memorable by inserting meaning and emotion into teaching strategies. This is an interactive session, in which those attending will participate actively, and will experience many of the brain-compatible teaching strategies themselves as learners. Participants will leave this session with customized applications and specific strategies they can use to make their teaching more "brain-compatible."
Presenter: Carolyn Cottrell, Webster University

Getting Started on Pedagogical Scholarship: Panel Advice from Authors & Editors
Room: Schaumburg
Interested in getting started on doing some scholarly work on teaching and learning? A panel of faculty who've written articles and books and some editors involved in publishing pedagogical materials will offer advice on getting started or doing more. Among the questions addressed will be these: How do you find a topic? Is there anything that hasn't already been done? How do you track down relevant research and literature? Can you write about your experience in the classroom? What if you don't feel like an expert? Is it hard or easy to get published? What mistakes do first time authors frequently make?

Panelists: Barbara Millis, University of Nevada; Jim Cooper, California State Dominguez Hills; Christine Stanley, Texas A & M; Gary Poole, University of British Columbia
Moderator: Maryellen Weimer, Berks Lehigh Valley College, Penn State

Informal Discussions on Conference Case Study – "Cruising and Not Caring: A Case for Discussion"
Room: Meeting Suite 3335 (3rd Floor)
Join your colleagues in an informal (and possibly noisy!) discussion regarding the Conference Case Study – "Cruising and Not Caring: A Case for Discussion". A copy of the Conference Case Study can be found in your registration packet.
Moderator: Member of the Teaching Professor Conference Advisory Panel

10:30 AM - 10:45 AM
Break

10:45 AM - 12:00 PM

The Interactive Lecture: Reconciling Group & Active Learning Strategies w/Traditional Instructional Formats
Room: Aigner
The Interactive Lecture is one in which active and group learning exercises are embedded at frequent intervals in order to foster deeper processing of content. In this session, two methods of making lectures more interactive will be presented, using five forms of cognitive scaffolding, and eight examples of Quick-thinks. Quick-thinks are brief active learning exercises that can be inserted in lectures or other instructional formats and that require students to process information individually and/or collaboratively. In this interactive session, Jim will invite attendees to incorporate scaffolds and Quick-thinks in their current instructional formats.
Invited Presenter: Jim Cooper, California State University-Dominquez Hills

Redesign that Large Class!
Room: Kessel
Teaching large classes has taken the teaching profession well into the 15th century (again). Classes become larger as we answer to economics, etc., and teachers have been forced to work harder to serve hundreds of students in the classroom. However, we have continued to push forward into the past by keeping old habits intact with the old and tired "stand up and lecture" model. With advancing technology, new doors are opening for those large lecture courses. The key to the large class will be to work smarter; not harder. How can Blackboard and other electronic pathways allow us to better instruct our students? The intended audience for this workshop is anyone who teaches a large lecture section of any course. The learning outcomes will rise from a course being taught using one-half lecture and one-half electronic methodology for instruction in the Fall 2004 semester. In particular, outcomes will include hard data on grades, number of contacts made with students by the faculty member and student commentary on how the course compares to other "typical" large lecture classroom settings. After a brief introduction to the way the course was taught, the rest of the session will be open to discussion and questions from the faculty members in the session.

Presenter: David Balthrop, Murray State University

BBPD
Formative Dialogues on Teaching
Room: Atcher
As a co-director of IUP's Reflective Practice, I headed a Special Project, several years ago, to look into alternatives to our university's teaching evaluation system which is almost purely summative (and thus threatening) - being used strictly for inclusion in one's "file" for tenure, promotion, etc. - and doing virtually nothing to help faculty members and teaching associates grow, formatively, as teachers. For the entire academic year, the members of this project pondered and discussed what could be done on our campus to provide our teachers with what they really needed to grow in their art in a supportive and non-threatening way. The final result was a unique and well-designed system to offer this much-needed support which we named, "The Formative Dialogues on Teaching Project." This has become a permanent - and growing - program at IUP and is making a significant change in our teaching culture. We have designed comprehensive policies and procedures for this project as well as designing very 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. The popularity and effectiveness of our project has steadily grown. We are now regularly offering workshops to train new Colleagues and have a growing list of faculty and teaching associates who ask for a formative dialogue with one of our Project Colleagues. We are so pleased with the success of our new - and unique - project that the project members decided we should share our work and experiences with the rest of the Academy. Anyone who is interested in learning a practical and effective alternative to the ubiquitous, summative teaching evaluation systems that pervade our colleges and universities, and who may want to colonize such an alternative system on his own campus, would be an appropriate audience for this session. If one feels a need to learn about a formative alternative to summative evaluation systems, one needs to attend this session.
Back-By-Popular Demand Presenters: Terry Ray, John Woolcock, and Stephanie Taylor-Davis, Indiana University of Pennsylvania

