

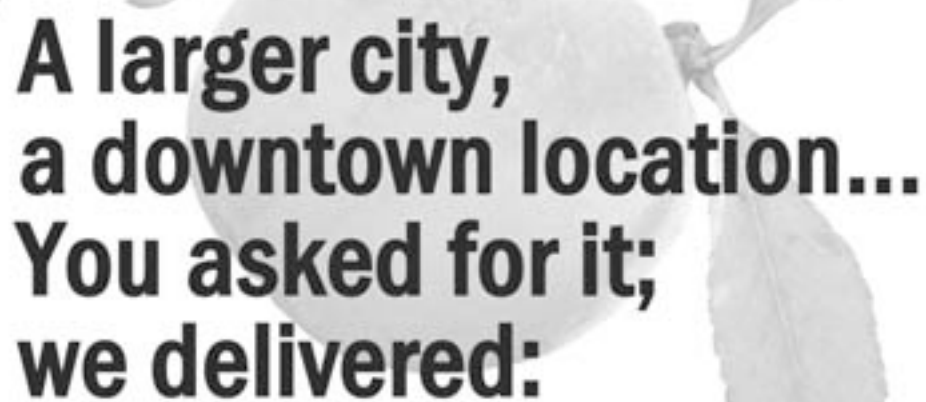


2006

*The
Teaching
Professor*
Conference

P R O G R A M

May 19-21, 2006 • Gaylord Opryland Resort and Convention Center • Nashville, TN



A larger city, a downtown location... You asked for it; we delivered:

The 2007 Teaching Professor Conference
May 18-20, 2007 • Atlanta, GA



**Westin
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Plaza**



Mark your calendar and save the dates! You won't want to miss *The Teaching Professor Conference* when it comes to Atlanta in 2007!

It will be an experience like no other—a world-class conference in a world-class city! Be prepared to listen, to discuss, and to experience teaching and learning in new and exciting ways. Before the conference ends, you'll be energized and motivated to take your teaching and your career to new heights.

To register and for complete conference details:

- Visit www.teachingprofessor.com
- Call (800) 433-0499



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Introduction



Dear Conference Participants,

With great pleasure, I welcome you to the third annual *Teaching Professor* Conference! To some of you, it's welcome back and thanks for what your continued participation means. To some of you, it's welcome for the first time. We are delighted to have you with us and look forward to meeting you.

As previously, this year's conference includes a variety of selected programs and invited presentations. Some of the invited presenters did their sessions last year. Response by participants was so positive, we invited them back for a return engagement. We have also invited some presenters who bring to the conference special areas of pedagogical expertise. Among them are authors and editors of some excellent pedagogical resources. Some of these materials you will find for sale at the conference.

And at this conference we've kicked it up a notch. We're offering more sessions and in larger rooms. We're inaugurating some evening programs designed to give you a chance to interact over conference issues with others. The poster session is larger this year and we have more materials available in the resource fair. This year's conference also features a case study on student ratings with a variety of accompanying activities. We encourage you to take advantage of all these conference features.

Previous conferences have offered a stimulating and energizing opportunity to interact with and learn from colleagues committed to teaching. The weekend promises to hold more talk about teaching than you imagined. Make the most of this unique opportunity. Meet new people! Talk with people at different kinds of institutions, who teach content unlike yours and who have students not exactly the same as yours. Differences are such a source of learning.

Professional growth and development for college teachers is so important, even though often neglected. Events like these provide opportunities for us to pause and consider our work—it's importance and how we can continue to make it a fresh and rewarding professional experience.

Thanks to the many folks at Magna Publications who work diligently to make this event a success and to our Conference Advisory Board who ably assisted with various conference planning issues. Thanks to all of you who faithfully read and contribute to *The Teaching Professor* newsletter. But most of all thanks for good teaching that promotes learning.

Sincerely,

A handwritten signature in cursive script that reads "Maryellen Weimer".

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

Welcome!

This gathering of higher education professionals is something I look forward to throughout the year.

As president of a publishing company, I'm not involved with educators on a daily basis, so it is always encouraging to meet so many of you in person. I've discovered that you're not only hard-working professionals, you're great people to know.

I hope this record turnout in Nashville is an affirmation of not only your dedication to teaching excellence, but to your confidence in our publication, *The Teaching Professor*.

Please stop by the registration desk to say hello and let me know if there's anything I can do to improve this experience for you.

Sincerely,

A handwritten signature in cursive script that reads "William H. Haight".

William Haight
President, Magna Publications



Conference Information

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

- Attend the opening reception/poster sessions. It's a great way to meet delegates, learn about the latest trends in teaching and learning and get a quick bite to eat.
- Looking for someone to share ideas with? Check out the dinner sign-up sheet at the conference registration area.
- Attend a breakfast roundtable discussion. These are designed for networking and conversation on topical areas.

Evaluation: You will receive an electronic evaluation shortly after the conference. Please complete it! Your feedback will help us improve future programs, and you will be entered into a drawing for \$50 cash!

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

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

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

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

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

Photos: We may be photographing or videotaping functions. Please let us know if you would prefer not to be photographed or videotaped.

Resources: Visit the registration foyer to view and purchase a variety of teaching and learning resources. Be sure to stop by the Magna booth for a chance to win a free 2007 *Teacher Professor* Conference Registration and get a coupon for 10% off 2007 registration rates.

Note: *Please keep in mind that sessions are available on a first-come basis.
Please be prompt; all sessions will be full.
Opryland is extremely large—allow extra time to get to sessions.*

Breakfast Roundtable Discussions

**Saturday,
May 20th**

**8:00 AM -
9:00 AM**

**Room:
Tennessee
CDE**

**Sunday,
May 21st**

**8:00 AM -
9:00 AM**

**Room:
Presidential
AB**

Join us for lively early-morning discussions on the topics listed below. Look for signs on breakfast tables indicating a topic of discussion. Join that group and talk about what's of interest to all of you. If there is a topic you wish to discuss but do not see it listed below, please add it to the "Topical Roundtable Discussion" sign-up sheet on the bulletin board located at *The Teaching Professor* registration desk, and a sign will be set up the following morning.

Course Content: How Much is Too Much?

Motivating Students to Want to Learn

How to Better Link Laboratory and Lecture

Distance Education: Challenges and Opportunities

Learner Centered Activities in Online Classrooms

Using Technology to Engage Learners

Generation M: Reaching and Teaching the Multi-tasking Student

Reaching the Unreachable: Energizing the Back Row

Why Do We Teach?

How Do We Solicit Useful Feedback From Students?

Group Work: Moving Beyond Busywork

Scholarship of Teaching: Publishing Classroom Research

Using Writing in Classes Other than English

Challenges of Large Classes

Leading an Effective Classroom Discussion



Conference Case Study: A Conversation about Student Ratings

In your conference registration folder, you will find a copy of the case study prepared for this conference. It describes a problem teachers frequently face. The problem itself is simple but the issues that surround it are complex.

We hope to use this case to encourage dialogue between and among conference participants. To that end, we'd like to highlight the activities we've planned that feature the case and propose some other informal ways for you to consider the issues surrounding the case. All of what we propose depends on you reading the case. Please do! It's short and you never can tell...maybe there'll be a quiz!

Saturday evening take advantage of getting together for dinner with new friends you've met and bring along the case study to discuss. Dinner is on your own. There will be a dinner sign-up sheet on the bulletin board located at *The Teaching Professor* registration desk.

After dinner on Saturday from 7:00 PM – 8:30 PM there will be evening case study roundtable discussions. At each table there will be an interesting topic pertaining to the case. The discussions will be informal but there will be a facilitator to help get the conversations rolling.

You can use the case to begin conversations with fellow participants. Think of it as an ice-breaker that will allow you to exchange ideas with faculty who teach different subjects and at different kinds of institutions.

We welcome your feedback about the case study specifically, and the idea of a conference case as a discussion focal point. Provide feedback on the conference evaluation or directly to the conference advisory planning team. Our goal is to fill the conference program with a variety of opportunities for learning and exchange. Does the conference case meet that goal?

