The Teaching Professor Conference

EDUCATE ENGAGE INSPIRE

2007

PROGRAM

May 18–20, 2007 • Westin Peachtree Plaza • Atlanta, GA

THE 20th Anniversary Teaching PROFESSOR

The Teaching Professor Turns 20!

March 2007 marked the 20th anniversary of *The Teaching Professor* newsletter. Join us throughout the conference as we celebrate 20 years of this tried-and-true resource for educators. We are offering 20th anniversary specials at the Magna booth and will be drawing names for some exciting door prizes throughout the conference. There may be a few more surprises too!

Stop by the Magna Publications booth and register for *The Teaching Professor* Anniversary door prizes!

- *The Teaching Professor* subscription
- Magna Online Seminar of your choice
- Best of the Teaching Professor
- *The Teaching Professor* portfolios

Anniversary Booth Specials - $20
- Best of The Teaching Professor
- Teaching Professor Portfolios

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Introduction

Dear Conference Participants,

Welcome back—to those of you joining us for another *Teaching Professor* Conference. We are delighted to have you with us again this year. And, a warm first-time welcome to those of you who are attending your first *Teaching Professor* Conference.

As with previous *Teaching Professor* Conferences, this event packs three days with a variety of activities, workshops, plenary sessions, and other opportunities for you to explore important teaching and learning issues with faculty from around the country. Find detailed information about all conference activities in this program, and do plan to take advantage of as many of them as possible. This conference offers participants the chance to "talk teaching" with faculty who teach a variety of different subjects and at very different kinds of institutions. It's a great chance to learn from and with colleagues.

Concurrent sessions listed in this program are a blend of invited and selected sessions. We have a tradition of inviting really outstanding presenters back—so that more conference attendees can learn from them. We also invite experts, including those who've written books, those who've had experiences with special programs and those with recognized knowledge about a particular instructional area. And finally, we make a call for proposals that generates a significant number of session proposals. The conference advisory committee selects the best of these for presentation at the conference. All in all this makes for a rich and diverse program.

We are also pleased to provide various publishers and other educational resources a chance to display and make available their materials to conference participants. Do stop by their displays and find out more about what they have to offer.

The folks at Magna Publications (the conference's sponsor) work all year to make this event run smoothly. I am so proud to be working with them to bring you what we believe is a first-rate, professional growth opportunity. If there is anything we can do to make your time at the conference more productive, please don't hesitate to ask.

I am looking forward to renewing contacts with those of you who've attended previous conferences and written articles for the newsletter. And, I'm looking forward to meeting new colleagues who share my commitment to the important work of college teaching.

Sincerely,

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

Welcome!

When we launched *The Teaching Professor* newsletter some 20 years ago, I never dreamed that it would become as widely circulated as it is today. And I certainly never envisioned that it would one day also encompass a major conference bringing many of its readers and authors together face to face.

Now I look forward to this conference as a highlight of my year as I watch a dedicated group of teaching professionals strive to become even better. I commend you for all that you do to enlighten our future generations.

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,

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 discipline specific roundtable discussion at breakfast on Saturday and Sunday. These are designed for networking and conversation.

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 good toward the next *Teaching Professor* Conference!

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 conference registration foyer to view and purchase a variety of teaching and learning resources. Be sure to stop by the Magna booth to enter a drawing for a chance to win a free 2008 *Teacher Professor* Conference registration and get your coupon for 10% off the 2008 registration rates.

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

Conference Case Study: Leigh Scott

In your registration folder you will find a copy of the case study prepared for this conference. For the past several years, we've been using a case study to generate dialogue among participants at the conference. This year, as in previous years, we've chosen a case that addresses a common problem, a student unhappy with his grade. In this situation, it's not an open-and-shut situation. There are interesting related issues that impinge on the student and his accusation of an undeserved grade.

We think of the conference case as a kind of substantive ice-breaker. It gives you something to talk about with other participants. Do they think the grade ought to be changed in this case? Do they think the student has any legitimate issues? But there's more than just whether the student is right or wrong, whether the grade should be changed or not, what should the teacher say to the student when he reappears and wants to know what she's decided? She's got a difficult conversation ahead of her if she opts not to change the grade. Is there anything she could say that would help the student leave less angry and more understanding?

This year's case is being used in a series of conference sessions. You'll find them described in the conference program. These sessions during which the whole case will be explored in much greater detail have limited enrollment and pre-registration is required. You may sign-up in advance to attend one of these sessions at the *Teaching Professor* registration desk. There is no additional charge to attend these sessions.

Program-at-a-Glance

Friday, May 18, 2007

8:00 AM - 8:00 PM
Registration Open
Room: **The Overlook-6th Fl.**

Partnership Displays Open
Room: **The Overlook-6th Fl.**

9:00 AM - 12:00 PM
Pre-Conference Workshop
(Pre-Registration & Fee Required)
More Writing, Deeper Learning: A Workshop on the Principled Use of Writing in All Courses
Room: **Augusta-7th Fl.**

9:00 AM - 4:30 PM
Pre-Conference Workshop
(Pre-Registration & Fee Required)
Facilitating Student Learning: A Primer for New Faculty Members
Room: **Atlanta ABC-7th Fl.**

5:00 PM - 6:00 PM
Understanding Student Behavior and Creating Effective Learning Environments
Room: **Peachtree Ballroom-8th Fl**

6:00 PM - 8:00 PM
Reception, Resource Fair & Poster Sessions
Room: **The Overlook & Vinings-6th Fl.**

8:00 PM
Dinner on Your Own

Saturday, May 19, 2007

8:00 AM - 5:00 PM
Registration Open
Room: **The Overlook-6th Fl.**

Partnership Displays Open
Room: **The Overlook-6th Fl.**

8:00 AM - 9:00 AM
Continental Breakfast and Discipline-Specific Roundtable Discussions
Room: **Peachtree Ballroom-8th Fl.**

9:00 AM - 9:15 AM
Break

9:15 AM - 10:30 AM
11 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: **Peachtree Ballroom-8th Fl.**

1:00 PM - 2:00 PM
Mentoring: New Meanings and New Ways to Improve Instruction
Room: **Peachtree Ballroom-8th Fl.**

2:00 PM - 2:15 PM
Break

2:15 PM - 3:30 PM
10 Concurrent Workshops

3:30 PM - 3:45 PM
Break

3:45 PM - 5:00 PM
9 Concurrent Workshops

5:00 PM
Dinner on Your Own

Sunday, May 20, 2007

8:00 AM - 12:00 PM
Registration Open
Room: **The Overlook - 6th Fl.**

8:00 AM - 9:00 AM
Continental Breakfast and Discipline-Specific Roundtable Discussions
Room: **Peachtree Ballroom-8th Fl.**

9:00 AM - 9:15 AM
Break

9:15 AM - 10:30 AM
10 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 & Closing Discussion
Room: **Peachtree Ballroom-8th Fl.**

1:00 PM
Conference Adjourns

Poster Sessions

Friday, May 18, 2007

6:00 PM - 8:00 PM

Room: **The Overlook & Vinings-6th Fl.**

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. Light hors d'oeuvres will be served.

