PROFESSOR CONFERENCE 2009 PROGRAM

THE

June 5-7, 2009 Marriot Wardman Park Hotel Washington, D.C.

Table of Contents

Conference Welcome;
Conference Staff
Conference Introduction2
Conference Advisory Board, In Memoriam3
General Conference Information4
McGraw-Hill and Magna Scholarly Work Award5
Program-at-a-Glance6
Poster Sessions7
Breakfast Roundtable8
Complete Program9-22
Pre-Conference Presenters23
Conference Plenary Presenters23
Invited Presenters
Selected Presenters
Poster Session Presenters25
Partner Information

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.



Bill Haight President whaight@magnapubs.com

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Welcome!

The entire staff of *The Teaching Professor* looks forward to this conference as a highlight of our year. I've met so many nice people at our past conferences and I'm always impressed with your dedication to the teaching profession.

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





Introduction



Dear Conference Participants,

I am happy to welcome you to the Sixth Annual *Teaching Professor* Conference. If you have been with us previously for one of these events, welcome back. Your attendance again this year is appreciated. If this is your first conference, we are so happy to have you with us.

As you will see when you peruse the program, we pack a lot into the two-and-a-half days we are together. There are informative plenaries, lots of concurrent sessions (yes, we know, it's hard to choose), and a variety of informal opportunities for interaction and exchange. This is not a conference where you'll be wondering what to do next.

A note about the concurrent sessions: We choose programs for the concurrent session in three ways. First, we invite to the conference folks with special areas of expertise, nationally recognized teachers and scholars to share with you on particularly timely topics. Next, we invite back presenters whose sessions were evaluated highly at the previous year's conference. It's another chance to hear them, in case you missed them last year and another chance for more participants to experience what previous participants found especially useful. And finally we do a call for proposals. (You can find it at *www.teachingprofessor.com* by the middle of the summer). Our conference advisory board reviews and selects sessions from those submitted. We think it's a great way to build a first-rate conference program. All our presenters are happy to talk more with you after the session or during the conference.

There are also venders at the conference. We are very fortunate to have them with us. Please visit their booths during the times designated on the program.

A conference like this doesn't happen without the work of a lot people, starting with the team from Magna. They would be most happy to meet you, and they do listen carefully to your feedback. We are also indebted to our conference advisory board. They are listed in the program. They do much to help put together a great conference, and they are happy to listen to your suggestions.

I know the conference program is great, but your feedback consistently tells us that the best part of this event is the opportunity to meet and interact with other committed teachers. Take advantage of this opportunity! Higher education offers far too few opportunities for us to learn about teaching from and with other teachers and far too few occasions to celebrate what makes college teaching such joyful profession.

May the conference be all you'd hoped for and more. Please let us know what you thought of individual sessions and the conference as a whole. Shortly after you return home, you'll be invited to complete an online evaluation. Please take time to do so. We need your feedback.

Sincerely,

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

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



2009 *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 2009 *Teaching Professor* Conference.



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



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



Conference Co-Chair: J. Ricky Cox, associate professor, Murray State University, ricky.cox@murraystate.edu

Advisory Board Members:



Rob Kelly, editor, Magna Publications, robkelly@magnapubs.com



Deborah Mink, assistant professor, Winthrop University, minkd@winthrop.edu



Leo Rigsby,* associate professor, George Mason University *See In Memoriam.*



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



In Memoriam

Leo Rigsby,* a valued member of *The Teaching Professor* Conference Advisory Board, died unexpectedly on Feb. 6. He was 70.

Leo served on the board since 2008 and was instrumental in putting together this year's conference.

He was a retired George Mason University faculty member and previous director of the Initiatives in Educational Transformation (IET) Program in the College of Education and Human Development. He joined GMU in 1996 and served as director of IET from 1999 to 2003.

"Leo always had his door open and was always eager for a rousing debate or discussion on the latest theories. He was a kind and gentle man with a keen intellect and a compassionate heart," says Betsy DeMulder, current IET director.

Leo previously served on the faculties at Vanderbilt University and Temple University. He earned his PhD from the Johns Hopkins University.

In addition to his scholarly publications, Leo will be remembered as a valued colleague, mentor, and teacher. In his academic life, he was never reluctant to challenge himself as much as he challenged others.

Though officially retired in 2003, Leo was teaching full time for IET, expecting to really retire at the end of the 2009 academic year.

His intellectual interests were far ranging and interdisciplinary. He was serving as president of Mental Health America of Fredericksburg, Va., at the time of his death. Leo was also delighted to be a member of the Rappahannock Area Ladies' and Gentleman's Riding Association, a small group of bike enthusiasts local to Fredericksburg. He was widely known as an extraordinary cook and a dedicated runner who occasionally took prizes in his age category at local races.

Leo is survived by his loving wife of over 30 years, Mary, a professor of English at the University of Mary Washington, two daughters, and two grandchildren.



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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 to the workshops, consider these other activities:

- Attend the opening reception and poster sessions. It's a great way to meet delegates, learn about the latest trends in teaching and learning.
- Looking for someone to share ideas with? Check out the dinner sign-up sheet at the conference registration area.
- Attend a 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 2010 *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.



McGraw-Hill and Magna Award for Scholarly Work on Teaching and Learning

We are pleased to announce the winner of the McGraw-Hill and Magna Publications Award for Scholarly Work on Teaching and Learning. You may recall, this award was first announced in May, 2008 at *The Teaching Professor* Conference in Orlando. A call for articles published between 2006 and the present appeared on *The Teaching Professor* website. By the end of October, 224 articles had been submitted. The winner and finalists have been selected. The \$1,000 award will be presented at the 2009 *Teaching Professor* Conference.

