



THE
Teaching
PROFESSOR

CONFERENCE

2008

P R O G R A M

May 16-18, 2008
Gaylord Palms Resort and Convention Center
Kissimmee, FL

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Introduction



Dear Conference Participants,

Welcome, welcome to *The Teaching Professor Conference*. It's great to see old friends. We appreciate your continuing support of this event. And it's great to see new faces. To those of you here for your first *Teaching Professor Conference*, a warm welcome. We are so happy that you have decided to join us.

The conference schedule is once again packed. You'll be amazed just how much we can get into this short time we have together—plenary sessions, workshops, exhibitors, mealtime discussions, plus lots of other chances for you to network with colleagues from around the country. We are all here because we care deeply about teaching and learning.

The concurrent sessions you find listed in the program include both invited and selected sessions. We have a tradition of inviting really outstanding presenters back. They have offered sessions that were well received by conference attendees, and having them back gives more people a chance to learn from them. We also invite experts. Some of them have written books, some are involved with special programs, some have won important teaching awards, and some are recognized for their knowledge of a special aspect of instruction. And finally, our call for proposals generates a significant number of session proposals, and the conference advisory board selects the best of them for presentation at the conference. We are excited and proud of the diversity and quality of sessions that will be presented at this *Teaching Professor Conference*.

Don't miss those vendors who have made the effort to bring educational resources to the conferences so that you can review them personally. There are books as well as a variety of other educational materials and opportunities being showcased at the conference.

As you can well imagine, putting together an event like this takes an enormous amount of work, not just at the conference, but in the months preceding it as well. Thanks to Magna Publications for continuing to bring us this conference. They are committed to making your experience here all it can be. Feel welcome to contact them for needs related to the conference, or to find out more about the many products they offer, or to say thanks.

I look forward to this conference all year. It's a chance to see special colleagues, to shake hands with those of you who have written articles for *The Teaching Professor* newsletter, to persuade others to write about what they've learned in the classroom, and to learn more about teaching and learning. I look forward to chatting with you.

Sincerely,

A handwritten signature in black ink that reads "Maryellen Weimer". The signature is fluid and cursive.

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

Subscribe to the *Teaching Professor* blog at www.teachingprofessor.com.

Welcome!

After publishing *The Teaching Professor* newsletter for nearly 20 years, a breakthrough year came in 2004 when we initiated this conference. For the first time, we got to meet many subscribers and others who have a passion for excellence in teaching and learning.

I look forward to this conference as an annual highlight 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 Haight
President, Magna Publications



The following Magna Publications Staff are here to assist you throughout the conference. Please don't hesitate to contact them if they can be of service.



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Conference Information

Networking Opportunities: Attend as many conference events as possible to maximize your opportunity to learn from your peers. In addition:

- 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 conference registration staff.

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 2009 *Teacher Professor Conference* registration as well as a variety of other items!

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

Program-at-a-Glance

Friday, May 16

7:30 AM - 8:00 PM

Registration Open –
Pre-Conference Workshops Only
Room: Sun Registration 1-2
(Ballroom Level)

9:00 AM - 8:00 PM

Registration Open for all Participants
Room: Sun Registration 1-2
(Ballroom Level)

Partnership Displays Open

Room: Sun Lobby (Ballroom Level)

9:00 AM - 4:30 PM

Pre-Conference Workshop: Pre-
Registration and Fee Required

Facilitating Student Learning: A

Primer for New Faculty Members
Room: Sun C (Ballroom Level)

9:00 AM - 12:30 PM

Pre-Conference Workshop: Pre-
Registration and Fee Required
**Structuring Courses to Maximize
Deep Learning**
Room: Sun D (Ballroom Level)

1:00 PM - 4:30 PM

Pre-Conference Workshop: Pre-
Registration and Fee Required
**Using Informal and Formal Writing to
Enhance Student Learning**
Room: Tallahassee (Ballroom Level)

5:00 PM - 5:15 PM

Conference Welcome
Room: Sun AB (Ballroom Level)

5:15 PM - 6:30 PM

Saving Time in the Grading Process
Room: Sun AB (Ballroom Level)

6:30 PM - 8:00 PM

Reception, Poster Sessions, and
Partner Mingle
Room: Sun Lobby (Ballroom Level)

8:00 PM

Dinner on Your Own

Saturday, May 17

8:00 AM - 5:00 PM

Registration Open
Room: Sun Registration 1-2
(Ballroom Level)

Partnership Displays Open

Room: Sun Registration 1-2
(Ballroom Level)

8:00 AM - 9:00 AM

Continental Breakfast and Discipline-
Specific Roundtable Discussions
Room: Sun AB (Ballroom Level)

9:00 AM - 9:15 AM

Break

9:15 AM - 10:30 AM

12 Concurrent Workshops

10:30 AM - 10:45 AM

Break

10:45 AM - 12:00 PM

12 Concurrent Workshops

12:00 PM - 1:00 PM

Lunch
Room: Sun AB

1:00 PM - 2:00 PM

Learning from the Learners: A
Conversation with Students about
Life in College Classrooms
Room: Sun AB (Ballroom Level)

2:00 PM - 2:15 PM

Break

2:15 PM - 3:30 PM

12 Concurrent Workshops

3:30 PM - 3:45 PM

Break

3:45 PM - 5:00 PM

10 Concurrent Workshops

5:00 PM

Dinner on Your Own

Sunday, May 18

8:00 AM - 12:00 PM

Registration Open
Room: Sun Registration 1-2
(Ballroom Level)

8:00 AM - 9:00 AM

Continental Breakfast and Discipline-
Specific Roundtable Discussions
Room: Sun AB (Ballroom Level)

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

6 Concurrent Workshops

12:00 PM - 1:00 PM

Concluding Lunch and Discussion
Room: Sun AB (Ballroom Level)

1:00 PM

Conference Adjourns

Poster Sessions

Friday, May 16, 2008

6:30 PM - 8:00 PM

Room: **Sun Lobby (Ballroom Level)**

Take advantage of this opportunity to meet informally with colleagues to discuss their teaching and learning projects, programs, strategies, and research. Light hors d'oeuvres will be served.

1. Personality Types and Academic Performance: What is the Connection?

Presenter: **James Rhodes**, Jacksonville University

2. A Pilot Study for Active-Learning Strategies in Several Psychology Courses in Higher Education

Presenter: **Valerie Kokott-Rebhahn**, Viterbo University

3. Learner-Centered Teaching Techniques as a Means of Achieving Curricular Themes

Presenters: **Paula Kramer**, **Roger Ideishi**, **Pamelyn J. Kearney**, **Michelle E. Cohen**, **Ruth L. Schemm**, and **Phyllis Blumberg**, University of the Sciences in Philadelphia

4. Building Foundations of Connections for Designing and Implementing Active Learning

Presenters: **Debra A. Murray**, **Richard E. Morehouse**, and **Isaac Kulka**, Viterbo University

5. Building Foundations of Connections for Designing and Implementing Active Learning Digital Video

Presenters: **Debra A. Murray**, **Ron Schafer**, and **Isaac Kulka**, Viterbo University

6. The Virtual Counseling Center: Problem-Based Learning in an Undergraduate Counseling Theories Course

Presenter: **Marsha J. Vaughn**, Judson University

7. "The Making of the Movie"—Using Digital Video Making to Help Teach Therapeutic Massage Techniques to Upper-Division Nursing Majors

Presenter: **Joan Keller-Maresh**, Viterbo University

8. Results from Advancing Undergraduate Research at Kennesaw State University

Presenters: **Marina Koether** and **Bill Hill**, Kennesaw State University

9. University-Wide Learning Outcomes as a Conceptual Framework for Student Ratings of Teaching: Rationale, Method, and Implementation

Presenter: **David Langley**, University of Minnesota

10. The Shift from Teaching to Learning: A Path Worth Taking

Presenter: **Anna Parkman**, Ohio Dominican University

11. What Professors Need to Know about Students' Learning Styles: Generating the Best Generation of Learners

Presenter: **Laura Shea Doolan**, Molloy College

12. Learning-Centered Strategies for Adult Students Enrolled in an Accelerated Nursing Program

Presenters: **Beth Youngblood** and **Barbara Padovich**, Belmont University

13. Interactive Teaching Techniques for Larger Classes

Presenter: **Angela M. Thompson**, St. Francis Xavier University

14. Laugh at This, and You Could be Retained: Humor as an Aid in Faculty Retention in the Higher Education Classroom

Presenter: **Denise M. Acevedo**, Baker College System Headquarters

15. Developing a New Faculty Collaborative

Presenters: **Suzanne Soled**, **Melissa Jones**, **Jaesook Gilbert**, **Dan Doerger**, **Eric Rowley**, and **Sara Eisenhardt**, Northern Kentucky University

16. The Two Radio Stations of Adult Learning

Presenter: **Joseph Flowers**, Indiana Wesleyan University

17. The "Few-Dollars-but-Good-Sense" Template for Setting up Your Own Teaching Innovation Program: The University of Mary Washington Experience

Presenters: **Mary Rigsby**, **Suzanne Sumner**, and **Debra Hydorn**, University of Mary Washington

18. Comparison of Active Learning and Traditional Lecture in Introductory Biology

Presenter: **Jonathan Lochamy**, Georgia Perimeter College

Complete Program

Friday, May 16, 2008

7:30 AM - 8:00 PM

Registration Open – Pre-Conference Workshops Only
Room: **Sun Registration 1-2 (Ballroom Level)**

Registration is open for those registered for one of the three pre-conference workshops taking place on Friday morning.