1. **Mentoring Faculty Scholarship: Creating Opportunities for Publication-**Emily Donnelli-Sallee, emilyd@park.edu, Amber Dailey-Herbert and Jean Mandernach, Park University
2. **The Importance of Community Collaboration: Connecting Your Students to the World of Practice-** Deborah Grant, grantdd@montevallo.edu, University of Montevallo
3. **Raising Student Self-Efficacy through Authentic Assessment-** Richard Pierce, rpierce2@fairmontstate.edu, Fairmont State University
4. **Student Library Scavenger Hunt-** Lucy Hood, lhood@saint-lukes.org, St. Luke's College
5. **Follow the Relevant Road-**Joanne Walsh, jwalsh2@ramapo.edu, Ramapo College of New Jersey
6. **Strategies to Effectively Manage Large Classes-**Jodell Kuzneski, kuzneski@iup.edu, Indiana University of Pennsylvania
7. **From On-campus to Online Instruction: Making the Transition in a Teacher Education Program-**Julie Lester, jlester@selu.edu, Southeastern Louisiana University
8. **Online Classroom Management Software: Thinkwave as a Tool for Facilitating Communication with Students-**Vicki Webster, vwebster@deltastate.edu, Delta State University
9. **Request for WebQuest? Using a WebQuest to Promote Learning-** Carman Wakefield, carman.wakefield@uc.edu, University of Cincinnati-Raymond Walters College
10. **Integrating the Seven Principles for Good Practice in Undergraduate Education into an Independent Learning Environment: An Oxymoron Becomes a Reality-** Gregory Trudeau, gtrudeau@uwsuper.edu, University of Wisconsin, Superior
11. **How to Develop and Manage Effective Service Learning Opportunities-**Kevin Christophersen, kchristophersen@colum.edu, Columbia College, Chicago
12. **Building a Course Portfolio to Mentor Critical Thinking Faculty-** Lisa Maxfield, maxfield@csulb.edu, California State University, Long Beach
13. **Interactive Education Methods in Development of Clinical Reasoning Skills-**Kristina Petrocco-Napuli, kpetrocco@nycc.edu, New York Chiropractic College
14. **Working with Cooperative Learning Groups to Make Them Change Agents-**Leonard Bogle, lbogl1@uis.edu, University of Illinois, Springfield
15. **Adult Learners: Community Projects-**JoAnn Bacon, nurejb@langate.gsu.edu, Georgia State University, Byrdine F. Lewis School of Nursing
16. **Backward Course Redesign through Teaching Circles: A Set of Poster Boards-**Philip J. McLewin, phil@mclewin.com, Kay Fowler, Lysandra Perez-Strumolo and Emma Rainforth, Ramapo College of New Jersey
17. **Crash and Burn to Something Learned-**Carman Wakefield, carman.wakefield@uc.edu, University of Cincinnati-Raymond Walters College
18. **Fostering Student Retention and Successful Matriculation-**Harvey Hoyo, hhoyo@nu.edu, Michael Anderson and Susan Eldred, National University

Complete Program

Friday, May 18, 2007

8:00 AM - 8:00 PM

Registration Open
Room: **The Overlook-6th Fl.**

Partnership Displays Open
Room: **The Overlook-6th Fl.**

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 and Fee Required
Facilitating Student Learning: A Primer for New Faculty Members
Room: **Atlanta ABC-7th Fl.**

This full-day pre-conference session has been designed as a primer on teaching and learning for graduate students and new teachers. It combines relevant educational theories 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 on 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 lunch, program handouts and reference materials, The *Best of The Teaching Professor* book, and a certificate of participation.
Presenter: **Ike Shibley,** Penn State-Berks

9:00 AM - 12:00 PM

Pre-Conference Workshop: Pre-Registration and Fee Required
More Writing, Deeper Learning: A Workshop on the Principled Use of Writing in All Courses
Room: **Augusta-7th Fl.**

For decades, research has shown that students learn to write well through continuous practice in different contexts, and that writing also plays a powerful role in helping students to learn the subject matter of their courses. Yet across much of higher education, students still do not write consistently and widely enough to become effective communicators. By assigning little writing, teachers are also missing an opportunity to strengthen students' learning and engage them in the material. How can faculty in all disciplines integrate writing into their courses—even large, lecture sections—and not feel that it intrudes on their "coverage," asks them to do something they weren't trained to do, or overburdens them with extra work? In this interactive workshop, participants will (1) explore ways to design effective, learning-based writing assignments and weave them into their courses to enhance student engagement; (2) develop assessment tools for various types of writing assignments; and (3) explore ways to support the development of students' writing abilities regardless of the discipline.
Presenter: **Chris Anson,** North Carolina State University

5:00 PM - 6:00 PM

Understanding Student Behavior and Creating Effective Learning Environments
Room: **Peachtree Ballroom-8th Fl.**

We all know the amazing capacity of the human mind. What seems equally amazing, however, is how difficult it is for our students to learn even "simple" material and also how quickly that information evaporates from their awareness. This presentation will focus on research pertaining to human learning and methods you can use to create more effective learning environments for your students. Find out WHY your students skip class, learn strategies to encourage them to complete assigned read-

ings, and acquire tips you can give them to increase the effectiveness of their study time. Most importantly, you will learn how to use fundamental cues humans rely on for survival to facilitate learning in your classes.
Presenter: **Todd Zakrajsek,** Central Michigan University

6:00 PM - 8:00 PM

Reception, Resource Fair & Poster Sessions
Room: **The Overlook & Vinings-6th Fl.**

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 regarding the designer's project, program, or research. This is also a good opportunity to visit the exhibitors that have products and services geared toward teaching and learning.

8:00 PM

Dinner on Your Own

Dinner sign-ups are available on the bulletin board by the *Teaching Professor* registration desk. Various restaurant locations will be suggested.

Saturday, May 19, 2007

8:00 AM - 5:00 PM

Registration Open
Room: **The Overlook-6th Fl.**

Partnership Displays Open
Room: **The Overlook-6th Fl.**

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 and Discipline-Specific Roundtable Discussions
Room: **Peachtree Ballroom-8th Fl.**

Attend a roundtable while getting a bite to eat to discuss problems, and offer solutions specific to your discipline. Designated tables will be broken into general disciplines.

9:00 AM - 9:15 AM

Break

9:15 AM - 10:30 AM

Using Case Method to Enliven Teaching
Room: **Atlanta AB-7th Fl.**

Rita Silverman, one of the authors of the case being featured at this year's *Teaching Professor* Conference, will demonstrate case method teaching in three special conference sessions. She will use the conference case to show how cases can be used to engage and involve learners in exploring complicated and conflicting issues. This instructional method uses a variety of facilitation techniques to lead learners to a deeper understanding of issues and how they might be resolved. Dr. Silverman is a widely recognized expert in case-method teaching. Enrollment in these sessions is limited, therefore preregistration is required. Sign-up sheets are available at the conference registration desk. There is no additional fee to attend this session.
Presenter: **Rita Silverman,** Pace University

Hybrid Courses in Philosophy and Economics
Room: **Atlanta CD-7th Fl.**

This session will describe and discuss several general education hybrid courses taught by faculty in economics and philosophy at California State University, Long Beach. The advantages and disadvantages of teaching students in formats that include both in-person lecture/discussions and online activities every week will be compared with traditional courses measured only through in-person "seat time" as well as with courses taught entirely online. Several techniques used for the online activities will engage the audience in participation. Additionally, pitfalls in developing such courses and lessons learned the hard way in teaching in hybrid format will be introduced.
Presenter: **Julie Van Camp,** California State University, Long Beach

Using Digital Video to Motivate and Engage Students
Room: **Atlanta EF-7th Fl.**

This session is NOT about showing films in class! It is about the use of short video excerpts (one to five minutes) to prompt student thought and discussion and to enhance student learning, motivate students, and encourage class participation. This session will demon-

strate the use of carefully selected, short, digitized video clips. The presenters will show how they use video clips to bring the real world into the classroom and how students can learn to use the same techniques to prepare for their own class presentations.
Presenters: **Jayne Zanglein** and **Barbara Jo White,** Western Carolina University