Using Pedagogical Research to Facilitate Course Redesign & to Publish Articles
Room: Larson
This presentation will help faculty explore the types of pedagogical research that can help generate information necessary to make informed decisions about course changes. At the same time we will discuss designs that can ultimately result in a peer-reviewed pedagogical publication. The presenter will discuss his own recent work on collaborative learning in an introductory chemistry course. An earlier study examined collaborative learning in the laboratory portion of the course and indicated that working in teams helped improve student attitude toward chemistry without affecting grades. Based on these findings the entire course was redesigned to include stable base groups that worked together throughout the semester in both lecture and laboratory portions of the course. The resigned course has been taught for five semesters and the findings

suggest that the course helps students develop a more positive attitude toward chemistry thus supporting the earlier study. The work discussed for this study occurred over eight years and provides an example of how pedagogical scholarship can be successfully implemented because the presenter has published several pedagogical articles over the past six years. Using a scholarly approach to assessment in one's own course provides empirical evidence that can help inform pedagogical changes.

Invited Presenter: Ike Shibley, Penn State-Berks Lehigh Valley College

Use of Films to Teach Languages (French)
Room: Regency A

Film is sometimes seen as a reluctant tool to teach foreign languages. However, Films can be integrated into any level of language courses, because students learn vividly about the foreign language and the culture. The audio-visual material offers students an opportunity to actively practice their language skills and work effectively in an exciting and realistic environment. Because images are now the main vector of communication, they should be integrated in the classroom and used in conjunction with a piece of literature for reading emphasis, writing (write a letter to the main character), vocabulary, grammar, pronunciation, and cultural study. This workshop is designed for people who want to challenge their assumptions about the use of film to teach a foreign language.

Presenter: Anna Lerus, New York City College of Technology

Learning Through Reading: A Neglected Pedagogy of Engagement
Room: Regency B

Pedagogical research suggests that students have poor academic reading skills. Self-help manuals, pre-reading activities, classroom assessment techniques, reading strategies, writing assignments, reading journals and reading guides are the current ideas for empowering students and enlightening instructors. This presentation will build on this scholarship by offering a different version of the reading guide concept, called guided reading worksheets. Guided reading translates into homework packets for all reading material that are a constant dialogue between student, content and instructor. Worksheets are grounded in schema theory and constructivism. They build or activate background knowledge, promote cognitive dissonance, require problem-solving, incorporate informal writing, foster meta-cognition and provide the basis for social construction in class. Intended for colleagues in the liberal arts and pre-professional programs, this session will include a brief introduction, a discussion with attendees based on short readings from schema theorists and constructivists and a demonstration of worksheet examples from French, Political Science and Occupational Therapy.

Presenters: Sharon Trachte, Elizabethtown College and Kent Trachte, Franklin & Marshall College

Reintroducing Ritual and Life Affirming Practices Into the Classroom
Room: Regency C

Today's schools are moving swiftly in the direction of emulating a "business model" where quantifiable outcomes take precedence over all other aspects of learning and growth, and subjects such as art and music become marginalized. The results are bored students and a loss of passion on the part of their teachers. To complicate matters, today's students have been raised on fast paced television programs, videos, etc. and thus easily get bored with standard classroom presentations. It is time to reclaim education: creating an environment where teachers and students engage in an open exchange of ideas, and where 'learning' goes beyond the cognitive realm and touches on all aspects of the human experience. Participants will: 1. Learn how to use ritual to create a learning environment in which students are comfortable and feel safe to express their interests, concerns and fears. 2. Learn to examine their own classroom goals, objectives and motivation and see if these ideals are congruent with what is happening in their own classrooms. 3. Learn of the presenter's journey to create a classroom where college freshmen actually look forward to attending an 8:00 a.m. class in a subject they assumed would be more rote memorization.

Presenter: Talks to Trees, Indiana University of Pennsylvania

Writing to Learn at Delta College
Room: Schaumburg

For over 20 years, "writing to learn" has been a key aspect of teaching and learning at Delta College. For students in all disciplines it has meant, mainly, frequent and informal opportunities to use writing for rehearsal, reflection, response, and for dialogue with peers and the professor. For professors it has meant an opportunity to engage students more meaningfully than with traditional lecturing. In addition to many faculty renewal workshops over the years, the College began offering a for-credit course (ED 398) using a blend of face-to-face and online instruction, along with class visits by the teacher and colleagues from other disciplines also enrolled in the course. Response so far has been extremely positive: "I am really happy to have participated in the class, and I can't wait to start a new semester with this new outlook on teaching," wrote one member of the math faculty.

Presenter: Larry Levy, Delta College

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Moderator: Member of the Teaching Professor Conference Advisory Panel

12:00 PM – 1:00 PM
Lunch
Room: Regency DEFG

Final Closing Summary
Room: Regency DEFG
Need description from MEW
Invited Presenter: Maryellen Weimer
Penn State-Berks Lehigh Valley College