9:00 AM - 8:00 PM

Registration Open
Room: **Sun Registration 1-2 (Ballroom Level)**
Registration open to all participants.

Partnership Displays Open
Room: **Sun Lobby (Ballroom Level)**

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

9:00 AM - 4:30 PM

Pre-Conference Workshop: Pre-Registration and Fee Required

Facilitating Student Learning: A Primer for New Faculty Members

Room: **Sun C (Ballroom Level)**

This full-day pre-conference session is a primer on teaching and learning for graduate students and new teachers that 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 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-cen-

tered approach and demonstrates 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 - 12:30 PM

Pre-Conference Workshop: Pre-Registration and Fee Required

Structuring Courses to Maximize Deep Learning

Room: **Sun D (Ballroom Level)**

The international research on deep learning complements research by John Bransford and others on how people learn. Familiarity with some key learning principles in these areas—and their practical application—enable faculty and curriculum designers to create courses that foster inquiry and analysis, critical and creative thinking, written and oral communication, teamwork, and problem solving. Faculty and administrators will become familiar with these key learning principles and learn practical ways to sequence out-of-class assignments with in-class activities that challenge students to learn deeply, not superficially.

Participants will:

- Become familiar with some teaching/learning related research on deep learning, how people learn, and cooperative learning;
- Appreciate the convergence of this research and its relationship to “best practices” in the classroom;
- Experience some specific classroom techniques, predicated on classroom assessment activities, cooperative learning, and writing across the curriculum;
- Gain insights—through modeled practices—into classroom management approaches that will enable faculty members to smoothly initiate or integrate these interactive techniques into their current classrooms; and
- Reflect on their own approaches to teaching and learning, including applications for distance education.

This interactive workshop/discussion will focus on intellectual and practical skills that are research based.

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

1:00 PM - 4:30 PM

Pre-Conference Workshop: Pre-Registration and Fee Required

Using Informal and Formal Writing to Enhance Student Learning

Room: **Tallahassee (Ballroom Level)**

Many faculty across the disciplines believe that they should incorporate more writing into their teaching but hesitate out of fear that their time will be usurped by marking and grading endless stacks of student papers. This interactive workshop shows how to avoid the pitfalls of ineffective practices while at the same time maximizing student learning. Topics addressed include using the continuum of informal to formal writing, creating assignments that foster learning and forestall plagiarism, marking and grading student writing, and balancing correctness and content. Participants are asked to bring four copies of a writing assignment in progress. Participants will leave with practical advice and handouts to reinforce workshop content.

Presenter: **Martha Townsend**, University of Missouri

5:00 PM - 5:15 PM

Conference Welcome

Room: **Sun AB (Ballroom Level)**

5:15 PM - 6:30 PM

Saving Time in the Grading Process

Room: **Sun AB (Ballroom Level)**

Grading and responding to student work can be powerful for student learning but also time-consuming and frustrating. The plenary session presents practical, workable suggestions for maximizing the power and minimizing the time demands of the grading process. We will discuss issues such as how many assignments are reasonable, how to handle journals and other informal work, how to establish and communicate grading criteria, how to handle grammar and punctuation issues, and how to write effective comments on student work.

Presenter: **Barbara Walvoord**, University of Notre Dame

6:30 PM - 8:00 PM

Reception, Poster Sessions, and Exhibitor Mingle

Room: **Sun Lobby (Ballroom Level)**

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

8:00 PM

Dinner on Your Own

If you are interested in getting together with colleagues for dinner, please see the dinner sign-ups that are available on the bulletin board by *The Teaching Professor* registration desk. Various restaurant locations will be suggested.

Saturday, May 17, 2008

8:00 AM - 5:00 PM

Registration Open

Room: **Sun Registration 1-2 (Ballroom Level)**

Partnership Displays Open

Room: **Sun Lobby (Ballroom Level)**

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

8:00 AM - 9:00 AM

Continental Breakfast and Discipline-Specific Roundtable Discussions

Room: **Sun AB (Ballroom Level)**

Join in a lively conversation during breakfast to discuss problems and offer solutions specific to your discipline. Roundtables will be broken into general disciplines. If your discipline is not listed, please see the sign-up sheet on the bulletin board located near *The Teaching Professor* registration desk for inclusion at tomorrow's breakfast.

9:00 AM - 9:15 AM

Break

9:15 AM - 10:30 AM

Using Student Feedback to Improve Teaching and Classroom Climate

Room: **Emerald 2 (Hotel side, Elevator A (lower level))**

One way to improve both teaching and classroom climate is to integrate students' opinions into teaching. Whether teaching large or small classes, asking students for their feedback can help create a positive climate that encourages involvement and, in turn, learning. This session addresses how to effectively use student feedback to improve teaching and learning. A short presentation will address the importance of student input and feedback for motivating students and the effectiveness of using students' point-of-view to critique our own teaching. Examples of several techniques and actual student feedback will be shared. Participants will ana-

lyze student feedback and develop a strategy for gathering feedback in their own courses.

Presenter: **Pat Pokay**, Eastern Michigan University

YouTube and Facebook in the Curriculum

Room: **Emerald 4 (Hotel side, Elevator A (lower level))**

Social networking applications on the web have transformed student culture outside the classroom. This workshop will explore how useful it can be inside it. Examples such as using Facebook as an extension of the physical classroom or lecture hall, using a blog for student feedback on course activities and pace, using Flickr as a location for visual portfolio building and class critique, and finally, using YouTube as a data collection and analysis environment for qualitative research will be explored.

Presenter: **Katherine Yamashita**, York University

Documenting Effective Teaching in a Scholarly Manner: Why and How

Room: **Emerald 6 (Hotel side, Elevator A (lower level))**

This session will focus on discussing the centrality of high-quality, scholarly teaching to the mission of colleges and universities, and why it is important that it is documented with the same care as traditional discipline-specific research. The presenters will share their model for documenting effective teaching, adapted from work that originated at the American Association of Higher Education (AAHE), along with feedback they received from faculty members who have adopted this methodology. At the end of the session, attendees will have a model that can be used to document effective teaching at their intuitions.

Presenters: **Janice W. Denton** and **Lesta Cooper-Freytag**, University of Cincinnati

Teaching and Engaging Unprepared Students: Strategies for Promoting Success and Retention in Higher Education

Room: **Emerald 8 (Hotel side, Elevator A (lower level))**

Colleges have diverse students, and there is an increase in first-generation students who may be at risk—students with learning disabilities and those who arrive unprepared for the academic rigors of college. Professors must be prepared to reach all the students in their courses. When dealing with unprepared students, professors must use learner-centered educational methods as well as universal design strategies. This session will address methods for engaging and teaching peripheral students so they have a greater chance of success. Participants will take part in several meaningful educational

activities and analyze specific actions, techniques, and strategies designed to teach students how to learn.

Presenter: **Kathleen F. Gabriel**, California State University, Chico

Learning Styles and Online Learning—How are They Related?

Room: **Miami (Ballroom Level)**

The very nature of online learning shifts the focus of control away from the educator to the learners who make a conscious decision about what to examine, when they will examine it, and the degree to which they will pursue what has been identified by the instructor for a given course. While technology has the ability to provide more information and quicker communication, that same technology cannot hurry the process by which the human mind receives, processes, and integrates the information provided. This presentation will provide information on how students' perceptual modality preferences interact with online learning. Participants will consider how to use this information to plan online courses.