Active Learning Techniques for Introductory Courses
Room: **Atlanta GH-7th Fl.**

This session will demonstrate how to engage first-year students with active learning techniques. Successful adaptation of active learning requires more than just handing out materials and telling the students to talk, especially with freshman students. Attendees will participate in a variety of activities to demonstrate how to effectively conduct activities, manage students, and synthesize active learning with lectures. The NSF has funded the presenter's work based on his initial success at increasing student satisfaction, academic success, and retention in his department. Simple, easy-to-use activities will be presented to allow the participants to start incorporating active learning into their classrooms.
Presenter: **Keith Whittington,** Rochester Institute of Technology

Practical Tips for Teaching Large Science Classes
Room: **Augusta 1-7th Fl.**

Does an increase in class size lead to a loss of quality of education? Absolutely not! This session will focus on strategies and techniques to promote learning in large science classes. The discussion will focus on teaching philosophy and style, creative skills, methods to actively engage students, effective teaching and learning methods, relating to students in and out of the classroom, and recitation sections.
Presenter: **Laurie McCorry,** Bay State College

Teaching and Scholarship in International Business
Room: **Augusta 2&3-7th Fl.**

How to be engaged in qualified research in the area of teaching is a challenge to teaching professors worldwide. This session addresses this important issue by incorporating the presenter's research experience with the international business courses he has taught for the last 10 years. It proposes a scholarship of teaching international business that involves question-asking, inquiry, and investigation, particularly around issues of student learning, thereby acting as the mechanism through which the profession of teaching itself advances. This presentation will be of interest not only to the teaching professors but also to deans and program directors who are keen on identifying an effective way to combine excellent teaching with quality research.
Presenter: **Ping Deng,** Maryville University of St. Louis

Building a Repertoire of Social Justice-Inspired Pedagogical Tools across Disciplines in a Contemporary University Classroom
Room: **International C-6th Fl.**
In this panel, four social scientists from various disciplines continue an ongoing dialogue among progressive educators committed to integrating social justice into the theory and practice of teaching. The presenters will discuss ways to encourage students to critically reflect, analyze, and challenge systems of oppression, inequality, and privilege, while promoting democracy, equality, and social change. Several cross-disciplinary case studies will be presented that describe how to integrate social justice-inspired pedagogical practices into the classroom. Participants will learn various activities to integrate social justice into their curriculum and classrooms and how to adapt these activities to a variety of courses.
Presenters: **Lauren Rauscher, Amy Cabrera Rasmussen, Guido Urizar,** and **Bianca Wilson,** California State University, Long Beach

Embarking on the Service-Learning Journey: Design, Implementation, and Assessment
Room: **International D-6th Fl.**

This session is an examination of an undergraduate service-learning course titled Children's Theatre in the Schools. A poll of school principals in the local area helped document the lack of performing arts offerings in K-12 schools. A course was created at the university to address this need in the community. Participants in this workshop will learn how to conduct research in their communities to identify possible needs and how to design a course to address these needs. Participants will also learn techniques to work collaboratively with community partners to assess student work and student learning.
Presenter: **Ann Marie Gardinier Halstead,** St. Lawrence University

Active Classroom Learning with Beginner-Level Multimedia Animation
Room: **International EF-6th Fl.**

Even with beginner-level skills, instructors can use multimedia animation to engage students in active classroom learning. Participants will take part in their own active-learning exercise that demonstrates how low-threshold animation can heighten student engagement with course material and generate interactive learning experiences that tap into multiple intelligences and learning styles. The session will include a demonstration of actual classroom exercises, an examination of the pedagogical theory behind this multimedia approach, a hands-on experience of this approach, and a discussion of the low-threshold skills and technology necessary for instructors to create their own multimedia classroom exercises.
Presenter: **Tom Schrand,** Philadelphia University

Fostering Active Learning in the Large Classroom: Creative Teaching Techniques
Room: **International GH-6th Fl.**

Fostering active learning and student participation in content-heavy courses is challenging. Doing so in a large classroom setting is even more difficult and demanding. Limitations of large classes include faculty monologues, passive learning, minimal student involvement, and the inability to assess students' comprehension. Creative methods of engaging students can remedy these challenges. Effective openings, interactive assignments, and participatory reviews reinforce and stimulate active learning. Small-group activities cultivate collaboration and create a positive learning environment. The presenters will demonstrate and provide an overview of strategies to engage students in active learning that have been successful with groups as large as 300 students.
Presenters: **Jennifer Goldman Levine** and **Kate MacDonald,** Massachusetts College of Pharmacy

Weaving Cooperative Work into Literature Courses
Room: **Vinings 1-6th Fl.**

This session presents two group active-learning assignments designed for use in two very different literature courses. The goals of these assignments were to increase student comprehension of the course materials and to increase student engagement with course materials by emphasizing cooperative and collaborative learning activities. The first assignment offers a new twist on group presentation work while the second involves ongoing reading analysis groups to aid students in developing their communication and critical-thinking skills through poetry interpretation. The participants will learn about the active-learning assignments, discuss and critique their effectiveness, and consider applications of these techniques in their own courses.
Presenter: **Susan Cosby Ronnenberg,** Viterbo University

10:30 AM - 10:45 AM

Break

10:45 AM - 12:00 PM

Those Silent Librarians!
Room: **Atlanta CD-7th Fl.**

Librarians are at the forefront of technological innovation and change. This presentation will remind participants of the kinds of things that 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 add to their classes by including a librarian.
Presenters: **Kari Mofford** and **Marilyn Steinberg,** Wentworth Institute of Technology

Classroom Island…Outthink, Outplan, Outlast
Room: **Atlanta EF-7th Fl.**

Do you feel like you need survival skills to navigate classroom management successfully in your classroom? Join this interactive session for a look at different case scenarios dealing with common classroom challenges. The presenters will examine the all-too-common challenges of student unpreparedness, classroom incivility, and lack of student participation and offer ideas for building rapport with students, establishing and enforcing clear guidelines, encouraging students to read, and fostering student involvement. These survival skills are guaranteed to help you make peace with the natives and create a winning environment for all members of the tribe.
Presenters: **Suzanne Tapp** and **Allison Boye,** Texas Tech University

Podcasting, an Opportunity for Exploring Course Content Beyond What Might be Possible in Traditional Classroom Settings
Room: **Atlanta GH-7th Fl.**

Tools, appropriately employed, can result in greater efficiency and increased productivity. Portable electronic devices capable of receiving downloadable materials from the Internet are examples of technological tools that could be used by educators to engage and challenge students on topics outside the confines of the classroom. Podcasts, broadcast audio/video content available from the Internet, require some creativity in the design phase if they are to be attractive to listeners/viewers. Therefore, educators wishing to use podcasts must address three important issues: the purpose of the podcast, the added value to learners, and how to maintain students' interest in the podcast's content.
Presenter: **Dave Yearwood,** University of North Dakota

Service Learning in the Aftermath of Katrina
Room: **Augusta 1-7th Fl.**

A year-and-a-half after Hurricane Katrina, the Mississippi Gulf Coast region continues to struggle to rebuild. This session will outline ways that service-learning classes can help. It will be based on a two-week winter intersession class offered by the Delta State University Languages and Literature Department. The main focus will be on the student-centered outcomes, logistics, and interdisciplinary nature of the class.
Presenter: **D. Allan Mitchell,** Delta State University