Program-at-a-Glance

Friday, May 19, 2006

12:00 PM - 8:00 PM

Registration Open

Room: Tennessee Lobby

Registration Desk-Level 2

Partnership Displays Open

Room: Tennessee Lobby A-Level 2

9:00 AM - 4:30 PM

Pre-Conference Workshop

(Pre-Registration Required)

Facilitating Student Learning: A Primer for New Faculty Members

Room: Hermitage AB-Level M

9:00 AM - 12:00 PM

Pre-Conference Workshop

(Pre-Registration Required)

Enhancing Scholarly Work on Teaching and Learning: Professional Literature that Makes a Difference

Room: Cheekwood ABC-Level M

1:00 PM - 4:00 PM

Pre-Conference Workshop

(Pre-Registration Required)

Coming to Our Senses in Higher Education: Using 'low technology' to

Enhance Engagement, Learning, & Embodied Knowledge

Room: Hermitage C-Level M

5:00 PM - 5:05 PM

Conference Welcome

Room: Tennessee

Ballroom-Level 2

5:05 PM - 6:00 PM

What the Best College Teachers Do

Room: Tennessee

Ballroom-Level 2

6:00 PM - 7:30 PM

Reception/Poster

Sessions/Resource

Fair/Author Signing

Room: Tennessee Lobby A-

Level 2

7:30 PM - 8:30 PM

Discipline Specific

Roundtable Discussions

Room: Heritage AB-

Level M

Saturday, May 20, 2006

8:00 AM - 5:00 PM

Registration Open

Room: Tennessee Lobby

Registration Desk-Level 2

Partnership Displays Open

Room: Tennessee Lobby A-

Level 2

8:00 AM - 9:00 AM

Continental Breakfast &

Roundtable Discussions

Room: Tennessee Ballroom

CDE-Level 2

9:00 AM - 9:15 AM

Break

9:15 AM - 10:30 AM

8 Concurrent Workshops

10:30 AM - 10:45 AM

Break

10:45 AM - 12:00 PM

9 Concurrent Workshops

12:00 PM - 1:00 PM

Lunch

Room: Tennessee Ballroom

CDE-Level 2

1:00 PM - 2:00 PM

To Rate or Not to Rate:

The Utility of Student

Ratings of Teachers and

Their Work

Room: Tennessee Ballroom

CDE-Level 2

2:00 PM - 2:15 PM

Break

2:15 PM - 3:30 PM

9 Concurrent Workshops

3:30 PM - 3:45 PM

Break

3:45 PM - 5:00 PM

9 Concurrent Workshops

5:00 PM - 7:00 PM

Dinner and evening on

your own

7:00 PM - 8:30 PM

Evening Case Study

Roundtable Discussions

Room: Tennessee CDE-

Level 2

Sunday, May 21, 2006

8:00 AM - 12:00 PM

Registration Open

Room: Tennessee Lobby

Registration Desk-Level 2

8:00 AM - 9:00 AM

Breakfast & Roundtable

Discussions

Room: Presidential AB-

Level 2

9:00 AM - 9:15 AM

Break

9:15 AM - 10:30 AM

8 Concurrent Workshops

10:30 AM - 10:45 AM

Break

10:45 AM - 12:00 PM

8 Concurrent Workshops

12:00 PM - 1:00 PM

Lunch and Closing

Discussion of Conference

and Case Study

Room: Presidential AB-

Level 2



Complete Program

Friday, May 19, 2006

12:00 PM - 8:00 PM

Registration Open

Room: **Tennessee Lobby Registration Desk-Level 2**

Partnership Displays Open

Room: **Tennessee Lobby A-Level 2**

Stop by and say hello to our exhibitors who have a vast array of products and services geared to teaching and learning.

9:00 AM - 4:30 PM

Pre-Conference Workshop: Pre-Registration
& Fee Required

Facilitating Student Learning:

A Primer for New Faculty

Room: **Hermitage AB-Level M** (Magnolia Mezzanine-M2 Elevator)

This full-day pre-conference session has been designed as a primer on teaching and learning for graduate students and new teachers. During the course of the day a mixture of relevant educational theories will be combined with practical suggestions for the classroom. The session will begin with all participants filling out a "Teaching Goals Inventory" followed by a short presentation regarding the definition of learner-centered teaching. A collection of syllabi will then be used to explore the construction of a useful syllabus. Small group breakout sessions will form around several themes: lectures, group work, discussion in the classroom, writing to learn, and technology. The afternoon session will begin with a detailed discussion about grading. Considerable time will also be spent dealing with student evaluations, a potentially treacherous subject for all teachers. The final component of the day will focus on the growth and development of teachers across a career. The session is recommended for anyone who has teaching as part of his or her job but is not certain how to best facilitate student learning. The facilitator is a full-time faculty member and part-time faculty developer who works with new faculty at Penn State University and who has written widely about various aspects of teaching. He brings a learner-centered approach and teaches the session using many of the activities he recommends for implementation in the classroom. This session includes continental breakfast,

lunch, a certificate of completion, and *The Best of the Teaching Professor* book.

Presenter: **Ike Shibley**, Penn State-Berks

9:00 AM - 12:00 PM

Pre-Conference Workshop: Pre-Registration
& Fee Required

Enhancing Scholarly Work on Teaching and Learning: Professional Literature that Makes a Difference

Room: **Cheekwood ABC-Level M** (Magnolia Mezzanine-M2 Elevator)

Based on a recently published book that reviews previously published scholarly work on teaching and learning, the author will share the lessons learned from past work that can help the college teaching profession develop a viable literature and credible scholarship associated with practice. Using a categorization scheme that organizes the most common forms of previously published work, participants will interactively explore a variety of issues related to the professional development of teachers. Among the questions explored will be: How do we establish norms expecting growth and development of faculty as teachers? What if pedagogical literature played a significant role in the development of teachers? What kind of resources do teachers need? What characteristics and features of pedagogical materials make them readable? Participants will also read and discuss three examples of previously published work considering each in terms of its potential as credible scholarship. Are these works scholarly? What characteristics and features make them so? What are the best ways for practitioners to study instructional issues? How is pedagogical scholarship alike and different from discipline-based research? Should they both be judged using the same standards? This session includes continental breakfast and a copy of the presenter's recently published book on pedagogical scholarship.

Presenter: **Maryellen Weimer**, Penn State-Berks

1:00 PM - 4:00 PM

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

Room: **Hermitage C-Level M** (Magnolia Mezzanine-M2 Elevator)

Conventional teaching, like the conventional workplace, treats learning and knowledge as a cranial event. Yet we know that much knowledge is embodied, and we argue that even abstract knowledge and "knowledge work" do and should have a physical dimension. Consider when and how you 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. This workshop 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. 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.

Presenter: **Sarah Kuhn**, University of Massachusetts

5:00 PM - 5:05 PM

Conference Welcome

Room: **Tennessee Ballroom-Level 2**

Presenter: **Maryellen Weimer**, Penn State-Berks

5:05 PM - 6:00 PM

What the Best College Teachers Do

Room: **Tennessee Ballroom-Level 2**

Whether you are a new or veteran faculty member, there are specific techniques you can utilize to be more effective. Based on his book *What the Best College Teachers Do*, Ken Bain will challenge you to think outside the box regarding techniques and delivery methods to improve the way you teach. Start the conference off right with research and information on what it is the best college teachers are doing to enhance learning on campuses around the country. Learn to think about teaching across a career, from the best, to become the best.

Presenter: **Ken Bain**, New York University

*Stop by the Magna exhibit booth after this session for an autograph signing with Ken Bain.

6:00 PM - 7:30 PM

Reception, Resource Fair, Poster Sessions, & Author Signing

Room: **Tennessee Lobby A-Level 2**

Get a bite to eat while visiting the interactive poster sessions. Several faculty members will display visual representations highlighting content of a model or strategy for teaching and learning. Conference delegates can meet directly with the designers of the poster for Q&A regarding the designer's project, program, or research. This time is a good opportunity to visit the exhibitors that have products and services geared towards teaching and learning. A few authors of higher-ed publications will also be on hand for author signings. See page 23 for complete listing of poster sessions.

7:30 PM - 8:30 PM

Discipline-Specific Roundtable Discussions

Room: **Hermitage AB-Level M** (Magnolia Mezzanine-M2 Elevator)

Attend the roundtable to discuss problems, and offer solutions specific to your discipline. Roundtables will be broken into general disciplines. There will be a sign up sheet on the bulletin board located near the Teaching Professor registration desk to include your specific discipline.