Presenters: **Glenn Cockerline**, Brandon University and **Dave Yearwood**, University of North Dakota

Plagiarism: Addressing the Complex Issue in Your Course

Room: **Sanibel 1-2 (Ballroom Level)**

This session will assist instructors, faculty, and administrators in understanding their roles and responsibilities in teaching students about plagiarism. Participants will learn how to incorporate academic honesty issues within a variety of assignments; use group and individual assignments effectively to teach students how to avoid intentional and unintentional plagiarism; use role-playing activities to reinforce the ethical, financial, and legal repercussions to the student and college or university; and learn strategies for handling plagiarism in any course. Each participant will receive handouts, sample syllabi statements, lesson plans, active-learning exercises, recommended articles, and a bibliography.

Presenters: **Gina Garber**, **Christina Chester-Fangman**, and **Nancy Gibson**, Austin Peay State University

Student/Teacher Designed Final Examinations: Using Authentic Assessment to Increase Self-Directed Learning and Achievement Outcomes

Room: **Sun 1-2 (Ballroom Level)**

One current challenge for educators is the task of developing assessment strategies to meet the needs of an increasingly diverse college student population. Each instructional objective of a particular course must have an aligned, mean-

ingful assessment—meaningful to both professor and student. This session will consist of an interactive workshop format that will utilize different cooperative-learning strategies. The session will draw on the creativity literature, the concept of understanding by design, and research on culturally responsive teaching and authentic assessment to help participants begin to construct a framework for students and professors to collaboratively design final examinations for particular courses.

Presenter: **Lynne McVey**, Salve Regina University

Simple Active-Learning Activities Designed to Increase Student Learning and Satisfaction

Room: **Sun 3-4 (Ballroom Level)**

All teachers want their students to learn the course material at a deeper level while enjoying the experience. This session will demonstrate how to reach these lofty goals with active learning. Successful adaptation of active learning requires more than just handing out materials and telling the students to talk. Attendees will participate in a variety of activities to demonstrate how to effectively conduct activities and manage students. The National Science Foundation funded the presenter's work based on his initial success at increasing student satisfaction and academic success. Simple, easy-to-use activities will be presented to allow the participants to immediately infuse active learning into their classroom.

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

Butterflies in My Classroom: Student Anxiety and the Learning Process

Room: **Sun 5-6 (Ballroom Level)**

While many aspects of the learning process make students nervous, sometimes the subject itself causes the jitters. This interactive panel will explore subject-based student anxiety and its effects on the learning process. Faculty and administrators from various backgrounds, including speech, math, and reading will discuss anxiety commonly associated with their disciplines. Topics covered will include tools for diagnosing anxiety, tips for addressing it in the classroom, and techniques for helping students manage it. Participants will take part in several small-group activities. These will include diagnosing their own subject-based anxiety as well as developing a list of best practices for dealing with student anxiety. Presenters: **Donald Painter, Jr**, **Anna Butler**, **Richard Decker**, **Courtlan Thomas**, and **Lynda Wolverton**, Polk Community College

College Reading and Writing Gone Wrong ... What's a Teaching Professor to Do?

Room: **Sun C (Ballroom Level)**

This session will examine the most current and prevalent problems facing reluctant readers and writers in the college classroom. It will also explore multiple teaching and learning strategies to identify, address, and resolve these problems. Participants will learn how to move students away from a passive, marginal status and empower them to be active, effective wordsmiths. The complementary relationship between the act of writing and the act of reading is an important component in deconstructing the problems associated with student writing. Participants will also learn how to analyze student annotations in order to provide more specific and prescriptive support to student writers.

Presenter: **Diane DeVido Tetreault**, Bentley College

Overcoming Apathy in the Classroom: Teaching Strategies Drawn from the Psychology of Learning

Room: **Sun D (Ballroom Level)**

What can instructors do to facilitate learning when they encounter students who seem uninterested and even apathetic toward course content and assignments? Part of the responsibility for learning belongs to students, but as faculty, we can find new ways to motivate, inspire, and maybe even cajole students to learn. This workshop will demonstrate and explain how instructors can make classroom learning, perhaps one of the most artificial learning settings, a more meaningful experience for students. The presenter uses theories of learning and motivation as a basis for creating strategies to increase student engagement in course content and class sessions. Participants will have an opportunity to experience firsthand some of these techniques. Topics covered in this session include active learning, student motivation, collaborative learning, metacognition, learning theory, and interpersonal communication.

Presenter: **Todd Zakrajsek**, Central Michigan University

Feedback by Design? Exploring the Emotional Landscape of Instructor Response in the Fields of Writing and Design

Room: **Tallahassee (Ballroom Level)**

Evaluating and responding to student projects is a large part of a professor's job, but the results and impact of that work are generally shrouded in mystery. This presentation will examine how students process the feedback that they receive from their instructors, with a special focus on the interaction between the emotional and pedagogical effects of instructor response. The presenters will also explore the student side of instructor feedback by comparing two distinct

“response cultures”: the oral and public feedback practices used in the design fields (architecture, industrial design, and fashion design) and the written and private feedback practices used in writing courses.

Presenters: **Tom Schrand** and **John Eliason**, Philadelphia University

10:30 AM - 10:45 AM

Break

10:45 AM - 12:00 PM

Helping Students Address the "Big Questions"

Room: **Emerald 2 (Hotel side, Elevator A (lower level))**

The workshop is relevant for faculty in both public and religious institutions. Faculty teaching general-education courses want students to go beyond mere memorization and to apply course material to their own lives and values. A recent study of college student “spirituality” reveals students’ strong interest in working on their own spiritual development in college. This workshop suggests how to provide times and spaces for students’ exploration while maintaining academic rigor and emphasizing critical thinking. The workshop will draw upon Walvoord’s recently published quantitative and qualitative study of 533 teachers of introductory religion courses.

Presenter: **Barbara Walvoord**, University of Notre Dame

Reflections on a Technology-Enhanced Science Course: Dreams and Realities in the Age of Digital Learning

Room: **Emerald 4 (Hotel side, Elevator A (lower level))**

The tools of technology have provided new frontiers in higher education and now impact what students learn, how they learn, and where they learn. This session will dissect the structure and format of a technology-enhanced science course that employed a course management system, pen-based computer technology, and podcasting. An analysis of instructor motives for adopting these particular teaching tools will be presented with an emphasis on gaining audience input on the pedagogical advantages/disadvantages of using these tools. This discussion will be aided by the results of a student attitudinal survey that addresses the educational value of this approach.

Presenter: **J. Ricky Cox**, Murray State University

The Imposter Phenomenon in Higher Education

Room: **Emerald 6 (Hotel side, Elevator A (lower level))**

This interactive session will offer attendees insights into the Imposter Phenomenon (IP)—the feeling that one is suc-

cessful because of luck or external factors rather than his or her abilities—and its impact on higher education. The presenters will use cases to help attendees to practice identifying IP symptoms and ways to address the issue in small discussion groups. At the end of the session, individual attendees will be able to identify factors associated with this phenomenon in their own work, their departments, and the community.

Presenter: **Anna Parkman**, Ohio Dominican University

Reduce Lecturing—Use a Three-Part Lesson

Room: **Emerald 8 (Hotel side, Elevator A (lower level))**

For many students, classroom sessions of 60 minutes or longer seem to last an eternity. This is especially true for students who happen to be tired, stressed, unfocused, or generally disinterested. This workshop details the methods and successes of dividing a 60-minute session into three distinct components—interactive overview, instructor-led discussion, and cooperative application. The method is easily understood, easily applied, and provides a low-risk opportunity for instructors to redesign the lecture format. Workshop participants will learn a new quizzing technique and can expect a relaxed session that encourages open discussion and comfortable interaction.

Presenter: **Greg Fontaine**, Embry-Riddle Aeronautical Science

Beyond "Good Job, Jenny!" Designing Full-Circle Peer-Review Assignments Across the Disciplines

Room: **Miami (Ballroom Level)**

How can we help our students improve their skills as reviewers of one another’s writing? And how can we as faculty become more satisfied with students’ peer-review work, and thus be more willing to draw on it as a key strategy for student-centered learning? In this workshop, we’ll begin by considering several steps toward creating successful peer-review assignments, steps that will help teachers from a wide range of disciplines and courses:

- Recognize, design for, and reward important learning gains that occur through the whole peer-review process;
- Develop strategies for designing peer-review prompts and sessions—from quick partner-share activities to extended writing-group meetings—that help students learn to be perceptive, forthright respondents to their classmates; and
- Create follow-up activities that teach students strategies for using reader comments to become better revisers of their own writing.

We’ll then put those ideas to use in drafting peer-review assignments. Session participants are invited to bring docu-

ments with them to share and work on: a copy or two of a writing assignment they give to students that they think might be suited for a peer-review exercise; and/or a copy or two of a peer-review assignment or prompt they have used in the past that they wish to revisit and perhaps to revise.