From Controversy to Empathic Discourse: Deepening the Dialogue with Students, Faculty and Administrators Alike
Room: **International C-6th Fl.**

While controversy often increases anxiety and decreases understanding, it doesn't have to. This session demonstrates a process to help people move from one-sided arguing and simplistic conflict to complex sharing and negotiating of meaning (see http://faculty.fairfield.edu/rtorosyan/empathy.html). Volunteers split into pro, con, and neutral on a controversial issue then acknowledge each other's views, without necessarily agreeing. The ensuing active listening process, for students and faculty alike, encourages exploration of assumptions and contradictions, and transformation of habits of mind. This workshop is ideal for faculty seeking methods to balance the voices and focus student discussion—and to deepen dialogue with our colleagues.
Presenter: **Roben Torosyan,** Fairfield University

Ensuring a Sense of Belonging through Inclusive Teaching
Room: **International D-6th Fl.**

We can all relate to "feeling like you belong; yet feeling different" while at other times when "feeling different" inhibits your "feeling like you belong." In the classroom, we want all students to embrace their own uniqueness while having a solid sense of belongingness. This workshop is designed to introduce faculty to inclusive teaching principles in which everyone is recognized and no one is excluded because of their uniqueness. In this session, participants will develop a personal position statement based on inclusive teaching principles, use a Venn Diagram to assess their own teaching in relation to inclusive teaching, and develop an inclusive teaching strategy.
Presenter: **Laura MacDonald,** University of Manitoba

Diversity in Delivery
Room: **International EF-6th Fl.**

This interactive session will expose participants to a variety of pedagogical techniques used in both introductory and advanced undergraduate classes. The intent is to keep teaching fun, interesting, and engaging in an effort to address many styles of learning. The presenter will share techniques that encourage 100 percent student participation, use experimental methods to learn, and encourage individual creativity. Participants will learn how to help students relax so that they feel they can take risks and participate. Each participant will explore examples of ways to implement the session ideas in his or her own courses and how to assess student learning using these methods.
Presenter: **Joanne Walsh, Ramapo,** College of New Jersey

A.G.E.D.—How Experience and Guile can Engage the Young Learner
Room: **International GH-6th Fl.**

Experience some of the Activities, Group exercises, Enthusiasm for excellence and Demonstrations involving the class that the presenter has developed over the past 25 years of teaching. These will be adapted for this presentation so that those in attendance will see that good teaching, even to large groups, can be achieved. You

will leave having heard and experienced how a large class can seem small and where students leave feeling that many of their needs have been met. Discover how you can engage your students, even in a large class.
Presenter: **Scott Davis,** Mansfield University

No More Excuses: A Stress-Free Method for Managing Students
Room: **Vinings 1-6th Fl.**

Instructors deal with an onslaught of excuses made by students who have poor attendance, fail to submit assignments on time, and fail to show up for scheduled exams. These same students seem to be the ones who challenge their grades on subjective assignments, papers, and essay tests. In this seminar, participants will learn how to establish clear course expectations and clear consequences for students who fail to follow through and then challenge instructor decisions concerning these matters. Participants will learn how to deal with demanding students, put an end to the excuse-making, and take pleasure in the classroom experience.
Presenter: **Gloria J. Howell,** Saint Leo University

12:00 PM - 1:00 PM

Lunch
Room: **Peachtree Ballroom-8th Fl.**

Enjoy lunch with your colleagues while processing what you have learned this morning.

1:00 PM - 2:00 PM

Mentoring: New Meanings and New Ways to Improve Instruction
Room: **Peachtree Ballroom-8th Fl.**

Using a conversation format, Ike Shibley and Maryellen Weimer will explore how colleagues can be involved in helping each other grow and develop as teachers. Drawing examples from their more than 10 years as mentoring colleagues (they've mentored each other as well as many new faculty members), they will propose a wide range of activities that can be undertaken, characterize the kind of conversations that advance understanding of teaching and learning, and challenge conventional notions of mentoring as something an experienced faculty member does for a beginning teacher.
Presenters: **Maryellen Weimer** and **Ike Shibley,** Penn State-Berks

2:00 PM - 2:15 PM

Break

2:15 PM - 3:30 PM

Using Case Method to Enliven Teaching (Repeat Session)
Room: **Atlanta AB-7th Fl.**

Rita Silverman, one of the authors of the case being featured at this year's *Teaching Professor* Conference, will demonstrate case method teaching in three special conference sessions. She will use the conference case to show how cases can be used to engage and involve learners in exploring complicated and conflicting issues. This instructional method uses a variety of facilitation techniques to lead learners to a deeper understanding of issues and how they might be resolved. Dr. Silverman is a widely recognized expert in case-method teaching. Enrollment in these sessions is limited, therefore preregistration is required. Sign up sheets are available at the conference registration desk. There is no additional fee to attend this session.
Presenter: **Rita Silverman,** Pace University

Engaging the Overwhelmed: Improving Classroom Performance in a Baccalaureate Nursing Program
Room: **Atlanta CD-7th Fl.**

Baccalaureate nursing students traditionally have an enormous coursework burden that often results in the students coming to class without fully reading or otherwise preparing for the content to be presented. Lack of preparation makes it difficult for students to engage in classroom lectures in a manner promoting comprehension and retention of content. This presentation will demonstrate how faculty can improve student engagement, improve performance on exams, and enhance content retention in a large classroom setting through the use of a remote wireless keypad system.
Presenters: **Donna Roberson, Janice A. Neil,** and **Mary H. Wilson,** East Carolina University School of Nursing

Undergraduate Research: Raising Awareness and Expectations
Room: **Atlanta EF-7th Fl.**

Although research is of paramount importance to upper class and graduate students, undergraduate students also benefit from developing and conducting

research projects. The greatest constraint relative to successful undergraduate research is a lack of awareness of authentic research methods. Presenting undergraduates to topic choice, proposal development, literature reviews, and results presentations greatly enhances scholarly growth and future research efforts. This workshop introduces concepts that combine student experiences and instructor commitment, to meaningful research efforts via scaffolding them through all "real-life" components of an authentic research project.
Presenter: **Gerald GeRue,** Concordia University of Wisconsin

Student Attitudes and Learning Gains in Tablet PC-Enabled Courses
Room: **Atlanta GH-7th Fl.**

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 presenter will share results of a student attitudinal survey on tablet instruction and will discuss learning gains in a redesigned introductory chemistry course.
Presenters: **James Ricky Cox** and **James W. Rogers,** Murray State University

Do We Need to Buy the Book for this Class?
Room: **Augusta 1-7th Fl.**

When students ask if they have to buy the book for your class, does the academic in you bristle indignantly, “But of course!"? Or, do you ever actually pause to think, "Well, do they?" If you say the book is necessary, how do you help students get their money's worth? What can you do to get students to open their books, and even more extraordinarily, read them, when research shows that students read assignments only 20 percent to 30 percent of the time? This workshop addresses noncompliance issues, offering tips for connecting your course's learning outcomes to students' motivation, reading ability, and course performance.
Presenters: **Nancy McClure,** Fairmont State University and **Nancy Parks,** Pierpont Community & Technical College of Fairmont

Think You Are An Unbiased Teacher? Think Again!
Room: **International C-6th Fl.**

This highly interactive and thought-provoking workshop will help participants uncover any biases, stereotypes, and preconceived notions they may have about urban classrooms and the students within them. In this workshop, the facilitator will present real-life classroom scenarios. Then in groups, the participants will be required to guess the gender and race of the subjects in the scenarios.
Presenter: **Dionne Poulton**