Facilitators: Conference Advisory Panel Members: **Karen Eifler**, University of Portland, **Hank Johnson**, Johnson & Wales University-Providence and **Laurie McCorry**, Massachusetts College of Pharmacy



Saturday, May 20, 2006

8:00 AM - 5:00 PM

Registration Open

Room: **Tennessee Lobby Registration Desk-Level 2**

Partnership Displays Open

Room: **Tennessee Lobby A-Level 2**

Stop by and say hello to our exhibitors who have a vast array of products and services geared to teaching and learning.

8:00 AM - 9:00 AM

Continental Breakfast & Roundtable Discussions

Room: **Tennessee Ballroom CDE-Level 2**

Designated tables will be available for topical roundtable discussions. If there is a topic you would like to discuss, please include it on the roundtable sign-up sheet located on the bulletin board by the Teaching Professor registration desk.

9:00 AM - 9:15 AM

Break

9:15 AM - 10:30 AM

Those Silent Librarians!

Room: **Cheekwood ABC-Level M (Magnolia Mezzanine-M2 Elevator)**

Librarians are at the forefront of technological innovation and change. This presentation will remind participants what kinds of things librarians can provide for them, partnering with other faculty to make information literacy an exciting part of education. The presenters will also demonstrate several examples of high-tech classes and several interactive "exercises," allowing participants to see how they might enhance their classes by including a librarian.

Presenters: **Marilyn Steinberg**, MA College of Pharmacy & Health Sciences and **Kari Mofford**, Wentworth Institute of Technology.

Deleting the Discourse Dilemma: Engaging Students through Discussion

Room: **Cheekwood GH-Level M (Magnolia Mezzanine-M2 Elevator)**

The challenges of a facilitator of any discussion is responding to each student's needs while maintaining the group's interest and attention, distributing participa-

tion widely while retaining enthusiasm of eager volunteers, and encouraging creative and critical responses while maintaining the focus on the subject. This highly interactive session will consider the management and facilitation of class discussions, different needs of learners, and provide creative and effective methods for framing a discussion.

Presenter: **Tamara Rosier**, Cornerstone University

An Editor Speaks on Pedagogical Scholarship

Room: **Governor's Ballroom A&E-Level 2**

In this session, Maryellen Weimer will interview Christine Tanner, editor of the *Journal of Nursing Education* about the role of scholarly work on teaching and learning in this discipline and in the college teaching profession generally, the direction of pedagogical scholarship, and advice for faculty members interested in doing quality scholarship on teaching and learning.

Presenters: **Maryellen Weimer**, Penn State-Berks and **Christine Tanner**, Oregon Health & Science University.

*Stop by the Jossey-Bass exhibit booth after this session for an autograph signing with Maryellen Weimer.

Understanding the Alphabet of PowerPoint to Avoid Emphasizing "C" More Than "D" and "D" More Than "E"

Room: **Governor's Ballroom B-Level 2**

This presentation will discuss when and how it may be beneficial to marry instructional strategies to technological tools, such as PowerPoint, in an attempt to enhance what takes place in the classroom. Participants will work collaboratively in small groups to identify successful instructional classroom strategies and discuss why these strategies have been or are successful in a learning environment. They will explore how the marriage of a given strategy with specific technologies can lead to successful teaching and learning of classroom content and be asked to think about how they can apply what they have learned from the presentation and activities conducted to one teaching situation at their own institutions.

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

Using Groups Wisely and Well: Cooperative Learning for Higher Education Faculty

Room: **Governor's Ballroom C-Level 2**

Participants will come to know the theory and philosophy behind cooperative learning, including the belief in

the value and educability of all students and the need to provide cooperative environments that balance challenge and support. Participants will also learn how to use cooperative structures to foster academic achievement, student retention, and interest in the subject matter. The presenter will emphasize efficient facilitation of group processes (class management), and the session itself will model a cooperative classroom with combinations of direct instruction, interactive group work tied to the session objectives, and whole-class discussion with questions.

Presenter: **Barbara Millis**, University of Nevada

Learn through Travel, for as Little as \$40 a Day

Room: **Governor's Ballroom D-Level 2**

This session will assist those who are intrigued by the possibilities of travel courses but intimidated by the barriers. The presenters will share evidence of the power of travel in undergraduate education and ways in which such travel may incorporate additional active pedagogies, such as collaborative learning and service learning. Several distinct sorts of travel courses will be offered as cases, including supporting materials such as syllabi, and contracts. Each participant will consider the travel that would help his/her students reach the course learning objectives and devise a strategy to bring such travel from idea to reality.

Presenters: **Susan Mooney** and **Karen Talentino**, Stonehill College

Classroom Action Research and the Role of Faculty in Modern Enrollment Management

Room: **Washington B-Level M** (Presidential Mezzanine-P1 Elevator)

This presentation advocates the critical faculty role of augmenting institutional enrollment management efforts. The presenters will provide prototypes that describe how faculty can apply scholarly "action research" in the classroom as part of their teaching, research, and service responsibilities and how faculty should be encouraged and rewarded for aiding the institution with modern revenue-driven enrollment management in today's competitive marketplace.

Presenters: **Joseph Martin Stevenson**, **Debra A. Buchanan**, and **Abby M. Sharpe**, Jackson State University

Leadership: Out of the Class on to the Stage

Room: **Tennessee Ballroom A-Level 2**

This highly interactive session will describe principles from theater and drama that can be used in settings other than the theater department to teach lifelong lessons about leadership and group dynamics while engaging the student in the learning process. Particular emphasis will be placed on describing an assignment that asked students enrolled in both undergraduate and MBA classes to write, stage, perform, and market original one-hour plays. Aside from showing video clips from the plays, the session will explore the many dynamics involved with such an undertaking as well as methods of assessment.

Presenters: **David Luechauer** and **William Locander**, Jacksonville University

10:30 AM - 10:45 AM

Break

10:45 AM - 12:00 PM

Facilitating the "Largest Class in the United States!"

Room: **Cheekwood ABC-Level M** (Magnolia Mezzanine-M2 Elevator)

This session will show how online professors can create online classes that are so interactive that the students "stay after class" to continue the course work and online communication well after the formal instruction ends. The presenter's class has more than 780 students working diligently and learning how to learn from each other. This supplemental website class is totally student driven and purely voluntary. The class is made up of the presenters current and former students from all over the world who desire to continue to communicate with their professor and their classmates in an ongoing dialogue.

Presenter: **Russ Meade**, Limestone College

Engaging Student Participation: An Application of Communication Research to the College Classroom

Room: **Cheekwood GH-Level M** (Magnolia Mezzanine-M2 Elevator)

As college instructional techniques move away from the "sage on the stage" lecture format, college instructors are encouraged to use a variety of instructional strategies. Many of these strategies, including discussion, small group activity, and problem-based learning, require teacher-student or student-student interaction. Depending upon the classroom climate, these interactions have varying degrees of success, which can frustrate both the instructor and the student. This interactive



presentation/discussion seeks to accomplish two goals. First, the presenters will outline a rationale for why many students are reluctant to participate in class or communicate with their instructor or fellow students. Second, presenters and participants alike will formulate strategies to create a supportive learning environment and to encourage classroom participation, regardless of discipline.

Presenters: **Julie Semlak**, North Dakota State University, **Kate Magsamen**, Mansfield College, and **Anna Carmon**, Westchester University

Perspectives on Sharing the Fine Art of Scholarly Thinking

Room: **Governor's Ballroom A&E-Level 2**

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. This workshop will explore the wealth of current research and techniques that encourage students to appreciate the nature of their own thinking, acquire the ability to self prompt to higher-level thinking, gain increased perspective of classroom material and more fully engage the process of a confident, personal, and valued search for knowledge.

Presenter: **Joseph Sciarretta**, Millersville University

The Machine in the Classroom

Room: **Governor's Ballroom B-Level 2**

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, or a failure to exploit technology to create new designs for learning. Are classrooms the culprit? Must we redesign 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? This session will look at some exemplars of the best and worst classroom applications and try to formulate some principles of learning centered technology use.