Presenter: **E Shelley Reid**, George Mason University

Supporting Online Learners: A Faculty Development Approach

Room: **Sanibel 1-2 (Ballroom Level)**

Informed by the work of Robert Gagne and others, a series of faculty development courses at Embry-Riddle Aeronautical University prepares successful online instructors to be learning guides rather than directive instructors. By taking these courses in the same online environment as their future students, the faculty are immersed in the technology and acquire vital new skill sets. Participants in this session will explore these processes for online faculty, practice using advanced discussion board management techniques, and set up an assessment system.

Presenter: **Ronald C. Thomas, Jr.**, Embry-Riddle Aeronautical University

The Dendrites are There But Aren't Talking to Each Other: Wiring the College Student for Critical Thinking

Room: **Sun 1-2 (Ballroom Level)**

Assumptions that college students are adults miss one point. Students come to class externally wired to the computer age but handicapped by internal disconnects, becoming frustrated by disjointed, inefficient learning. Faculty face students who need more than PowerPoints and inspired lectures. The session offers brief comments on brain theory and student learning and launches participants into strategies to create "connective" learning experiences designed to encourage students to associate details of course content with broad concepts, leading to strengthening critical thinking. Integrated in the session are demonstrations of new software that offers opportunities to create interactive student-learning experiences. Participants will gain skill in identifying at least three elements of the "cognitive load" and create a skeleton of one lesson appropriate to their general discipline.

Presenter: **Karen Hattaway**, San Jacinto College North

Integrating Technology to Engage the Student

Room: **Sun 3-4 (Ballroom Level)**

Implementing a variety of technological tools is essential in today's universities in order to engage students and provide an accessible and appealing learning environment. This session will demonstrate how to maximize technology tools that are available for use in the classroom with an introduction to

course-delivery tools, tablet PCs, and various software applications such as Camtasia. Participants will see how tablet PCs, when coupled with a projection system, can be used as digital whiteboards. Participants are encouraged to bring a laptop with wireless Internet access and to download the evaluation version of Camtasia.

Presenters: **Kristina Drumheller** and **Gregg Lawler**, West Texas A&M University

Going Beyond Expertise in Content: Encouraging Instructors to Become Expert Educators

Room: **Sun 5-6 (Ballroom Level)**

Expertise in a content area does not necessarily transfer to expertise as an educator. What should instructors know about the information processing system of the novices they are teaching? This session will explain information storage, describe how novices differ from experts, and demonstrate strategies that encourage students to begin building neural networks of knowledge. Participants will be exposed to a real-life novice learning experience that is guaranteed to surprise and challenge. Participants will then discuss their learning experience and brainstorm about how this information can be applied in the classrooms. Participants will also be engaged in several replications of classic learning experiments and a novel learning activity geared at simulating novice learning.

Presenters: **Margo Bowman**, Wayne State University and **Debra L. Frame**, University of Cincinnati, Raymond Walters College

Fostering Active Learning in the Large Classroom: Creative Teaching Techniques

Room: **Sun C (Ballroom Level)**

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

A Model for Facilitating Deep Case Study Analysis from Multiple Perspectives

Room: **Sun D (Ballroom Level)**

In many fields and disciplines instructors struggle to help students make the connection between theory and practice and to provide opportunities for students to process theory in a way that leads to deep understanding. Participants in this guided session will learn how to help students analyze one case from multiple theoretical perspectives, then use these analyses to develop practical strategies to apply in real-world settings. By the end of this session, participants will have a structure, tools, and skills to facilitate deep case study analysis from multiple perspectives.

Presenter: **Julie A. Schrock**, Meredith College

Building SoTL Communities: Methods of Engagement, Assessment, and Reward

Room: **Tallahassee (Ballroom Level)**

There are various methods of making the Scholarship of Teaching and Learning (SoTL) count and, more fundamentally, genuinely matter on college campuses. This session will draw upon the work of a CASTL Leadership Institution committed to "Building SoTL Communities" and its experience in developing, implementing, and assessing a successful SoTL Fellowship Program. Emphasis will be placed on both individual and institutional methods of enhancing the value of pedagogical scholarship and how to develop sound programs and projects.

Presenter: **Brian Smentkowski**, Southeast Missouri State University

12:00 PM - 1:00 PM

Lunch

Room: **Sun AB (Ballroom Level)**

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

1:00 PM - 2:00 PM

Learning from the Learners: A Conversation with Students about Life in College Classrooms

Room: **Sun AB (Ballroom Level)**

Several students will be special guests at this year's *The Teaching Professor* Conference. Ike Shibley will facilitate a conversation with them during this plenary session. He will explore issues such as how feedback from professors on papers, exams, projects, and labs helps or doesn't help students learn; how students feel about classrooms with lots of rules, policies, and prohibitions; what teachers do that hinders

learning; why students don't use office hours and seem reluctant to communicate with professors; and what happens when they work in groups. The conversation will be free ranging and candid. It will provide a chance to learn from students' experiences and use their insights to help make instruction even better.

Presenters: **Ike Shibley**, Radu Stoica, student, **Anthony Tierno**, student, Penn State-Berks, and **Dean Ganskop**, student, Rochester Institute of Technology

2:00 PM - 2:15 PM

Break

2:15 PM - 3:30 PM

Making Teaching Better: Fixing Problems and Building Strengths

Room: **Emerald 2 (Hotel side, Elevator A (lower level))**

There are two ways to improve teaching: stop doing what isn't working and do more of what is working. Frequently teachers only do the first—they work to fix problems. That's necessary and it will improve teaching, but it doesn't make improvement a particularly positive process. Working to improve teaching by building on strengths does. The best way to grow and develop as a teacher involves both. This session will explore the process of selecting, adapting, implementing, and assessing both kinds of changes—those that fix problems and those that build on strengths.

Presenter: **Maryellen Weimer**, editor, *The Teaching Professor* newsletter and professor emerita, teaching and learning, Penn State-Berks

Using Digital Video to Motivate and Engage Students

Room: **Emerald 4 (Hotel side, Elevator A (lower level))**

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

Increasing Student Participation: A New Bag of Tricks

Room: **Emerald 6 (Hotel side, Elevator A (lower level))**

Too often we let ourselves get stuck in a rut when it comes to the methods we use to involve students during class discussions and in-class activities. This presentation will discuss and demonstrate several ways to increase student participation and involvement. Some of those methods will involve QuizShow—a new, copyright-free (public domain) software tool. At the end of the session, attendees will know how to obtain QuizShow, use it in a wide variety of classroom situations, and apply other effective practices associated with student participation and engagement.

Presenter: **Kenneth Alford**, National Defense University

How to Succeed in First-Time Online Teaching: Top Ten Tips

Room: **Emerald 8 (Hotel side, Elevator A (lower level))**

There has been a growing demand for online courses in every subject. Many instructors feel hesitant and nervous about teaching a course over the Internet. The presenters will share their experience and useful tips in developing, designing, and teaching courses to help others overcome anxiety and obstacles and turn their experience into a successful one in the process. Most importantly, these useful and practical tips will help students succeed when taking online classes. Participants will learn how to develop and design an online course without feeling overwhelmed and how to engage and inspire students to help them succeed.

Presenters: **Ngoc-Bich Tran** and **Patricia Petty**, San Jacinto College

Differentiated Learning—Blending Time, Pedagogy, and Instruction

Room: **Miami (Ballroom Level)**

Effective instructional delivery must actively engage the learner in the learning process and must include greater interaction between the students, more collaborative assignments that increase student-to-student interaction, and involvement of students in the analysis and assessment of written peer submissions. This presentation will provide participants with information to identify a course that could be adjusted to fit the blended model and which portions of the identified course could be taught online. Participants will leave the session with a partially developed blended course and the knowledge to complete this development.

Presenters: **Leonard R. Bogle**, **Vickie S. Cook**, and **Scott L. Day**, University of Illinois at Springfield

Learning From Learners: Continued (see page 13)

Room: **Sanibel 1-2 (Ballroom Level)**

The conversation with students about life in the college classroom continues after lunch. The students who participated in the lunch plenary session will be continuing the conversation in a more intimate setting. The students will be available to answer further questions and talk in more detail about their own learning experiences. All students from the lunch plenary will be present, and the session promises to provide a more detailed, specific look at learning through the eyes of students.