Seasons of Change in Becoming an Educator (Rather than an Information Disseminator)
Room: **International D-6th Fl.**

Appropriate for mid-career faculty seeking a structure to work with others to keep their learning and teaching fresh, this session will immerse participants in a faculty learning program designed to support faculty transformative learning that enhances student learning. The presenter will share stories of involved faculty as seasons of change in faculty beliefs and practice. Participants will describe the thoughts, feelings, and struggles they encounter as they strive to improve their teaching and place themselves in a season of change. Examining the structures of a working program, they will be challenged to transfer their understandings to possibilities on their own campuses.
Presenters: **Barbara Licklider** and **Janice Wiersema,** Iowa State University

Empowering Students to Learn: Experiential and Reflective Approaches
Room: **International EF-6th Fl.**

How can we empower students to become active learners? This session will present ways in which we can help student learners become more independent, self-directed, and self-regulated. Topics covered include the use of goal-driven teaching in encouraging students to learn, the importance of determining students' prior knowledge before beginning to teach, how the integration of knowledge allows students to build upon experiences and feel more empowered, how critical thinking in the form of reflective work prompts active learning, and the use of experiential learning to engage students and make them responsible for/have a stake in their own learning.
Presenter: **Regina Clark,** Ramapo College of New Jersey

Teaching Critical Thinking Skills: Shifting Bloom's Paradigm
Room: **International GH-6th Fl.**

Using Bloom's Taxonomy of Thinking, participants in this workshop will learn innovative strategies to facilitate the reshaping of students' cognitive schemas and self-concept. Such strategies will not only address students' mastery within subject-area domains, but will also enable students to realize their leadership potential. A key goal of this session is to help participants learn how to use the basic tenets of Bloom's Taxonomy to enhance students' self-concept within the normal classroom environment. Participants will learn innovative strategies to help students identify and appreciate their inherent leadership potential while simultaneously empowering them to achieve content mastery and self-actualization.
Presenters: **Veda Brown, Jourdan Renfro,** and **William Kritsonis,** Prairie View A & M University of Texas

Stop Allowing Teaching to Burn You Out
Room: **Vinings 1-6th Fl.**

College instructors are expected to multi-task. We coordinate projects, serve on committees, participate in professional associations, and try to stay current in our fields. Then there are the never-ending updates to our course content, syllabi, and exams, not to mention dealing with the students, their problems, and excuses. All of this can lead to burnout. This session will help you assess your own level of burnout, recognize and treat signs and symptoms of burnout, and develop a greater appreciation for working in the field of higher education.
Presenter: **Gloria J. Howell,** Saint Leo University

3:30 PM - 3:45 PM

Break

3:45 PM - 5:00 PM

Putting Technology in the Hands of Students to Provide Active and Deep Learning Experiences
Room: **Atlanta CD-7th Fl.**

Learn about undergraduate students' use of multiple inexpensive or free technologies in an active and deep learning process the product of which is a "published" multimedia presentation, a strategy that is applicable in diverse disciplines. The presenters will describe elements of structure, process, and assessment that are effective. All materials presented—rubrics, handouts, and project assignments—will be posted on the Web for participants' use later.
Presenters: **Jane Harris, Pamela Kocher Brown,** and **Sandie Barrie Blackley,** University of North Carolina at Greensboro

Engaging Students; Assuaging Conflict: How Occasional Vocational Exercises Create a Climate of Cooperation, Not Confrontation
Room: **Atlanta EF-7th Fl.**

This session explains a conflict management method that grew from a four-year study of class discord. The presenter will engage participants in open discussion of teaching experiences where conflict distracted the class from teaching goals and demonstrate how four vocation-oriented discussion techniques can be adapted to a wide range of course content to assuage classroom conflict. The presenter will also share with participants a review of relevant literature to ground these types of exercises and a technique for analyzing students' comments.
Presenter: **Paul Fritz,** University of Toledo

Maximizing Student Engagement in Large Classes
Room: **Atlanta GH-7th Fl.**

Participants will learn five strategies that will ensure student engagement in large classes for the entire class period. This session will also focus on designing assignments that reinforce course content and motivate students to stay engaged in the content away from the classroom.
Presenters: **Stuart Yager** and **James Stump,** Bethel College

Creating an Environment of Academic Motivation in the First Two Years of a Student's Academic Career
Room: **Augusta 1-7th Fl.**

This presentation is focused on the question of why some students are not motivated to learn, particularly the challenges that new students encounter as they transition into college. Student motivation may be impacted by the student's confidence level. The learning environment of the classroom will be examined by focusing on how teachers invite students to participate in their own learning. Teaching methods and communication strategies for creating an environment that help students improve their confidence level will be discussed. Participants will be asked to reflect upon their individual classroom climate.
Presenters: **Kathie Erdman** and **Denise Peterson,** South Dakota State University

From Adversaries to Colleagues: Changing the Relationship between Teachers and Students
Room: **International C-6th Fl.**

The adversarial nature of college classrooms can be measured by the course syllabus, which often seems to be a legalistic document filled with detailed rules for student behavior and grades, written in a defensive and authoritarian tone. In this session, we will look at the reasons for this phenomenon and discuss techniques that instructors can use to enhance the intrinsic motivation of students and recapture the spirit of collegiality between faculty and students that can transform the classroom into a joyous learning experience for all.
Presenter: **Mano Singham,** Case Western Reserve University

Online Interpersonal Learning
Room: **International D-6th Fl.**

This session reports on two studies, a pilot and a follow-up study, that use technological methods to teach students basic interviewing skills. The method uses taped interview vignettes, specific paper-and-pen exercises, video feedback from interviewees, video feedback from the instructor, and online peer feedback. Finally, an evaluation by the learners is completed. Evaluation provides evidence that there are ways that interpersonal skills may be learned technologically. Pitfalls of the technique are demonstrated in the first pilot and resolved in the second through the use of more practice and face-to-face follow-up work.
Presenter: **Sandra Loucks Campbell,** Renison College

Teaching First-Year College Students
Room: **International EF-6th Fl.**

First-year students present unique challenges to college and university faculty. This session will focus on the characteristics of first-year students as learners with an emphasis on the instructional methods, assignments, and activities that provide both academic rigor and appropriate support for first-year students.
Presenters: **Bette LaSere Erickson** and **Calvin Breckinridge Peters,** University of Rhode Island

Shifting Paradigms from "Instruction Focused" to "Learning Focused" in an Introductory Nursing Course
Room: **International GH-6th Fl.**

This session will explore the evolution of a beginning nursing fundamentals course that includes nursing concepts, standards of practice, and communication strategies. The course evolved from "instruction focused" to "learning focused" by replacing a traditional 50-minute lecture with a variety of pedagogical approaches. Several active-learning strategies used to promote learning will be described as well as the impact of this new approach on student learning based on questionnaires, student grades, and journal writings. Participants will examine the assumptions that underlie the instructor versus the learning paradigm with relation to active learning, student motivation, and assessment of student learning.
Presenters: **Jill Foster, Ellen DeLuca,** and **Kim Ayscue,** Lynchburg College

Teachers Talk Less—Students Learn More
Room: **Vinings 1-6th Fl.**

In most classrooms, faculty talk and students passively sit and supposedly listen. The students are not engaged nor are they really accountable for their learning. Students need to learn the content within their disciplines at application and analysis levels. To do this they must be engaged and accountable for their learning. Two techniques that will ensure engagement are the Anticipation Guide, which will provide pre-, mid-, and post-reading support, and the Double Entry Organizer, which provides writing to learn/mid- and post- reading support as well as helping the student engage with the text material. In this session, participants will learn how to revise and use these two techniques in their own classes.
Presenters: **Patricia Herald** and **John Hugo Back,** Hazard Community & Technical College

5:00 PM

Dinner on Your Own

Dinner sign-ups are available on the bulletin board by the *Teaching Professor* registration desk. Various restaurant locations will be suggested.