Presenter: **Larry Spence**, School of Information Sciences and Technology, Penn State University

How to Turn Your Traditional Lecture Lesson Plan into an Active Lesson Plan in Less than 10 Minutes

Room: **Governor's Ballroom C-Level 2**

This interactive session will demonstrate how a teacher can take lecture notes that have been used in a traditional lecture classroom and turn them into an

active, student-centered lesson plan without "lecturing," in just a few easy steps taking less than 10 minutes of preparation time. This is a perfect session for the teacher who wishes to be more student-centered but does not know how or where to start. This session will give you the tools you need immediately and easily transform your lecture classroom into a more interactive learning environment without expending much time.

Presenter: **Abby Hassler**, Northern Virginia Community College

Increasing the Effectiveness of Collaborative Learning by Assigning Group Members to Defined Roles

Room: **Governor's Ballroom D-Level 2**

In this session, the presenters will describe an approach to group work that they have successfully implemented in their humanities and behavioral sciences courses in which students are assigned to specific roles (operations manager, coordinator of library research, editor, creative director, plagiarism detective). This approach facilitates the development of content knowledge and a variety of successful student outcomes (critical thinking, time-management, communication, and leadership skills), increases accountability, and provides a method for increasing personal involvement, which has been shown to increase individual effort.

Presenters: **Marin Gillis** and **Stacie M. Spencer**, Massachusetts College of Pharmacy.

Active Learning During a Time of Inactivity: Lessons from Katrina and Andrew

Room: **Washington B-Level M** (Presidential Mezzanine-P1 Elevator)

As a result of last year's hurricane season, an incredible number of students were impacted and reluctantly wandered back into higher education classrooms; and overwhelmed faculty were faced with the incredible challenge of trying to captivate the minds of these displaced, weary students. This session will identify changes in the learning environment after a national disaster and explore some of the engagement strategies used, such as active learning, alternative assessments, and technology.

Presenter: **Sarah Clifton**, Southeastern Louisiana University

The Creation of Meaning: Revisiting Genuine Reflection

Room: **Tennessee Ballroom A-Level 2**

This interactive session makes use of two kinds of reflection and describes opportunities for practicing this crucial (for both student and teacher) learning skill. Reflection-in-action and reflection-on-action allow teachers to make meaning of their experiences and move to the next experience with a deeper understanding of its connections to other experiences, practices, and ideas and making continuity of learning possible, thus ensuring the progress of the teacher as well as of students. This session will begin with a brief review of Dewey's principles of reflection, break for a small group activity, then come back as a large group to discuss the outcomes of the activity and to review the principles of reflection-in-action.

Presenters: **Judith Villa, Rosalee Stilwell, Laurel Black** and **Gian Pagnucci**, Indiana University of Pennsylvania

Teaching Ourselves to Teach: Building a Learning Community via a Lecture Series

Room: **Tennessee Ballroom B-Level 2**

Learn how the Center for Excellence in Teaching at Howard University is building a learning community via its Guest Lecture Series, an interactive lunchtime lecture series designed to enhance the faculty's teaching. Because the lecturers are not "outside" consultants, the lecturers address the particular needs of the campus community. In addition to the learning community that gathers at CETLA, a virtual community has been growing as well. Participants will see the Web interface and video clips from this online series and complete a planning sheet so that they can walk away with a blueprint for launching their own series.

Presenter: **Teresa Redd**, Howard University

12:00 PM - 1:00 PM

Lunch & Roundtable Discussions

Room: **Tennessee Ballroom CDE-Level 2**

Roundtable topics regarding the conference case study will be provided on lunch tables to encourage dialogue.

1:00 PM - 2:00 PM

To Rate or Not to Rate: The Utility of Student Ratings of Teachers and their Work

Room: **Tennessee Ballroom CDE-Level 2**

Larry Braskamp will review research on the credibility of student ratings and discuss how student judgments

of the quality of the teaching and teachers relate to student learning and other factors such as class size, major, or demographic characteristics. Common uses and misuses of student ratings will be explored. In an interview format, our 2006 Conference Chair, Ike Shibley, will ask Larry pointed questions pertaining to the hottest aspects of student ratings.

Presenters: **Larry Braskamp**, Loyola University Chicago and **Ike Shibley**, Penn State-Berks

*Stop by the Magna exhibit booth after this session for an author signing with Larry Braskamp.

2:00 PM - 2:15 PM

Break

2:15 PM - 3:30 PM

Discovering the New World

Room: **Cheekwood ABC-Level M** (Magnolia Mezzanine-M2 Elevator)

Traditionally, teaching assessments are conducted at the end of a term. This approach prevents students from offering constructive feedback while they are still in the course. To overcome this shortcoming, the session's presenter conducts ongoing, online, teaching evaluations. This approach provides a proactive dialogue with students about his teaching, the course, and the entire learning process. 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 teaching evaluations as well as a lively and interactive demonstration of the software.

Presenter: **Bruce Ravelli**, Mt. Royal College

Creating and Implementing Powerful Course/Lesson Objectives

Room: **Cheekwood GH-Level M** (Magnolia Mezzanine-M2 Elevator)

This session will aid teaching professors in learning how to create differentiated learning activities to meet the needs and to enhance the performance of all their students in any subject area regardless of their students' learning styles. Participants will have an opportunity to learn how to create meaningful, creative, and educationally stimulating course/lesson objectives using Gardner's Multiple Intelligences and Bloom's Taxonomy of Critical Thought. This presentation will revitalize any professor's teaching and pedagogical skills by providing a means in



which to look critically and to plan accordingly for the diversified needs of all students being taught in any class. Participants will be given an opportunity to create course/lesson objectives on a particular topic of their choice in a "hands-on" portion of the session.

Presenter: **Gwyn Herman**, University of Mary

What Motivates College Students to Cheat?

Room: **Governor's Ballroom A&E-Level 2**

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. The study that will be discussed in this presentation concerns the relationship of student background variables, perceptual differences between faculty and students, and faculty background variables to attitudes of cheating. The study found that more lenient attitudes toward cheating were related to the variables of race, religiosity, coming from urban areas, living in dorms or college apartments, majoring in business, and playing sports. This session will also discuss the cheating decision process of students.

Presenter: **Jeffrey Walls**, Indiana Institute of Technology

Linking Classroom Assessment Techniques to the Research on How People Learn

Room: **Governor's Ballroom B-Level 2**

Both scientists and teachers have been increasingly aware of the research related to the biological basis of learning and its impact on teaching and learning in higher education. This workshop will explore some of that research, discuss its implications for teaching and learning, and model some specific practices that will enhance the learning process. Participants will experience more than half a dozen activities useful for classroom assessment that can be adapted to different content and activities across disciplines.

Presenter: **Barbara Millis**, University of Nevada

Capstone Courses: Tools for Engagement and Assessment

Room: **Governor's Ballroom C-Level 2**

Capstone courses engage students by putting their knowledge and skills to use through active-learning techniques such as role-play, collaborative teamwork, service learning, self-reflection, and interactions with professionals in their fields. However, the benefit of a well-designed

capstone course can go far beyond meeting individual course objectives. Capstone courses can be excellent vehicles for the assessment of programmatic and general education objectives. This session is designed for individuals teaching or considering teaching capstone courses to better understand how to take advantage of the opportunity to use this tool as an aid in improvement of student engagement and course-embedded assessment.

Presenter: **Carolinda Douglass**, Northern Illinois University

163 Alternative Assessment Ideas

Room: **Governor's Ballroom D-Level 2**

Assessment in most college classrooms consists of regurgitation of textbook or lecture material. Alternative or authentic assessment should be the evaluation norm in these courses. Future teachers should be able to "teach"; business students should know how to write a business plan; students of speech pathology should know how to evaluate a child's speech problems. This interactive session will present 163 alternative assessment tools and allow participants to explore and practice some of these assessments.

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

Behavioral Modeling by Faculty Leads to Increased Student Achievement

Room: **Washington B-Level M** (Presidential Mezzanine-P1 Elevator)

Active and cooperative learning are often advocated; however, implementation of these specific designs remains challenging. This session will present a method of active learning that can be used across disciplines that focuses on teaching formative assessment, professionalism, and self-directed learning through the use of behavioral modeling. Through role playing and discussion of a scenario, participants will have the opportunity to experience the model and adapt it to their specific needs. All teaching professors are welcome at this session but those faculty members who require student presentations will especially benefit from this skill building interactive session.

Presenters: **Robin Zappin** and **Carol Maritz**, University of the Sciences in Philadelphia.