Presenters: **Ike Shibley**, Penn State-Berks and the student panel

Understanding the Needs of Adult Learners

Room: **Sun 1-2 (Ballroom Level)**

The topic of adult education is very relevant given the 6.9 million adults who are enrolled in colleges and universities. This presentation will provide a comprehensive approach to understanding and meeting the needs of adult learners by exploring perceptions of adult orientation to learning and concepts of adult motivation in the context of curriculum design implications. This session will include data on the growing trend of adults as participants in postsecondary education and the application of theories and those of the major theorist in the field to inform practice and characteristics of effective adult educators, particularly how they create a positive learning experience for adults will be shared.

Presenter: **Marlinda Boxley**, Montgomery College

Using Technology: Thou Shalt and Thou Shalt Not

Room: **Sun 3-4 (Ballroom Level)**

This session takes a rather interesting approach to the use of modern classroom electronic tools, particularly presentation technologies, and is designed to focus workshop participants' attention beyond mere discussions about hardware and software to purposeful integration that results in increased learning and understanding while not ignoring the need for technological literacy. There are some among us whom we suspect to be technological zealots, promoting the use of modern technologies in all aspects of their work. These individuals should be mindful of the fact that tools for administrative, data manipulation, and efficiency purposes require a healthy dose of creativity if they are to offer real benefits in teaching and learning. Therefore, it is essential that all educators carefully consider the extent to which their use of modern communication devices could be utilized to engage, challenge, enhance, and add value to the work that we do with those in our learning communities who seek to gain knowledge and understanding, insight, and wisdom.

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

Puzzled about Student-Centered Learning? Connecting the Pieces

Room: **Sun 5-6 (Ballroom Level)**

How can individual student-centered learning initiatives unite across a college campus? One approach is the teaching and learning model, which involves a reorganization of the academic support center to present a unique opportunity that brings together various learning communities in the context of a new curriculum, ongoing faculty development, and a strategic concern with student retention. Instructional strategies, student support services, and faculty development are among the factors that connect to enhance student-centered learning, and this session will offer a description of a center for teaching and learning model (CTL) at a small liberal arts college. Participants will be actively engaged and will receive a template to design a CTL model for their own institutions. Presenters: **Brenda Davis, Jack Trammell, and Jenny Bruce**, Randolph-Macon College

Promoting Student Engagement and Identity in Large Classes

Room: **Sun C (Ballroom Level)**

Increased risks of student passivity and student anonymity are among the biggest concerns for faculty contemplating large classes. In large classes, how do we engage students with the key ideas of our field, with the processes of learning, and with each other and us? How do we help students move beyond the sea of faces to be known by other students, by us, and by themselves—as individuals and as learners? Paying special attention to the importance of student autonomy, we draw upon relevant scholarship and the experiences of session participants to identify concrete strategies for promoting student engagement and identity.

Presenter: **Philip Smith**, University of Prince Edward Island

Teaching So Students will Learn More of Your Discipline

Room: **Sun D (Ballroom Level)**

Weimer described five practice areas that need to change to achieve learner-centered teaching. Learner-centered approaches may appear difficult to implement because these five practice areas are broad, and the literature does not offer specific implementation steps. In this session, participants will learn four to seven questions (components) per practice area that can be used to move their teaching toward learner-centered practices. Participants will also learn which of Weimer's practice area(s) and component(s) they wish to

change to become more learner-centered. Much of this session is devoted to activities that demonstrate how to transform teaching to be more learner-centered within specific disciplines.

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

Give Students the Choice to Create Relevance and Communicate in a 21st Century Mode

Room: **Tallahassee (Ballroom Level)**

Businesses have found ways to reach our students and “turn them on” by letting them personalize and customize the experience with their products. Each student has different goals and ideas about personal relevance. This presentation will give participants ideas on increasing student choice in college course work, thus making the learning experience more relevant and engaging. Participants will consider the importance of student personalization/customization, learn techniques to design or redesign assignments so that students can personalize, and learn to incorporate learning modalities that millennium students feel comfortable with, such as Internet searches, YouTube, IM, MySpace, Facebook, blogs, etc.

Presenters: **Maureen Greenbaum** and **Toby Marx**, Union County College

3:30 PM - 3:45 PM

Break

3:45 PM - 5:00 PM

Creating Active Student Learning Across the Disciplines: How to Design Low-Stakes/Informal Writing Activities

Room: **Emerald 2 (Hotel side, Elevator A (lower level))**

Active learning is self-reflexive, process-oriented, and personal and should provide students the opportunity to assess their own learning. It also allows teachers to learn about themselves, the material, the students, and teaching and learning. One simple and adaptable method to do this is low-stakes, informal writing. This interactive workshop will introduce the participants to the benefits of using informal writing as a tool to enhance student learning and to the many options for designing such assignments. Such informal writing assignments can improve student learning across all levels and abilities, in a variety of courses, and in any discipline.

Presenter: **Michael Reder**, Connecticut College

What Exactly are Your Learners Learning? Applying Mental Model Elicitation Techniques to Enhance Assessment of Your Courses and Programs

Room: **Emerald 4 (Hotel side, Elevator A (lower level))**

How do we really know what students are getting from our courses? Elicitation of students' mental models is a powerful approach that goes beyond traditional assessment methods. Mental models represent how well an individual organizes content in meaningful ways. Model analysis reveals inaccuracies and omissions that are crucial for deep understanding and application of course material. In this session, participants will learn how to employ card sorts as an effective assessment tool. The presenter will demonstrate the card sort method utilizing materials and results from two assessment projects, show a software package designed for administering card sorts, explain the process for developing a sort exercise, and share various methods for analyzing results. Participants will get a feel for how the method works and begin developing a card sort project that can be used in their own courses or programs.

Presenter: **Barry Hill**, Lebanon Valley College

Undergraduate Research: Let the Battle Begin

Room: **Emerald 6 (Hotel side, Elevator A (lower level))**

Undergraduate research can be exciting on a number of planes, but students need to understand how to make the shift from opinion writing to a profession-advancing manuscript, navigate through the IRB process, and provide adequate support for their work from the literature. In this session, participants will explore various options for undergraduate research and consider the following questions: How does undergraduate research fit into a current curriculum program, and how can it be used to facilitate faculty research? Participants will also learn about some options for undergraduate research publication and will receive links to journals specifically for undergraduate research publication.

Presenters: **Janet M Wilbert** and **Laura Brown**, University of Tennessee at Martin

WARNING—This Material is Intended for Mature Audiences: Managing Difficult Dialogues in the Large Lecture Classroom

Room: **Miami (Ballroom Level)**

Instructors teaching diverse student populations risk offending any one student's sensibilities whenever controversial subjects—sex, religion, ideology—are broached. Effective strategies for managing difficult dialogues in visual arts courses—where offending material is often blatant—are applicable

in other courses containing any degree of cultural breadth. Because frank discussions can escalate to confrontation, workshop participants will report on their own most difficult classroom moments and then share approaches for rendering that polarizing material more palatable.

Presenter: **Wayne Michael Charney**, Kansas State University

“To See the World in a Grain of Sand”: An Approach to Educating our Students and Ourselves about Globalism and Diversity

Room: **Sun 1-2 (Ballroom Level)**

Most post-secondary institutions include the terms “global mindset,” “international perspective,” or “appreciation of cultural diversity” within their mission statements and learning objectives. Actually putting this mission and these objectives into practice, however, presents challenges. Recommendations for students to learn a second language, work within culturally diverse groups, and gain international experience may be impractical or impossible to implement because of cost, time, or class size/profile. This workshop offers an approach to educating students (and faculty) about cultural diversity and globalism when faced with some of these challenges. The approach includes a conceptual model, as well as practical teaching suggestions. Attendees will see the need to promote global mindset among students as well as concrete suggestions on how to put the model into practice.

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

Facilitating Effective Small-Group Discussions

Room: **Sun 3-4 (Ballroom Level)**

In addition to their roles as instructors in large classrooms, many faculty members facilitate small-group discussions in their courses. These sessions often are held informally, with little preparation except for reading assignments. As a result, many valuable teaching and learning opportunities are missed. In this workshop, specific teaching strategies will be presented that enhance learning outcomes in small-group settings. Participants will learn how to set expectations and end-points for productive discussion, how to use questioning techniques that facilitate learning based on unique educational needs, and how to promote debate and critical thinking among students.

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

Classrooms with Clickers

Room: **Sun 5-6 (Ballroom Level)**

Classroom response systems (CRS) collect, analyze, and display students' responses to questions presented during classroom discussions. Through handheld remote controls, called clickers, students actively participate in class, while instructors can complete a variety of activities, such as discussions, multiple-choice questions, and critical thinking. In the process, instructors can gauge students' knowledge of a subject. Research has shown that clickers promote active participation and learning in the classroom, while allowing instructors to measure a variety of variables. This session will focus on introducing the concept of clickers, utilizing clickers effectively, creating questions for clickers, and the handling the challenges of clickers.