Sunday, May 20, 2007

8:00 AM - 12:00 PM

Registration Open
Room: **The Overlook-6th Fl.**

8:00 AM - 9:00 AM

Continental Breakfast and Discipline-Specific Roundtable Discussions
Room: **Peachtree Ballroom-8th Fl.**

Attend a roundtable while getting a bite to eat to discuss problems, and offer solutions specific to your discipline. Designated tables will be broken into general disciplines.

9:00 AM - 9:15 AM

Break

9:15 AM - 10:30 AM

Research as an Authentic and Collaborative Task in an Undergraduate Methods Course
Room: **Atlanta AB-7th Fl.**

This session is designed to share with participants an approach to the teaching of undergraduate research methods in psychology that focuses on the development and implementation of student research projects. The approach relies on the use of collaborative research teams that are guided through the process of conducting independent research as they are simultaneously introduced to the topic of research methods. This session will feature various in-class, collaborative activities and sample undergraduate research projects.
Presenter: **Lysandra Perez Strumolo,** Ramapo College of New Jersey

Intergenerational Learning
Room: **Atlanta CD-7th Fl.**

The differences in generational expectations, ethics, learning styles, and learning preferences are evident globally. From the global perspective to the classroom perspective, it is necessary for today's educators to understand the intergenerational complexities of learning and the expectations that each generation brings into the online and face-to-face classrooms. This interactive session will explore concepts related to improving your intergenerational approach that may be applied to multiple content areas. Additionally, discussions relating to both online learning, as well as traditional classroom settings will be explored.
Presenter: **Vickie Cook,** University of Illinois at Springfield

Beyond Poster Board—Cell Phones, Cameras, and the Internet
Room: **Atlanta EF-7th Fl.**

Photo Scavenger Hunt was a project implemented to teach the classical theories of play, leisure, and recreation through student-generated digital photography. During this session, you will learn about the project, its effect on student learning and the many different technologies used by the students. This session will also explore application to any discipline. Participants will acquire a variety of methods to enhance student learning.
Presenter: **Beverly Evans,** Southeast Missouri State University

Using Case Method to Enliven Teaching (Repeat Session)
Room: **Atlanta GH-7th Fl.**

Rita Silverman, one of the authors of the case being featured at this year's *Teaching Professor* Conference, will demonstrate case method teaching in three special conference sessions. She will use the conference case to show how cases can be used to engage and involve learners in exploring complicated and conflicting issues. This instructional method uses a variety of facilitation techniques to lead learners to a deeper understanding of issues and how they might be resolved. Dr. Silverman is a widely recognized expert in case-method teaching. Enrollment in these sessions is limited, therefore preregistration is required. Sign up sheets are available at the conference registration desk. There is no additional fee to attend this session.
Presenter: **Rita Silverman,** Pace University

When It's About Skills, Not Integrity: Assessing and Remedying Skill Deficiencies Related to Common Academic Integrity Issues
Room: **Augusta 1-7th Fl.**

Violations of academic integrity are often related to skill deficiencies rather than ethical/moral deficiencies. Learn how to assess what your students know about citing sources, researching ethically, and more. Then, try some of the handy fixes offered in this workshop to help your students begin to patch their knowledge gaps. You will walk away with a workbook filled with activities designed to assist your students in developing a deeper

understanding of what academic integrity entails and how they can be pursued in higher education ethically!
Presenter: **Sarah Ryan,** Baruch College/CUNY

Doing the Scholarship of Teaching
Room: **International C-6th Fl.**

This workshop will share strategies for using course management software (WebCT or Blackboard) to collect data, for developing understanding of the data, and for using the data to deepen our understanding of the processes of personal/intellectual development that participation in this complex system engenders. The presenters have drawn on three complementary bodies of theory in this work: learner-centered teaching, critical pedagogy, and constructivist theories of adult development.
Presenters: **Leo Rigsby, Mary Kayler, Karen Weller, Krissy Bartlett,** and **Shahidah Kalam Id-Din,** George Mason University

More is Definitely Better: Actively Engaging Large Classes in the Sciences
Room: **International D-6th Fl.**

Research has shown that interactive teaching and learning enhances student mastery. Effectively engaging large classes, however, can challenge even the best professors. This lively, interactive session will introduce, model, and integrate a wide variety of strategies to reduce student passivity/anonymity and enhance student learning in large classes, particularly in the sciences. Participants will have the opportunity to strategize and apply a myriad of ways to effectively engage students in large classes and maximize student responsibility, accountability, and learning mastery.
Presenters: **Deb Wingert** and **Tom Molitor,** University of Minnesota

Cognitive Cartography: Concept Mapping as a Tool to Support Problem Solving and Meaningful Learning in Individual and Collaborative Environments
Room: **International EF-6th Fl.**

Concept mapping is a strategy that can be used to help students organize their thinking, identify important concepts, visualize the relationships between and among concepts, as well as help instructors identify students' misconceptions and evaluate conceptual change over time. Add concept mapping software and a public server to the mix, and suddenly interesting opportunities are available for collaboration and conceptual growth!
Presenters: **Margaret Cheatham, Tracy Herrmann,** and **Ellen Lynch,** University of Cincinnati

Born of Frustration, Nurtured by Learning: A Different Kind of Final Exam
Room: **International GH-6th Fl.**

This session will focus on one effective mechanism for assessment of student learning by immersing participants in exploring the potential for using student-generated concept maps as a final examination. The lead facilitator will relate her story of frustration with student motivation and learning in a senior-level urban forestry class and what she did in collaboration with a colleague to promote higher levels of student learning through the use of concept mapping as a final exam. After examining the rationale and theory for concept maps, participants will create their own concept maps and share thinking about their use in summative assessment.
Presenters: **Jan Thompson** and **Barb Licklider,** Iowa State University

Teaching Counseling Theories: Understanding Who I Am
Room: **Vinings 1-6th Fl.**

This workshop will present a method of teaching counseling theories using the "Ways" Paradigm of Cheston. This presentation will help faculty learn how to implement expressive arts activities in the classroom that will help students explain their counseling theory to peers. Participants will also learn how to help students understand the value of being able to identify a personal counseling theory. Handouts useful for students' self-reflection and growth will be provided as well as handouts describing how to help students identify their theoretical orientation using the "Ways" Paradigm.
Presenter: **Shelley Jackson,** Texas Woman's University

10:30 AM - 10:45 AM

Break

10:45 AM - 12:00 PM

Do You Really Want to Know What I Think? Facilitating Classroom Discussions About "Sensitive" Issues
Room: **Atlanta AB-7th Fl.**

Dialogue about "sensitive" topics (e.g., conversations about race, sexual orientation, sexual assault) across group boundaries can be risky because it brings participants into contact—the outcome of which is often

unpredictable. Decades of research in social psychology cautions that intergroup contact may result in increased prejudice, ostracism, decreased self-esteem, and reinforced stereotypes—to name some of the risks. Even so, perhaps the most common (and likely preventable) negative outcome of intergroup dialogue about sensitive topics is the response of disengagement. Not talking, of course, carries its own risks, including the perpetuation of divides and misunderstandings. In view of this problem, this session will present an approach to dialogue grounded in Buddhism and Social Drama Theory that works to open up dialogue and engage students. Participants will partake in a conversation about race and learn to implement three specific techniques of facilitation: "recursive loop feedback," "adding without contradiction," and "granting freedom for conclusions."
Presenters: **Aaron Castelan Cargile and Marc Rich, California State University,** Long Beach