Someone Who is More in Touch with Student Life

Room: **Tennessee Ballroom A-Level 2**

This session, which will be facilitated by professors and interns, will outline a program that gives students practical experience in teaching college-level classes and

results in impressive teaching portfolios, as well as in students who are well started on their journeys to becoming confident, competent future college teachers. Interns in this program working in our classrooms develop and articulate teaching philosophies, define learning objectives, lead class discussions, respond to student work, manage class projects, create and implement workshops, tutor, and conference with students.

Presenters: **Judith Villa, Rosalee Stilwell, Laurel Black** and **Gian Pagnucci**, Indiana University of Pennsylvania.

Using Course Management Systems to Support the Scholarship of Teaching and Learning

Room: **Tennessee Ballroom B-Level 2**

This session will explore innovative ways to use a course management system, such as Desire2Learn, Blackboard, eCollege, etc., to support faculty and students who are engaged in the scholarship of teaching and learning (SOTL). The presenter will highlight the basic features of course management systems and provide examples of how those features can be used to gather evidence, collect artifacts, and provide opportunities for teachers and learners to reflect on our learning in systematic ways. She also will suggest ways to use course management systems to collect feedback from peers and disseminate our SOTL results as we build a community of scholars who value and use SOTL to enhance student learning and understanding.

Presenter: **Jude Rathburn**, University of Wisconsin-River Falls

3:30 PM - 3:45 PM

Break

3:45 PM - 5:00 PM

A Boutique Approach to Online Instruction

Room: **Cheekwood ABC-Level M** (Magnolia Mezzanine-M2 Elevator)

This session addresses methods of developing your own individual style in planning and delivering online instruction from initial transformation of the syllabus to Internet-based assessment and feedback. While two different approaches will be discussed, the focus will be on providing support for students in the form of inventories to determine if they are good candidates for online learning, links to management techniques to aid students, all handouts and electronic print materials, and ideas for helping to build "community" among students.

Presenters: **Marge Maxwell** and **Pam Petty**, Western

Kentucky University

Engagement through Alternatives to Quizzes

Room: **Cheekwood GH-Level M** (Magnolia Mezzanine-M2 Elevator)

Quizzes are not the only way to gauge student learning and ensure that students complete their reading assignments. There are several kinds of study guides we can develop (selective reading guides, three level guides, QAR, for example) that can engage students more deeply as they read and serve as springboards for thoughtful discussions. Attendees are encouraged to bring a copy of one of their reading assignments, as part of the session will be devoted to creating a draft of a quiz alternative.

Presenter: **Cindy Wilson**, University of Illinois at Springfield

To Rate or Not to Rate: A More In-Depth Discussion

Room: **Governor's Ballroom A&E-Level 2**

During this session the presenter will review research on the credibility of student ratings—do student judgments of the quality of the teaching and teachers relate to student learning and other factors such as class size, major, demographic characteristics? Common uses and misuses of student ratings will be explored. The session will end with some recommendations of "good practices" that highlight the usefulness of ratings in both faculty development and institutional decision making about personnel.

Presenter: **Larry Braskamp**, Loyola University Chicago

Creating and Implementing PBL Problems: A Sampler of Problem Based Learning Experiences

Room: **Governor's Ballroom B-Level 2**

The Boyer report identified problem-based learning (PBL) as an extremely promising instructional philosophy/methodology that promotes active, self-directed learning, analytical reasoning, and the development of collaborative problem-solving skills. This session will discuss the creation and implementation of problems for use with PBL. Topics include sources of inspiration, details related to problem format, and qualities of an effective problem. Practical tips for facilitating groups and performing assessments will be incorporated into three undergraduate-level classroom case studies in the areas of education, business, and health care.

Presenters: **Margaret Cheatham, Tracy Herrmann** and **Ellen Lynch**, University of Cincinnati



Take AEM at Learning: Active, Engaged, and Measured

Room: **Governor's Ballroom C-Level 2**

Active engagement and assessment are key components of learning for the millennial generation. These students come to the university with a different set of talents and skills that faculty need to identify and address. This session will be a hands-on workshop to use the AEM model of learning—active, measured, and engaged. This model presents a focused, time-efficient method to design courses and curricula that engage students, involve them actively, and, more importantly, monitor the real learning that is taking place in the classroom.

Presenter: **Donna Qualters**, Northeastern University

My PACE or Yours?

Room: **Governor's Ballroom D-Level 2**

This session is geared for all professors, new or experienced, who have wondered where they can find the time and energy to meet demanding teaching, research, and service requirements. Professor-Assisted Collaborative Engagement (PACE) uses student-centered learning experiences to transform students from passive observers into active lifelong learners. Through carefully designed collaborative experiences, the professor guides students through the learning process, allowing students to learn at their own pace. The professor models effective teaching and learning techniques and assists students as they engage in deep thinking about critical issues and share their learning experiences with the class. By placing the ultimate responsibility for learning on students, the professor has more time and energy to work individually with students to help them achieve their potential. In return, the professor is rewarded as students blossom into confident, committed, and engaged scholars.

Presenters: **Jayne Zanglein, Jennifer Englert, Marylou Matoush, Cheryl Johnston and Cheryl Marsh**, Western Carolina University

Managing Classroom Discussion: Balancing the Voices and Integrating Contributions

Room: **Washington B-Level M** (Presidential Mezzanine-P1 Elevator)

This session demonstrates a process to help students learn that rather than assume they know what an “other” means they should check and find out. When students leap to take issue with opposing views—of each other, the professor or text/media—they often need to be coached

to first acknowledge the other's meaning fully, without necessarily agreeing. Such concern with understanding shifts the very goal of discussion from one-sided arguing and simplistic conflict to complex sharing and negotiating of meaning. By building an atmosphere of trust, the process also encourages learning from mistakes, exploring of blind spots, gaps and contradictions, and transformation of habits of mind. This workshop is ideal for faculty seeking methods for getting discussion going, balancing voices, and integrating student contributions.

Presenter: **Roben Torosyan**, Fairfield University

Teaching and Learning through the Psychomotor Domain

Room: **Tennessee Ballroom A-Level 2**

This workshop is designed to present educators with a fresh look at the frames of reference for learning through both the cognitive and psychomotor domains and to guide participants through examples of traditional lecture-driven cognitive class sessions transformed into more productive learning activities by reframing them in the psychomotor domain. Participants will then work cooperatively to apply the reframing methods to examples of their own instructional activities. The goal of this session is to improve teaching by helping professors to take a fresh look at how their students actually learn.

Presenters: **Ron Tinsley and Lisa Rose Johnson**, Richard Stockton College of New Jersey

Learning and Motivation: Integrating Research and Development with Practice

Room: **Tennessee Ballroom B-Level 2**

Personal knowledge is essential for effective teaching. To link research and theory with practice, and thereby increase the capacity for supporting student development, collaborative efforts among teachers, researchers, developers, and administrators are needed to address two related big questions: How and why do students learn, or fail to learn? What can educators do to create a learning environment in which all students can learn effectively? The purpose of this workshop is to discuss and apply a model that integrates learning and motivation for the improvement of postsecondary education.

Presenters: **G. Roger Sell and Chantal Levesque**, Missouri State University

5:00 PM - 7:00 PM

Dinner on Your Own

Dinner sign-ups are available on the bulletin board by the Teaching Professor registration desk. Be sure to bring the conference case study with you to discuss this very important subject as dinner discussion

7:00 PM - 8:30 PM

Evening Case Study Roundtable Discussions

Room: **Tennessee Ballroom CDE-Level 2**

Get the most out of the complex conference case study. Join us for facilitated informal discussions regarding various aspects of the conference case study. Challenge common assumptions. Get noisy and voice your opinion on how student ratings affect your teaching effectiveness.

Facilitators: Conference Advisory Panel Members:

Karen Eifler, University of Portland, **Hank Johnson**, Johnson & Wales University-Providence and, **Laurie McCory**, Massachusetts College of Pharmacy

Sunday, May 21, 2006

8:00 AM - Noon

Registration Open

Room: **Tennessee Lobby Registration Desk-Level 2**

8:00 AM - 9:00 AM

Continental Breakfast & Roundtable Discussions

Room: **Presidential AB-Level 2**

Designated tables will be available for topical roundtable discussions.