Presenter: **Valerie E. Kasper**, Saint Leo University

What do you mean that you teach _____ and citizenship at the same time?

Room: **Sun C (Ballroom Level)**

There has been much discussion and debate recently in higher education regarding whether and how we should help students become prepared for citizenship in a global society. But what does all that have to do with how we structure courses for our majors? Do citizenship and participating in a global society have any role in something like a biochemistry course? How could we ever "make room" for these broader goals and still provide our students with the disciplinary knowledge they need? Five years ago, I would have said this is impossible to do. But over the past three years, I have significantly altered my upper-level biochemistry courses so that basic biochemical concepts are learned in the context of public health issues such as Alzheimer's disease, AIDS, diabetes, and influenza. What worked in terms of student learning? What connections did students make with other parts of their undergraduate education? Where did students struggle? We'll use my experiences as a starting point for a discussion that explores the challenges and rewards teachers may experience in bringing the dimensions of citizenship and moral/civic engagement into classes for disciplinary majors.

Presenter: **Matt Fisher**, Saint Vincent College

No More Sage on the Stage: Strategies for Active Learning in Blended Face-to-Face and Online Courses

Room: **Sun D (Ballroom Level)**

Teaching online has its own set of challenges—how to engage students in active learning, how to create a sense of community, and how to make the class all about them and not all about the instructor. Online learning, while convenient, can also be isolating. This presentation will focus on strategies

for early engagement of students both in face-to-face sessions and online. Various group and individual assignments options will also be shared. Participants will recognize the evolution of education from instructor-centered teaching to student-centered learning and discuss creative active-learning strategies that can be used in face-to-face and online courses to engage students and create learning communities.

Presenter: **Lynda P. Nauright**, Kennesaw State University

We've All Got Problems: Practical Strategies for Implementing Problem-Based Learning in the College Classroom

Room: **Tallahassee (Ballroom Level)**

This interactive workshop is designed as a broad overview to help participants gain a thorough understanding of the benefits of implementing problem-based learning in the classroom. We teach in an age where there are so many differing pedagogical strategies that it is easy to become overwhelmed. Rather than being simply another strategy, problem-based learning is a fun, engaging teaching style that equips students with two essential skills that businesses are seeking in employees—critical thinking and teamwork skills. During the session, participants will gain an understanding of the pedagogical benefits of problem-based learning and apply these concepts to "real" academic situations.

Presenters: **Josh Simpson**, **Andrew Held**, and **Gary Booth**, Sullivan University

5:00 PM

Dinner on Your Own

If you are interested in getting together with colleagues for dinner, please see the dinner sign-up sheets that are available on the bulletin board by *The Teaching Professor* registration desk. Various restaurant locations will be suggested.

Sunday, May 18, 2008

8:00 AM - 12:00 PM

Registration Open

Room: **Sun Registration 1-2 (Ballroom Level)**

8:00 AM - 9:00 AM

Continental Breakfast and Discipline-Specific Roundtable Discussions

Room: **Sun AB (Ballroom Level)**

Discuss problems and offer solutions specific to your discipline while getting a bite to eat.

9:00 AM - 9:15 AM

Break

9:15 AM - 10:30 AM

Reading Strategies for the College Classroom

Room: **Miami (Ballroom Level)**

We are all guilty of assigning course readings and then not explaining 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: **Mary Kayler**, **Leo Rigsby**, and **Krissy Bartlett**, George Mason University

When It's About Skills, Not Integrity: Assessing and Remediating Skill Deficiencies Related to Common Academic Integrity Issues

Room: **Sanibel 1-2 (Ballroom Level)**

Violations of academic integrity are more often related to skill deficiencies than to 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

When Virtual Spaces and Student Learning Collide

Room: **Sun 1-2 (Ballroom Level)**

This session describes ways to integrate blogs and electronic discussion boards into the classroom in order to engage students, foster active learning, and situate students within a discourse community. In addition, this session will use examples from two different courses—an expository writing course for first-year basic writers that includes a service-learning component and a literature course—to help illustrate the variety of ways in which blogs and online discussion boards can enhance the classroom space. Participants will develop a better awareness of the pedagogical implications of online discussion boards and blogs.

Presenter: **Angelique Davi**, Bentley College

Best Practices: Preventing and Managing Challenging Classroom Situations

Room: **Sun 3-4 (Ballroom Level)**

Have you contended with students who arrive late, leave early, chat through class, dominate the class, refuse to participate, or interact with hostility? What about students with significant challenges impacting learning such as attention deficit, learning disabilities, or even psychological problems? Throughout this interactive session, participants will apply a repertoire of strategies to manage mildly irritating to serious and dangerous classroom behaviors. Participants will first have the opportunity to reflect on a specific classroom conflict/problem that they have observed or experienced in the classroom. Then attendees will work in small groups to address scenarios representing a myriad of specific classroom problem behaviors. This session will address current campus efforts to identify potential warning signs of crises and to promote safety and academic and personal growth. The session will culminate with a wrap-up question-and-answer segment. Presenters: **Deb Wingert**, University of Minnesota and **Tom Molitor**, College of Veterinary Medicine, University of Minnesota

Comparing Student and Faculty Assumptions and Expectations of Teaching and Learning

Room: **Sun 5-6 (Ballroom Level)**

Both faculty and students bring to each class assumptions, expectations, and pre-conceived ideas of teaching and learning that influence their behavior in online and on-site courses. Identifying these concerns and issues is critical in determining their importance and whether teachers and students are “on the same page.” This session presents the results of a survey asking faculty and students to rank in order of importance nine meanings of teaching and 11 meanings of learning. Participants will be able to describe teaching and learning in nine to 11 different ways, analyze the importance of teaching and learning, and discuss strategies for aligning teaching and learning in meaningful ways.

Presenter: **George Drops**, National University

Learner-Centered Approaches—Constructivism in the College Classroom

Room: **Sun C (Ballroom Level)**

The presenters of this session believe that one of their purposes as college educators is to create a meaningful learning environment that is conducive to teaching students the necessary concepts and skills for professional growth. Unfortunately, evidence suggests that many educators still teach in a rote lecture style in which the focus is on the

teacher providing information to passive, uninvolved students. The presenters will share their research that examines the effects of constructivist teaching and learning in pre-service secondary mathematics courses. This reflective and interactive session will facilitate the participants' discussion of the applicability of constructivism in their individualized teaching/learning settings. Participants will be able to describe and define the constructivist approach through a mini-lesson in mathematics and learn the applicability to their own disciplines.

Presenters: **Maria E. DiCarlo, Renee White-Clark, and S. Nancy Gilchrist**, St. Joseph's College

Pick a Card, Any Card: Using Card-Sort Activities to Combine Critical Thinking and Cooperative Learning

Room: **Sun D (Ballroom Level)**

Professors have become increasingly aware of the importance of critical thinking and problem solving in the holistic development of students at all stages of schooling. One of the greatest challenges, however, is locating instructional activities that elicit these skills and appeal to the "instant gratification" of today's students. This session will describe, demonstrate, and engage participants in a series of card-sort activities that combine critical and creative thinking, cooperative problem solving, and reaching consensus. These high-interest activities promote academic achievement for diverse students and are easily adaptable for undergraduate or graduate audiences. Participants will learn how to create and implement these critical, cooperative strategies.

Presenter: **John Huss**, Northern Kentucky University

Practicing What We Preach: What Effective University Teachers Do

Room: **Tallahassee (Ballroom Level)**

What distinguishes effective teachers from those who are less effective? One attribute possessed by effective teachers is the capacity to provide instructional activities that actively engage all students in relevant, meaningful collaboration. This session will present several easy-to-use instructional strategies and arrangements for promoting active student engagement. Participants will learn strategies to move away from the didactic nature of traditional classes to a facilitative approach where students are active members of a learning community. Participants also will engage in activities such as jigsaw, cooperative groups, problem-based learning, reflective journaling, and informal assessments. There also will be time for participants to share personal strategies that have proven effective for them.