Involving Pre-service Undergraduate Students in Classroom Research
Room: **Atlanta CD-7th Fl.**

It is well documented that classroom research aids in improving teaching. In order for teachers to conduct classroom research in the future, it is critical that they are prepared by being involved in some form of classroom research during their pre-service years. This workshop illuminates strategies for engaging pre-service teachers in action research endeavors in real classrooms.
Presenter: **Eucabeth Odhiambo,** Shippensburg University

The Challenge of Change: Increasing Student Motivation
Room: **Atlanta EF-7th Fl.**

Students can be resistant to change in a number of classroom contexts. It is possible that recent theories on change and motivation may have application in the classroom. Essentially it has been found that certain communication styles can either reduce or increase resistance. These theories provide individuals with ways to reduce "resistance" and increase motivation and may facilitate students to become more independent and self-directed. Two current theories: Stages of Changes (Prochaska and Norcross, 2006) and Motivational Interviewing (Miller and Rollnick, 2002) will be discussed along with general motivational principles, common communication roadblocks, and suggestions on how to enhance learning.
Presenters: **Debra Murray,** Viterbo University and **Colin Ward,** Oakland University Michigan

From Students that Click to Classes that Click: Engaging the Millennial Student
Room: **Augusta 1-7th Fl.**

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 and **Kina Mallard,** Gordon College

Reading Strategies for the College Classroom
Room: **International C-6th Fl.**

We are all guilty of assigning course readings and then not instructing students as to why or how to enter into a conversation with the author and one another regarding that reading. This workshop will examine how to think more broadly about which readings are chosen to enhance the classroom component, create learning, sustain student-led conversation, and generate new questions. This session will highlight several strategies successfully implemented in classes of 65 students, including Fishbowl, Jigsaw I and II, journaling, critical dialogue, and art.
Presenters: **Karen Weller, Mary Kayler, Leo Rigsby,** and **Krissy Bartlett,** George Mason University

Stress and Female Faculty in Teacher Education
Room: **International D-6th Fl.**

Stress is part of everyone's life. Stress in the workplace may come from many different sources; however, for this presentation, the focus is on female teaching professors working in teacher education programs. Stressed female professors may feel emotionally taxed and thus become less productive. Stress may deteriorate social and family relationships and ultimately take a toll on health. Participants will learn about research on stress and the quality of life of female faculty in teacher education programs, the effects of therapeutic massage, and recommendations for stress management and improved quality of life.
Presenter: **Clarine Sandstrom,** Minot State University

Food For Thought: A Teaching Circle Tells All
Room: **International EF-6th Fl**

This session will highlight the trials, tribulations, and triumphs of a long-running teaching circle. The session will stress, by actual demonstration, the value of group validation and interaction as a modality to enhance faculty renewal by introducing "problems du jour" that focus on utilizing new pedagogical techniques in the classroom. The interdisciplinary makeup of the teaching circle underscored and facilitated the process of rejuvenation via cross pollination of ideas and the challenge of dialogue among the faculty participants.
Presenters: **Marshall Harth, Valerie (Scottie) Massimo, Philip J. McLewin, Sharon Rubin, Robert Sproul,** and **Terra Vandergaw,** Ramapo College of New Jersey

Burnout and Beyond — Examining Compassion Fatigue and Other Stressors in Academic Culture
Room: **International GH-6th Fl.**

This session will interrogate the conditions, characteristics, contexts and consequences of various manifestations of stress and burnout in academic culture. Participants will be facilitated through a reflective and dialogical process based in critical incidents from previous inquiry blended with experiences from the session participants themselves.
Presenters: **Maureen Connolly** and **Lorne Adams,** Brock University

Beyond the Bloody Red Pen: Classroom Assessment That Promotes Learning
Room: **Vinings 1-6th Fl.**

Students and professors alike dread grading, for a host of reasons. In this session, learn how to design formative and summative assessments that will focus, not increase, your work. We will explore traditional and performance-based assessments, employing several of the strategies that we treasure most in our scholarly work. Participants should bring a copy of an assignment or test they use in their class that they would like to strengthen.
Presenter: **Karen Eifler,** University of Portland

12:00 PM - 1:00 PM

Lunch and Closing Discussion
Room: **Peachtree Ballroom-8th Fl.**

Conference Co-Chair Karen Eifler will open the session by sharing her sense of the conference—new ideas, good strategies, interesting questions, good examples--what we have learned in our time together. After her remarks, she will open the session for others to share reactions, questions, concerns, lessons learned, and hopes for the future. The goal of this session is to showcase how the conference has focused attention on many different aspects of teaching and learning. Join us and share what you'll be taking home from the conference.
Presenter: **Karen Eifler,** University of Portland

1:00 PM

Conference Adjourns

Thank you for a great conference! Have a safe trip home!

2007 *Teaching Professor* Conference Advisory Panel

We would like to thank the following individuals for their excellent advisory contributions to the 2007 *Teaching Professor* Conference.

Conference Chair:

Ike Shibley, Penn State-Berks, ias1@psu.edu

Conference Co-Chair:

Karen Eifler, University of Portland, eifler@up.edu

Advisory Panel Members:

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Invited Presenters

We would like to thank the following individuals for their expertise and outstanding contributions to the 2007 *Teaching Professor* Conference.

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Selected Presenters

We would like to thank the following workshop presenters for their outstanding contributions to the 2007 *Teaching Professor* Conference.

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Selected Presenters continued

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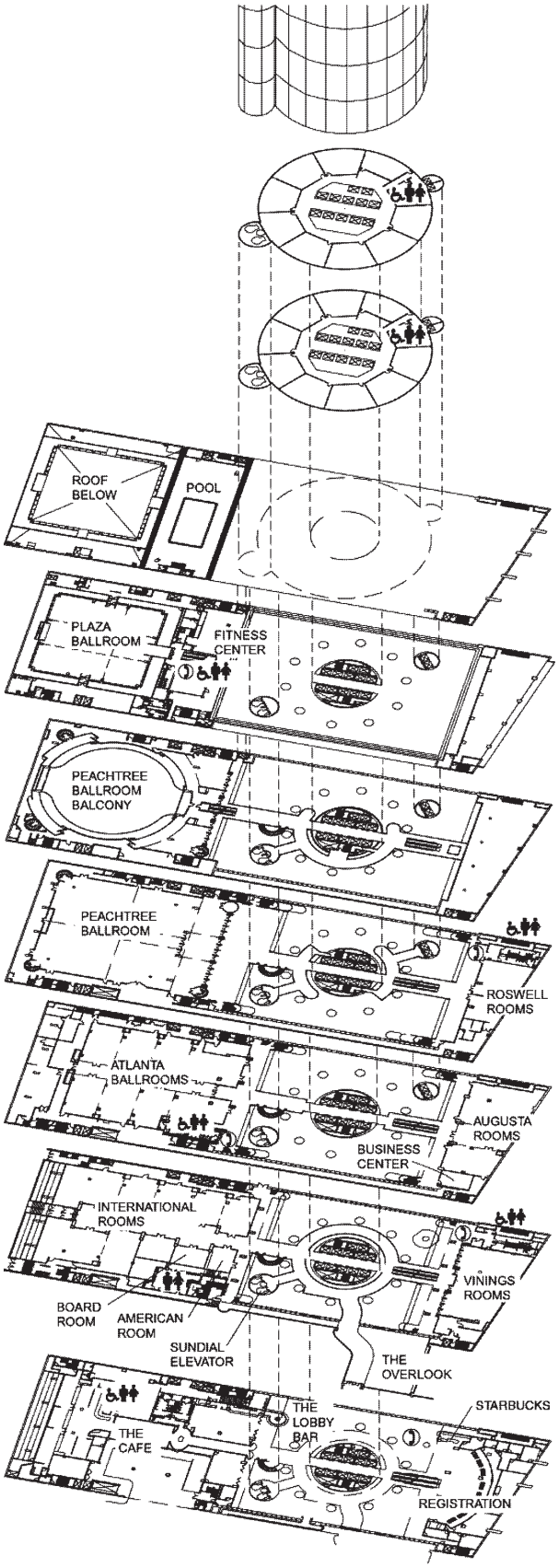