9:00 AM - 9:15 AM

Break

9:15 AM - 10:30 AM

Not Thinking the World Apart: Transforming the Power Dynamic & Living the Questions in the Classroom

Room: **Governor's Ballroom A&E-Level 2**

This presentation/discussion will look at some of the in-process techniques that one teacher is developing and employing as he struggles with issues of power, passivity, and authenticity in the required general education courses he teaches. Focus will be given to such questions as: How can we encourage students who are unpracticed in thinking, questioning, and risk taking to do that because they want to rather than because the teacher can make them? How can we re-awaken the excitement and curiosity of the liberal arts as an enjoyable, engaged, educational experience?

Presenter: **Michael Glaser**, St. Mary's College of Maryland

Student-Centered Learning: Visual Language with the Brain in Mind

Room: **Governor's Ballroom B-Level 2**

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. In this session, participants will have the opportunity to practice 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. The presenters also will explain and model neurobiological learning theory 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: **Jacqueline Waggoner** and **Ellyn Arwood**, University of Portland

The Blended Course Delivery Method: Some Observations on Learning

Room: **Governor's Ballroom C-Level 2**

This Roundtable Session will be appropriate for those offering online courses and for those seeking to develop hybrid or blended courses in higher education. The following are four sample areas for discussion. 1)The need to develop a common language among hybrid course developers to permit expedited exchanges of course development experiences, instructional design, and collaborative efforts, 2)Re-examining the role of process assessment in order to move from end-of-course evaluations to continuous progress monitoring, 3)Development of technology-embedded instructor time-management strategies, and 4)The importance of utilizing course management systems, such as Blackboard or WebCT.

Presenter: **Lyman Dukes III**, University of South Florida St. Petersburg

Understanding the Rhythms of Teaching and Learning

Room: **Governor's Ballroom D-Level 2**

This workshop will explore various aspects of the "rhythms of the semester" that may affect teaching and learning. Participants will explore the rhythms of their semester (e.g., time, content, energy, etc.), the rhythms of their students and consider how critical moments of the semester affect teaching and learning. Participants will also learn how to apply their knowledge about these rhythms to their teaching. This session will include small group activities and active engagement of participants to emphasize how they can use their teaching rhythms and the learning rhythms of their students effectively.

Presenters: **Stephanie Taylor-Davis** and **John Woolcock**, Indiana University of PA

Teaching Science for Sixteen Hours on the Weekend: What Were You Thinking?!

Room: **Lincoln DE-Level M** (Presidential Mezzanine-P1 Elevator)

Can one teach science on Saturday and Sunday for sixteen hours each weekend for five weekends? Class enrollments and student success data say yes. See how

this approach can help solve some interesting challenges for students seeking to complete their courses. Hands-on activities will provide attendees with examples of how to engage students for long class periods. You will see how learner-centered, problem-based projects are key to promoting energetic student participation throughout the day. The presenters will also share assessments that promote learning and keep students on track for targeted outcomes.

Presenters: **Shelley Maxfield**, **Jeannette Studer**, and **Bobbi Anglin**, Pima Community College East Campus

Using a Rubric to Foster Learning-Centered Practices Room: **Tennessee Ballroom A-Level 2**

Weimer describes five practices (the functions of content, the roles of teachers, the responsibility for learning, the processes and purposes of evaluation, and the balance of power) that must change to achieve learning-centered teaching without identifying intermediate steps to achieve it. Through the use of a self-assessment rubric, faculty can incrementally change their teaching in these five practice areas. In this session, participants will gain experience working with a self-assessment rubric on learning-centered teaching, learn more about rubrics and about all aspects of learning-centered teaching, use the rubric and worksheets to assess the learning-centered status of courses and determine what incremental steps they can implement to improve these courses, learn different ways of implementing each learning-centered practice.

Presenters: **Phyllis Blumberg** and **JoAnn Gonzalez-Major**, University of the Sciences in Philadelphia

Becoming a Constructivist College Teacher: A Philosophical Process

Room: **Tennessee Ballroom B-Level 2**

Parker Palmer contends that we cannot reduce good teaching to techniques, but rather we must know ourselves deeply and let that understanding manifest itself in our own style of pedagogy. As a means of "knowing thyself" as a teacher, we must find our philosophy of education to be in sync with our selfhood. The goal of this presentation is to provide some direction and guidance for teaching professors to revisit important philosophical questions and learning theories in order to build a constructivist pedagogy.

Presenter: **Amy Maupin**, Transylvania University

Engaging Students: Active and Cooperative Learning Strategies in Online Courses

Room: **Tennessee Ballroom D-Level 2**

Whether you love it or hate it, you may find an online course in your future. How do you ensure that your students are learning and meeting objectives in your online course? How do you ensure that students are actively engaged in their learning? What activities can you incorporate into your course to leverage learning opportunities? This session will discuss various ways to incorporate active learning into your online course, offer suggestions for motivating students, and give specific examples of activities and rubrics used in real courses.

Presenter: **Kayla Westra**, Minnesota West Community and Technical College

10:30 AM - 10:45 AM

Break

10:45 AM - 12:00 PM

Ten Brain-Compatible Strategies for the College Classroom

Room: **Governor's Ballroom A&E-Level 2**

Most educators may be only slightly aware of the latest findings in neuroscience (brain research). Proper application of brain research to college classrooms will affect learning outcomes for university students, whether they are traditional-age or adult learners. 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 them as well.

Presenter: **Carolyn Cottrell**, Webster University

Writing Assignments as Ill-Structured Problems: Accelerating Student Growth as Writers & Thinkers

Room: **Governor's Ballroom B-Level 2**

The premise of this workshop is that students will produce better writing—and develop the critical skills of inquiry, analysis, and argument—if they are given writing assignments that pose interesting and significant problems rather than topics. Workshop participants will focus on three questions: (1) How can I formulate problems that help students achieve my own learning goals for a course? (2) How can I develop clear assignment handouts that stimulate student interest and enthusiasm? (3) How can I identify and explain grading criteria so that students will know in advance what I want and

expect? Participants should leave the workshop with new ideas on how to create or revise assignments that promote deep course learning.

Presenter: **John Bean**, Seattle University

*Stop by the Jossey-Bass exhibit booth after this session for an autograph signing with John Bean.

Student Attitudes and Learning Gains in Tablet PC-Enabled Courses

Room: **Governor's Ballroom C-Level 2**

The presence of tablet PCs in the classroom is providing new opportunities in technology-based instruction and raising old questions about the role of technology in improving teaching and enhancing student learning. This interactive session will be used to demonstrate the fundamentals of a one-tablet professor model involving electronic note archival, virtual office hours, and live screen capture. Several tablet PCs will be available for audience members to get hands-on experience with this technology. In addition, the presenters will share results of a student attitudinal survey on tablet instruction and discuss learning gains in a redesigned introductory chemistry course.

Presenters: **James Ricky Cox** and **James W. Rogers**, Murray State University

Mixing Media in and Out of Class: One Path to Learner-Centered Engagement

Room: **Governor's Ballroom D-Level 2**

In pursuit of a more learner-centered environment, this session's presenter has experimented with replacing out-of-class text readings and more traditional "homework" assignments with streamed video segments, case studies, and readings advocating positions relative to specific course issues. In class, "session leaders" present their reactions to the materials and guide discussions, eliciting classmates' opinions and views. Many opt to create their own teaching tools and approaches to highlight these central issues in the material that they are encountering. Students submit brief daily e-mail reflection statements to the instructor and receive written responses on a daily basis. Course grades are determined at the end of the term as students present portfolios of their work and changes in their thinking throughout the course.

Presenter: **William Kennedy**, Michigan Technological University



Circle of Scholarship

Room: **Lincoln DE-Level M** (Presidential Mezzanine-P1 Elevator)

Experience the cooperative learning techniques the presenter has used in his courses that are the subject of an NSF-funded research project on the pedagogy. The presenter will discuss the cyclic nature of his research/scholarship process as it continually revolves around research, classroom experiments, and dissemination where the students are the ultimate beneficiaries.

Presenter: **Keith Whittington**, Rochester Institute of Technology

Faculty Renewal in the Science Classroom

Room: **Tennessee Ballroom A-Level 2**

For years, science faculty have sought ways to engage students in introductory science courses. What's been missing in the opinion of many students is relevance, urgency, and passion in the classroom. The SENCER program, which was initiated at Rutgers University, focuses on ways the instructor can engage and motivate students by treating them as collaborators in the study of important social issues having a significant scientific base. Faculty participants in SENCER have found a renewed interest in teaching undergraduates in basic science courses and a renewed respect for students' commitment to learning.