Presenters: **Lisa S. Dryden** and **Joseph Dryden**, Texas Wesleyan University

10:30 AM - 10:45 AM

Break

10:45 AM - 12:00 PM

Get Them Moving: The Benefits of Bodily-Kinesthetic Pedagogies

Room: **Sun 1-2 (Ballroom Level)**

Bodily-kinesthetic pedagogies involve the use of one's body as a learning tool, in order to better understand concepts and solve problems. There is great value in embodiment pedagogies as they encourage students to combine mental ability and bodily movement, which ultimately enhances learning. Such pedagogies recognize that the learning process is as important as the result. Moreover, thinking beyond the walls of the classroom space and thinking outside the box can lead to deeper understanding. While these pedagogies may be more prevalent in the arts, they can be applied across the curriculum. Attendees will explore the use of bodily-kinesthetic pedagogies and create discipline-specific exercises and assignments that involve the use of the body.

Presenter: **Ann Marie Gardinier Halstead**, St. Lawrence University

Refresh, Renew, Revitalize: How Simple Movements can Re-energize Teaching and Learning

Room: **Sun 3-4 (Ballroom Level)**

The demands placed on faculty can be overwhelming, so it is no wonder that faculty are tired and in need of both mental and physical energy boosts. This session will briefly explain how physical activity not only energizes, but boosts mental functioning and alertness. Participants will be involved in a variety of simple movements that can enhance energy, improve thinking, and thus revitalize teaching. The session will conclude with a discussion of how these movements can be used to revitalize participants and their students in the classroom.

Presenter: **Natalie Manbeck**, National-Louis University

The Transition from Online Learning to the Virtual Classroom

Room: **Sun 5-6 (Ballroom Level)**

This seminar demonstrates how very high-quality virtual classrooms can be established for a total hardware/software investment of less than \$100 per faculty member and a total deployment cost of less than \$50 per semester per course. Perhaps more importantly, training time for most faculty members is well under three hours. Most significant of all, of course, is the significant improvement to the learning environment we provide for our students.

Presenter: **Henry Barker**, Tiffin University

Ask What Your Librarian Can Do for You! A Hands-on Workshop

Room: **Sun C (Ballroom Level)**

In this workshop, participants will become "students" and will see the kinds of activities that can be done in the classroom, using active learning, to teach copyright and plagiarism, proper citation; become web-savvy users; and use critical-thinking skills to evaluate sources, both from the library and the Internet. Whether intentional or inadvertent, students do plagiarize, and the need to correct this is critical. Discussion throughout the session will be encouraged, and the attendees will be engaged with hands-on activities to help them recognize the correct format for citations, easy methods for evaluating resources, and when plagiarism could occur.

Presenter: **Marilyn Steinberg**, Massachusetts College of Pharmacy and Health Sciences

Need for Cognition: A Critical Variable in the Process of Teaching Critical Thinking

Room: **Sun D (Ballroom Level)**

This session will explore the role of need for cognition (NFC) as a variable in the process of teaching and learning. NFC is a construct originally developed in social psychology that refers to one's preference for, and facility with, complex thinking when acquiring or analyzing new information. The session will propose the use of an inventory measuring NFC in all disciplines. The NFC can be used as a self-awareness tool for students to understand how preferences might impact learning and can be used by instructors to better tailor assignments to work with students low in NFC. Participants will take and self-score the NFC inventory and then participate in a debriefing on the results similar to that which might be done with students. They will then discuss how the NFC might be used in their individual courses. Participants will also receive outlines and instructional slides to assist them.

Presenter: **George M. Sousa**, Bentley College

Active-Learning Strategies that Engage and Inspire Your Students

Room: **Tallahassee (Ballroom Level)**

This hands-on workshop will focus on how to motivate, engage, and actively involve students through practical, meaningful, and thought-provoking classroom-tested activities. The session is designed to help educators help their students become more effective learners as well as dispel certain misconceptions held by some educators. Session activities will include the importance of speaking, listening, and writing; cooperative and collaborative learning strategies; ideas to motivate students; and interactive reflections and discussions. Each participant will receive a CD of all session strategies and activities.

Presenters: **Deborah Mink** and **Linda Pickett**, Winthrop University

12:00 PM - 1:00 PM

Concluding Lunch and Discussion

Room: **Sun AB (Ballroom Level)**

During our final time together, conference co-chair Keith Whittington will open the session by sharing his sense of the conference—new ideas, good strategies, interesting questions, and good examples of what we have learned in our time together. After his remarks, he 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.

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

1:00 PM

Conference Adjourns

Thank you for a great conference. Please take the tools and connections you've made at *The Teaching Professor Conference* and utilize them on your campus. Have a safe trip home and we hope to see you next year June 5-7, 2009 at the Marriott Wardman Park Hotel in Washington, D.C.!

2008 Teaching Professor Conference Advisory Board

We appreciate the advisory board's guidance in selecting the best sessions from an abundance of excellent proposals. The board's efforts and knowledge have helped us put together a first-rate teaching and learning conference. We would like to thank the following individuals for their excellent advisory contributions to the 2008 *Teaching Professor Conference*.

Conference Chair: Ike Shibley, associate professor, Penn State-Berks, ias1@psu.edu

Conference Co-Chair: Keith Whittington, associate professor, Rochester Institute of Technology, kjw@it.rit.edu

J. Ricky Cox, associate professor, Murray State University, ricky.cox@murraystate.edu

MaryAnn Mlekush, conference manager, Magna Publications, mmlekush@magnapubs.com

Leo Rigsby, associate professor, George Mason University, lrigsby1@gmu.edu

Marilyn Steinberg, assistant professor, Massachusetts College of Pharmacy & Health Sciences, marilyn.steinberg@mcphs.edu

Maryellen Weimer, editor, The Teaching Professor newsletter and professor emerita, teaching and learning, Penn State-Berks, grg@psu.edu

Dave Yearwood, associate professor and chair, University of North Dakota, yearwood@und.nodak.edu

Pre-Conference Presenters

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

Barbara Millis, director of the Excellence in Teaching Program, University of Nevada, millis@unr.edu

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

Martha Townsend, associate professor of English and director of the Campus Writing Center, University of Missouri, TownsendM@missouri.edu

Plenary Presenters

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

Dean Ganskop, student, Rochester Institute of Technology, ganskop@gmail.com

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

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Anthony Tierno, student, Penn State-Berks, aft117@psu.edu

Barbara Walvoord, fellow emerita, Institute for Educational Initiatives, concurrent professor emerita of English, University of Notre Dame, walvoord@nd.edu

Keith Whittington, associate professor, Rochester Institute of Technology, kjw@it.rit.edu

Invited Presenters

Our conference program lineup is a combination of invited and selected presenters. Each year, we invite outstanding presenters from the previous conference so that more conference attendees can learn from them. We also invite experts, including those who've written books, had experiences with special programs, or possess recognized knowledge about a particular instructional area.

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

Krissy Bartlett, George Mason University, kbartle2@gmu.edu

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Leo Rigsby, George Mason University, lrigsby1@gmu.edu

Sarah Ryan, Baruch College/CUNY, sarah_ryan@baruch.cuny.edu

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Anna W. Parkman, Ohio Dominican University,
parkmana@ohiodominican.edu

Patricia Petty, San Jacinto College, patricia.petty@sjcd.edu

Selected Presenters

We make a call for proposals that generates a significant number of session proposals. The conference advisory board reads through every proposal and selects the best for presentation at the conference.

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

Kenneth L. Alford, National Defense University,
alfordK@ndu.edu

John R. August, Texas A&M University,
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Selected Presenters (continued)

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Katherine Yamashita, York University, katherine_yamashita@edu.yorku.ca

Poster Session Presenters

From our significant number of poster session proposals, the conference advisory board selected the best for the conference.

We would like to thank the following poster session presenters for their outstanding contributions to *The Teaching Professor Conference*.