72 - SUNDIAL RESTAURANT

15 - 70 GUEST ROOMS

14 - TOWER MEETING ROOMS

12 - TOWER MEETING ROOMS

11 - POOL

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9 - PEACHTREE BALLROOM
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BOARD ROOM
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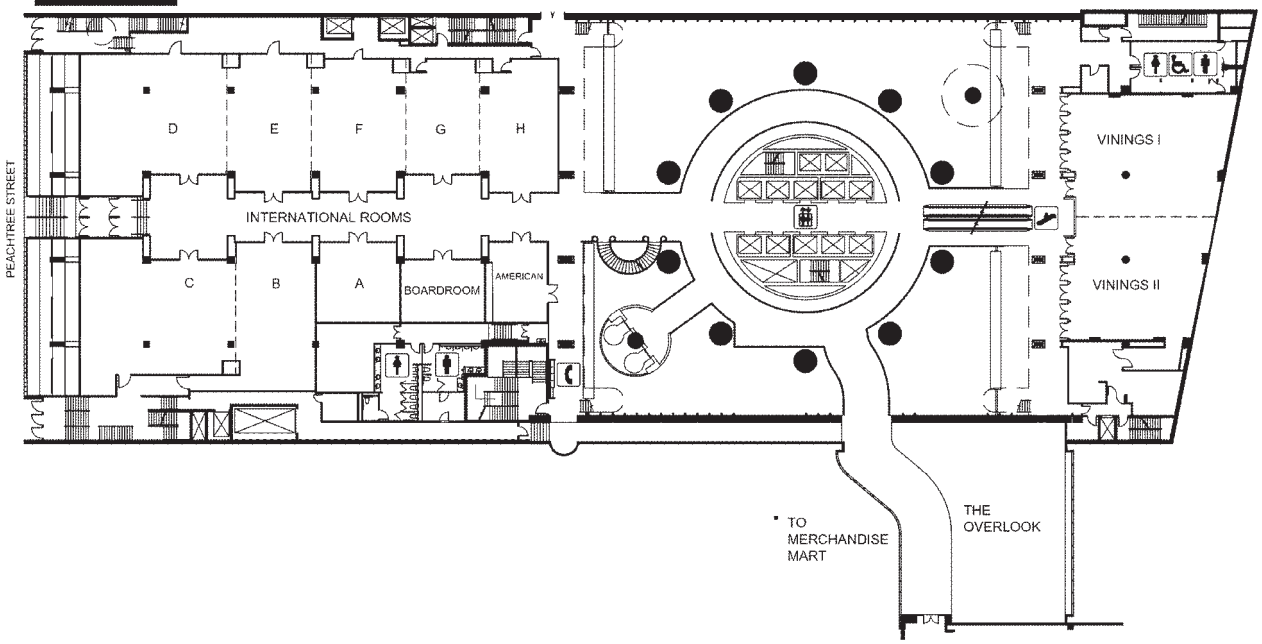
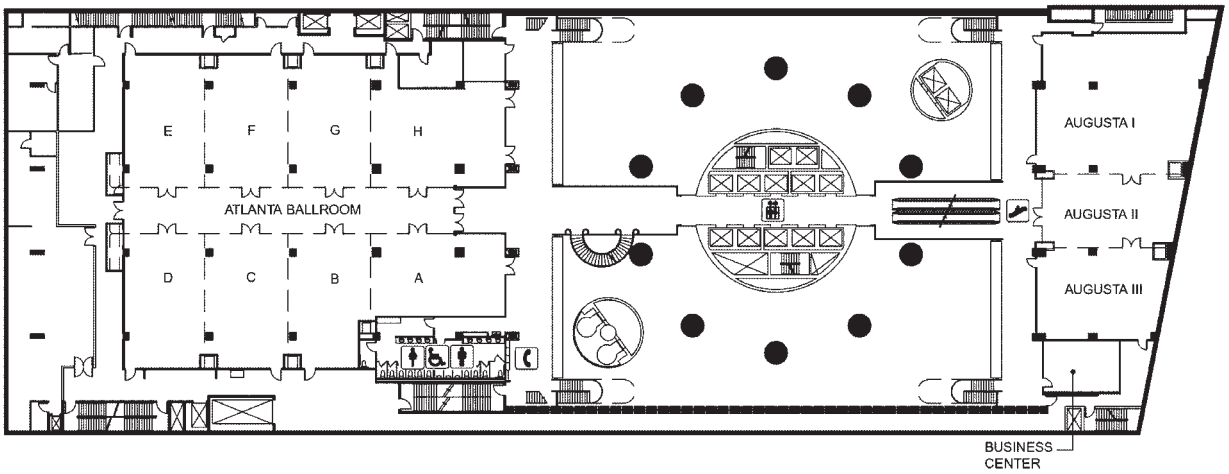


LEVEL 7

ATLANTA BALLROOM / AUGUSTA ROOMS



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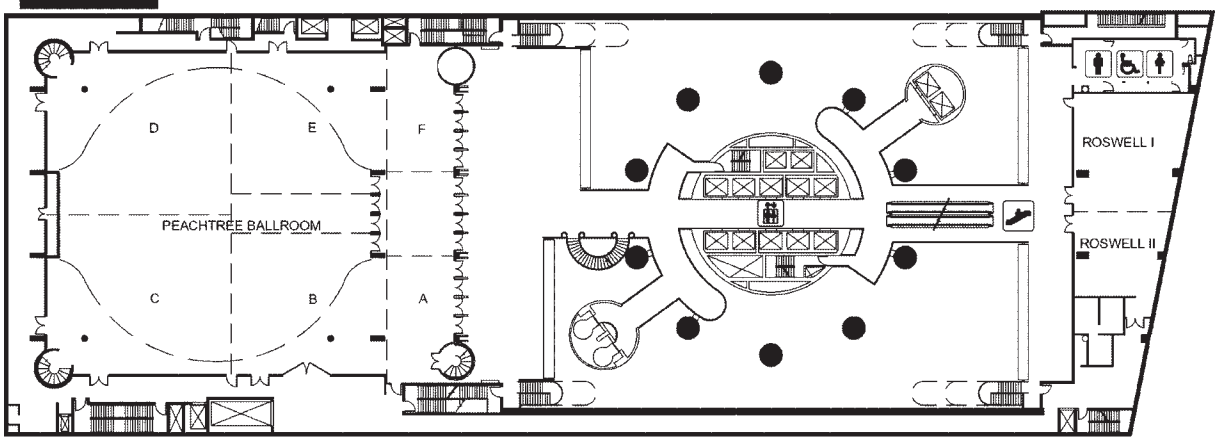
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