Presenters: **Monica Devanas**, Center for Advancement of Teaching, Rutgers University and **Gary Gigliotti**, Rutgers University

How to Hybridize: Developing a Partially Internet Mediated Course

Room: **Tennessee Ballroom B-Level 2**

Partially internet-mediated courses - or "hybrids" - are increasingly popular because they reduce the demand for physical resources on campus, while retaining significant opportunities for students to interact with the instructor and one another in the classroom. Participants in this working session will think about how to develop their own partially internet-mediated courses by integrating online components and reconsidering the goals, structure, and content of the traditional course. Participants are encouraged to bring syllabi and assignments from courses they might like to hybridize, or for which they simply wish to create additional internet-based components.

Presenter: **Laura Grams**, University of Nebraska Omaha

From Students that Click to Classes that Click: Engaging the Millennial Student

Room: **Tennessee Ballroom D-Level 2**

The purpose of this session is to gain an understanding about the millennial student and to develop strategies that will engage these students in class. Strategies presented in the workshop will help faculty move students from procrastinators to active learners and will impact both the quality of their homework and the quality of their learning while in class. This session is designed for faculty teaching in any discipline and any size class.

Presenters: **Ann Singleton**, Union University Teacher Education and **Kina Mallard**, Gordon College

12:00 PM - 1:00 PM

Closing Luncheon and Plenary Session

Room: **Presidential AB-Level 2**

Maryellen Weimer will lead a final wrap-up discussion of the conference case study and sum up what was learned during the three days of the 2006 conference.

Presenter: **Maryellen Weimer**, Penn State-Berks

1:00 PM

Conference Ends

Thank you for a wonderful conference. Travel safely, and we hope to see you May 18-20, 2007 in Atlanta, GA!

2006 Teaching Professor Conference Advisory Panel

We would like to thank the following individuals for their excellent advisory contributions to the 2006 *Teaching Professor* Conference.

Conference Chair:

Ike Shibley, Penn State-Berks

Advisory Panel Members:

Karen Eifler, University of Portland

Hank Johnson, Johnson & Wales University-Providence

Rob Kelly, Internal Editor, *The Teaching Professor* newsletter-Magna Publications

Laurie McCorty, Massachusetts College of Pharmacy

Invited Presenters

We would like to thank the following individuals for their expertise and outstanding contributions to the 2006 *Teaching Professor* Conference.

Ellyn Arwood, University of Portland

Ken Bain, New York University

John Bean, Seattle University

Larry Braskamp, Loyola University Chicago

Carolyn Cottrell, Webster University

Michael Glaser, St. Mary's College of Maryland

Sarah Kuhn, University of Massachusetts

Joseph Sciarretta, Millersville University

Ike Shibley, Penn State-Berks

Larry Spence, School of Information Sciences and Technology, Penn State University

Christine Tanner, School of Nursing, Oregon Health & Science University

Jacqueline Waggoner, University of Portland

Jeffrey Walls, Indiana Institute of Technology

Maryellen Weimer, *The Teaching Professor* Newsletter and Penn State-Berks



Selected Presenters

We would like to thank the following workshop presenters for their outstanding contributions to the 2006 *Teaching Professor* Conference.