Denise M. Acevedo, Baker College System Headquarters, denise.acevedo@baker.edu
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Beth Youngblood, Belmont University, bybld@comcast.net

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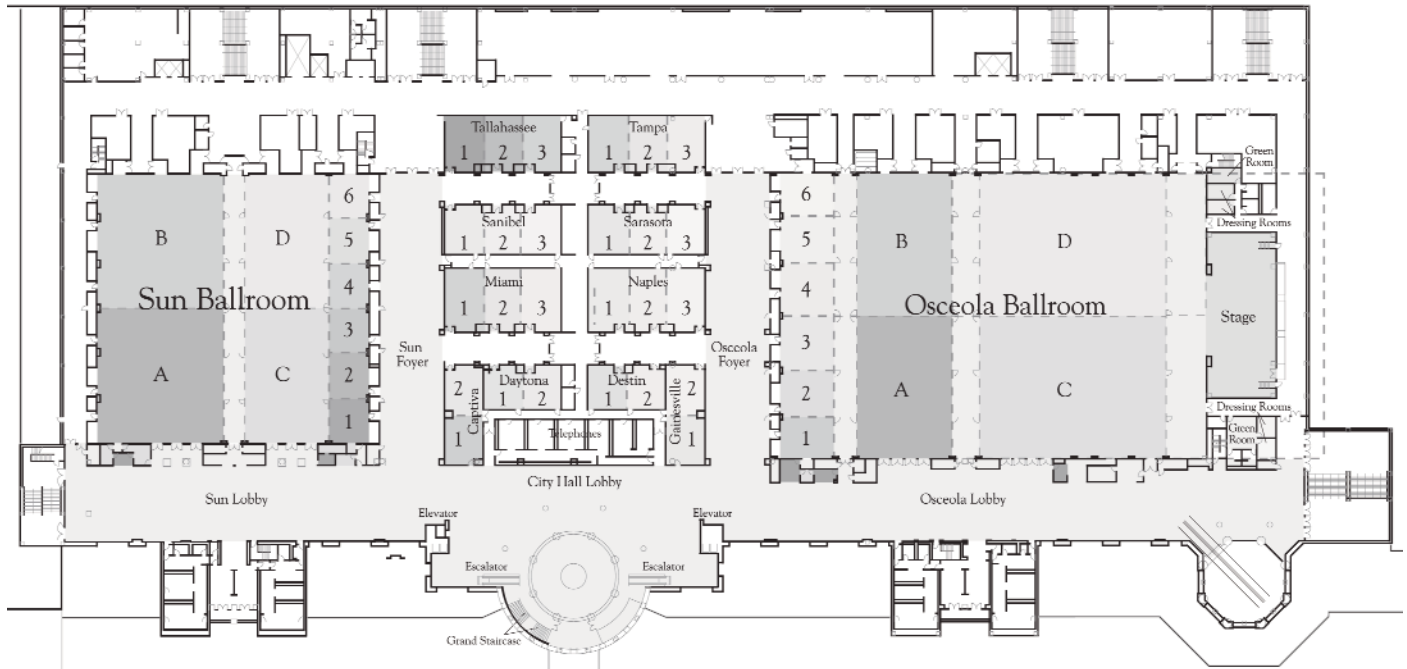
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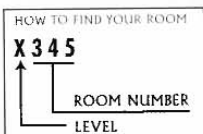
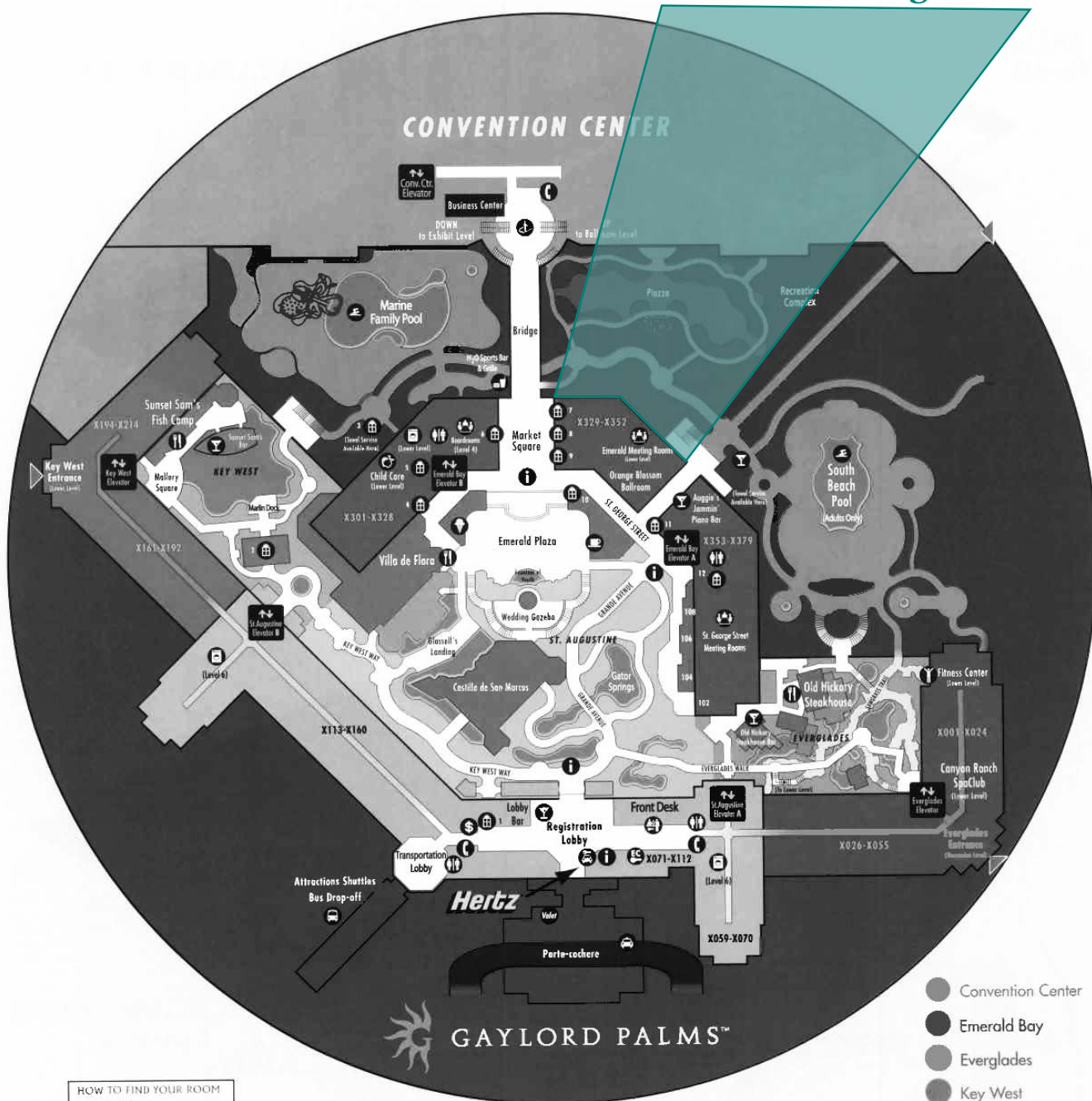


Miami
Sanibel 1-2
Sun A-D
Sun 1-6
Sun Lobby
Tallahassee

See back cover for Emerald meeting rooms

Gaylord Palms Convention Center Map

Emerald meeting rooms



DIRECTIONS TO: **HEMINGWAY AND SANCHEZ BOARDROOMS:** Level 4 via Emerald Bay Elevators **B**

EMERALD 1-8 MEETING ROOMS: Lower Level via Emerald Bay Elevators **A**

CHILD CARE: Lower Level via Emerald Bay Elevators **B**

- Convention Center
- Emerald Bay
- Everglades
- Key West
- St. Augustine

Late Night Guest Key Card Entrances

KEY

- elevators
- ATM
- dining
- cocktails/bar
- shopping:

- restrooms
- phones
- information
- coffee shop
Java Coast

- meeting rooms
- registration
- guest laundry
- ice cream
Ben & Jerry's

- bus
- taxi
- car rental
- snacks
H2O Sports Bar & Grille

- fitness center
- pool
- express checkout
- child care
La Petite Kids Station

1. St. Augustine News & Sundries
5. Arcade Zone
9. Disney Gateway

2. Duval Street Traders
6. Marketplace News & Sundries
10. Godiva Chocolatier

3. Suncare Center
7. PGA TOUR Shop
11. Mel Fisher's Treasures

4. Details
8. Shop
12. Freeze Frame

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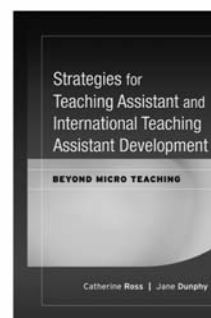
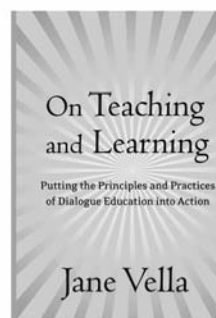
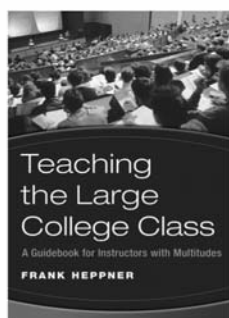
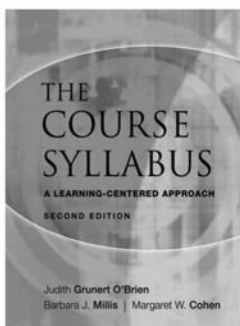
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