Bobbi Anglin, Pima Community College East Campus

Laurel Black, Indiana University of Pennsylvania

Phyllis Blumberg, University of the Sciences in Philadelphia

Debra A. Buchanan, Jackson State University

Eileen Buckley, Western Michigan University

Anna Carmon, Westchester University

Margaret Cheatham, University of Cincinnati

Sarah Clifton, Southeastern Louisiana University

James Ricky Cox, Murray State University

Monica A. Devanas, Rutgers University

Carolinda Douglass, Northern Illinois University

Lyman Dukes, III, University of South Florida-Saint Petersburg

Jennifer Englert, Western Carolina University

Gary A. Gigliotti, Rutgers University

Marin Gillis, Massachusetts College of Pharmacy

JoAnn Gonzalez-Major, University of the Sciences in Philadelphia

Laura Grams, University of Nebraska, Omaha

Abby Hassler, Northern Virginia Community College

Gwyn Herman, University of Mary

Tracy Herrmann, University of Cincinnati

Lisa Rose Johnson, Richard Stockton College of New Jersey

Cheryl Johnston, Western Carolina University

William Kennedy, Michigan Technological University

Chantal Levesque, Missouri State University

William Locander, Jacksonville University

David L. Luechauer, Jacksonville University

Ellen Lynch, University of Cincinnati

Kate Magsamen, Mansfield College

Kina Mallard, Gordon College

Carol Maritz, University of the Sciences in Philadelphia

Cheryl Marsh, Western Carolina University

Marylou Matoush, Western Carolina University

Amy B. Maupin, Transylvania University

Shelley "Maxie" Maxfield, Pima Community College East Campus

Marge Maxwell, Western Kentucky University

Russ Meade, Limestone College

Barbara Millis, University of Nevada, Reno

Kari Mofford, Wentworth Institute of Technology

Susan Mooney, Stonehill College

Gian Pagnucci, Indiana University of Pennsylvania

Pam Petty, Western Kentucky University

Donna Qualters, Northeastern University

Jude A. Rathburn, University of Wisconsin-River Falls

Bruce Ravelli, Mount Royal College

Teresa M. Redd, Howard University

James Rogers, Murray State University

Tamara Rosier, Cornerstone University

G. Roger Sell, Missouri State University

Julie Sendlak, North Dakota State University

Abby M. Sharpe, Jackson State University

Ann Singleton, Union University

Stacie M. Spencer, Massachusetts College of Pharmacy

Marilyn Steinberg, MA College of Pharmacy and Health Sciences

Joseph Martin Stevenson, Jackson State University

Rosalee Stilwell, Indiana University of Pennsylvania

Jeannette Studer, Pima Community College East Campus

Karen Talentino, Stonehill College

Stephanie Taylor-Davis, Indiana University of PA

Ron Tinsley, Richard Stockton College of New Jersey

Roben Torosyan, Fairfield University

Judith Villa, Indiana University of Pennsylvania

Kayla Westra, Minnesota West Community & Technical College

Keith Whittington, Rochester Institute of Technology

Cindy Wilson, University of Illinois at Springfield

John C. Woolcock, Indiana University of PA

David Yearwood, University of North Dakota

Jayne Zanglein, Western Carolina University

Robin Zappin, University of the Sciences in Philadelphia

Poster Sessions

Friday, May 19, 2006

6:00 PM - 7:30 PM

Room: Tennessee Lobby A

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

- 1. Feeling Uncomfortable or Even Confused? Let's Call That Learning-** Tamara Rosier, Cornerstone University
- 2. Instruction/Learning Recognition: Catch a Student Doing Well-** Paul Johnson, National University, School of Education
- 3. Fostering Student Success through an Orientation Course-** Susan Eldred, Michael Anderson, Harvey Hoyo & Lisa Spencer, National University
- 4. Analogies in Effective Presentations and Student-Centered Learning Activities-** Richard Curran Trussell, Pikes Peak Community College
- 5. Multiple Intelligences in the College Classroom: Implications for Teaching and Learning-** Jude Rathburn, University of Wisconsin-River Falls
- 6. Lighting a Fire: Using Service Learning Today-** Rosemary Nudd & Stefanie Yazge, Saint Mary-of-the-Woods College
- 7. Aligning Objectives, Teaching Strategies, and Assessment: A Quick-Start Tool-** Nancy McClure, Roxann Humbert, Fairmont State University & Nancy Parks, Fairmont State Community & Technical College
- 8. Change a Label - Open the Mind-** Diana Reynolds Clayton, Rogers State University
- 9. Preparing Elementary Science Teachers-** Jody Kosack Althouse, Barry University
- 10. Service Learning From Scratch: Developing a Service Learning in a Rural Community-** Melinda Mueller & Barbara Poole, Eastern Illinois University
- 11. Appreciative Inquiry in the Classroom-** Holly Schiffrin, University of Mary Washington
- 12. YOU are the Message-** Sandra Allen, Columbia College Chicago
- 13. Endowed Teaching Professors as Agents of Faculty Development: The Bentley Teaching and Learning Initiative-** David Carhart & Aaron Nurick, Bentley College
- 14. What's in Your Toolbox?-** Gene Freund & Ann Rice, Concordia University Wisconsin
- 15. Build It and They Will Come: Successful Faculty Training-** Thomas Pfundstein & Jennifer Stephens, American Public University
- 16. The Implications of Using Service-Learning Assignments: Enhancing Faculty Growth and Renewal-** Elizabeth Tolman, South Dakota State University
- 17. Building an Active Learning Culture-** Gerald Carpenter, Niagara University
- 18. Service Learning: An Engaging Pedagogical Tool-** Barbara Perry, Indiana Tech
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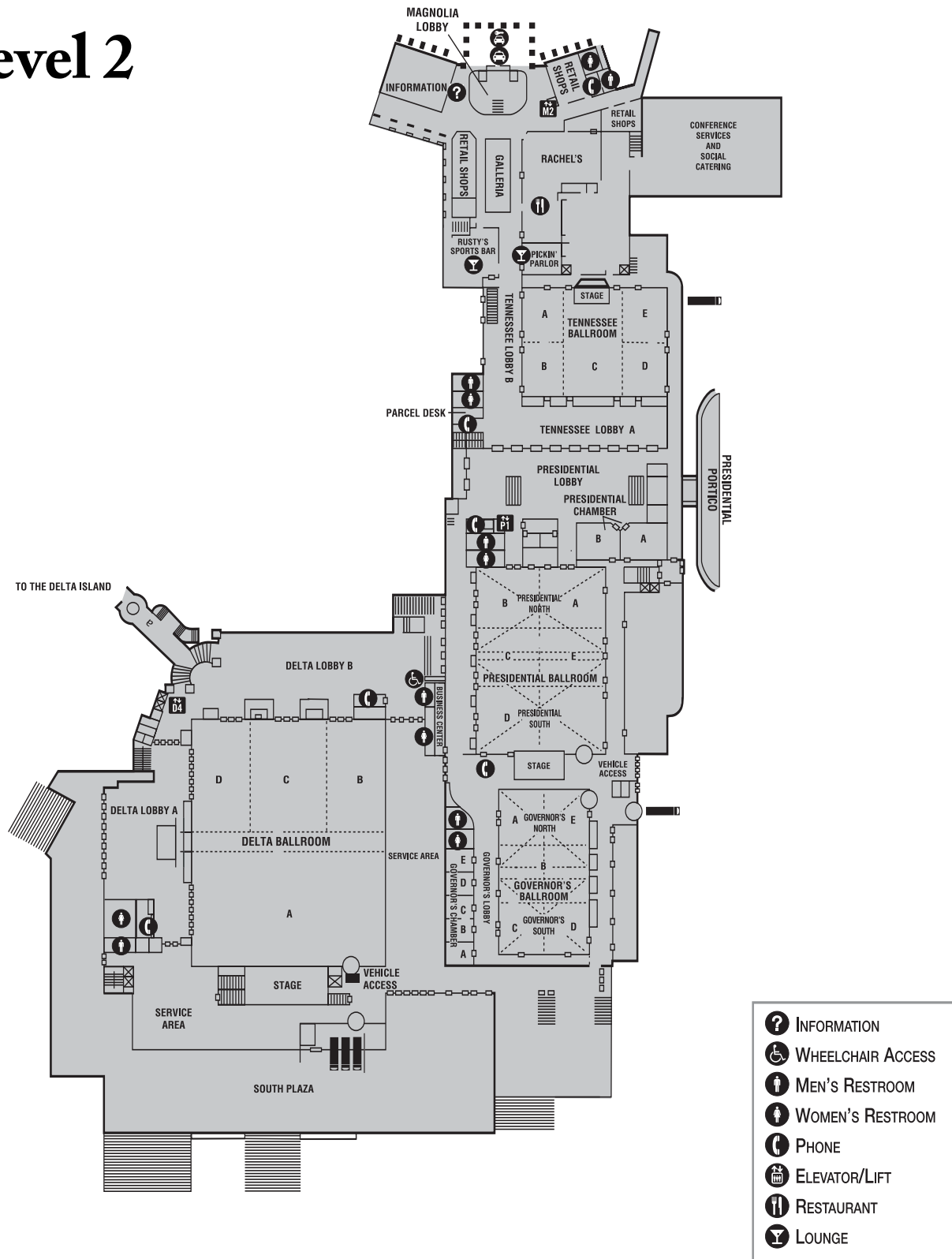
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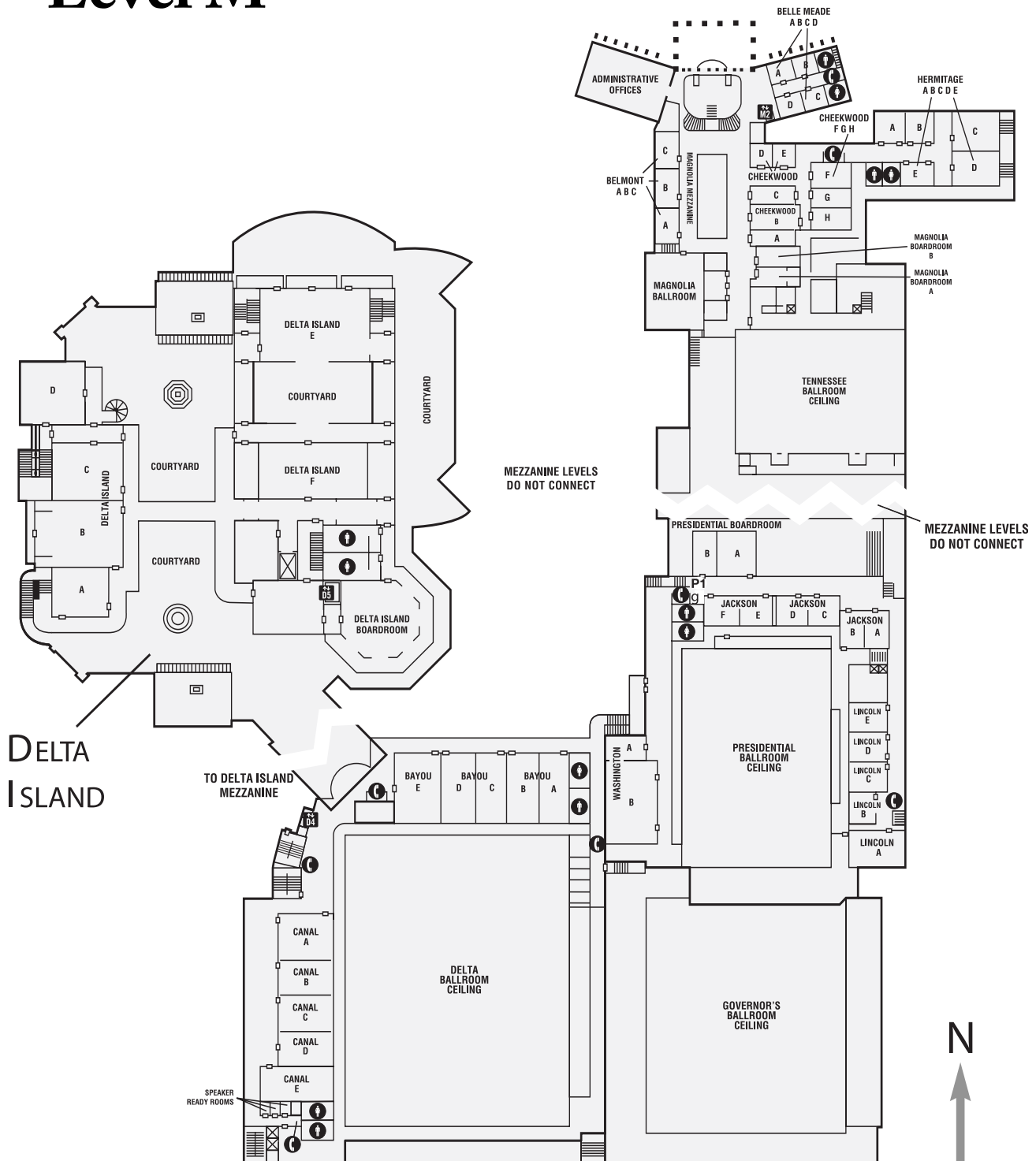
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