Here's the winning article and finalists, listed in alphabetical order:

Diaz, A., J., Middendorf, J., Pace, D., and Shopkow, L. (2008). The history learning project: A department decodes its students. *Journal of American History*, 94 (4), 1211-1224.

Hayes-Bohanan, P., and Spievak, E. (2008). You can lead students to sources, but can you make them think? *Journal of College and Undergraduate Libraries*, 15 (1-2), 173-210.

Hawk, T. F., and Lyons, P. R. (2008). Please don't give up on me: When faculty fail to care. *Journal of Management Education*, 32 (3), 316-338.

Lerner, N., Craig, J., and Poe, M. (2008). Innovation across the curriculum: Three case studies in teaching science and engineering communication. *IEEE Transactions on Professional Communication*, 51 (3), 280-301.

Prince, M. J., Felder, R. M., and Brent, R. (2007). Does faculty research improve undergraduate teaching? An analysis of existing and potential synergies. *Journal of Engineering Education*, 96 (4), 283-294.

Many thanks to the Award Review Panel, who carefully read, rated, and discussed the submitted articles.

Jennifer Holbrook - associate professor of English at Calvin College, co-editor of Pedagogy

Ed Neal - academic consultant, editor of the Journal of Faculty Development

E. Shelly Reid – assistant professor of English and director of composition at George Mason University

Linda Shadiow – professor of Educational Foundations and director the faculty development program at Northern Arizona University

Christine Tanner –Youmans-Spaulding Distinguished Professor of Nursing at Oregon Health and Science University, editor of the *Journal of Nursing Education*

Competition for the second award will be announced during the summer at *www.teachingprofessor.com*. Check there for rules and selection criteria. Help us establish the credibility of this award and the work it recognizes by nominating your best work and that of others. We will be reviewing articles published between 2007 and the present.



Program-at-a-Glance

Friday, June 5

7:00 AM – 8:00 PM Registration Open– Pre-Conference Workshops Only Room: Thurgood Marshall Foyer (Mezzanine Level)

9:00 AM - 8:00 PM Registration Open to all Participants Room: Thurgood Marshall Foyer (Mezzanine Level)

Partnership Displays Open Room: Thurgood Marshall Foyer (Mezzanine Level)

8:00 AM - 12:00 PM Pre-Conference Workshop: Pre-registration and Fee Required Creating Climates that Grow Teachers and Promote Learning Room: Lincoln Room 5 (Exhibition Level)

8:00 AM - 12:00 PM Pre-Conference Workshop: Pre-registration and Fee Required Electronic Pedagogy: Using Technology Effectively in Academe Room: Lincoln Rooms 2&3 (Exhibition 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: Washington Rooms 2-3 (Exhibition Level)

5:00 PM - 5:15 PM Conference Welcome Room: Marriott Ballroom Salon 2 (Lobby Level)

5:15 PM - 6:30 PM Faculty Work in the Twenty-First Century: Changes, Challenges, and Opportunities Room: Marriott Ballroom Salon 2 (Lobby Level)

6:30 PM - 8:00 PM

Reception, Poster Sessions, and Partner Mingle Room: Thurgood Marshall Foyer (Mezzanine Level)

8:00 PM Dinner on Your Own

Saturday, June 6

8:00 AM - 5:00 PM Registration Open Room: Thurgood Marshall Foyer (Mezzanine Level)

Partnership Displays Open Room: Thurgood Marshall Foyer (Mezzanine Level)

8:00 AM - 9:00 AM Continental Breakfast and Discipline-Specific Roundtable Discussions Room: Thurgood Marshall Ballroom (Mezzanine Level)

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 10 Concurrent Workshops

12:00 PM - 1:00 PM Lunch Room: Thurgood Marshall Ballroom (Mezzanine Level)

1:00 PM - 2:00 PM Listening to Students Room: Thurgood Marshall Ballroom (Mezzanine Level)

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 10 Concurrent Workshops

5:00 PM Dinner on Your Own

Sunday, June 7

8:00 AM - 12:00 PM Registration Open Room: Thurgood Marshall Foyer (Mezzanine Level)

8:00 AM - 9:00 AM Continental Breakfast and Topical

Roundtable Discussions Room: Thurgood Marshall Ballroom (Mezzanine Level)

9:00 AM - 9:15 AM Break

9:15 AM – 10:30 AM 9 Concurrent Workshops

10:30 AM - 10:45 AM Break

10:45 AM – 12:00 PM 8 Concurrent Workshops

12:00 PM - 1:00 PM Lunch and Concluding Discussion Room: Thurgood Marshall Ballroom (Mezzanine Level)

1:00 PM Conference Adjourns



Poster Sessions

Friday, June 5, 2009

6:30 PM - 8:00 PM

Room: Thurgood Marshall Foyer

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. Assessment of Learning with Self Correcting Multiple Choice Examinations
- Presenters: **Tarlok S. Aurora** and **Stephen T. Moelter**, University of the Sciences in Philadelphia
- 2. Connectivity: Promoting Student Success and Retention via an Orientation Course

Presenters: Susan Eldred, Harvey Hoyo, and Michael Anderson, National University

3. Highlighting Cross-Disciplinary Relevance to Students in a Required Course

Presenter: Jacki Fitzpatrick, Texas Tech University

4. Ethically Preparing BSW Students for Multicultural Competent Practice

Presenters: **Patricia Guy Walls** and **Beverly Edwards**, Arkansas State University

5. A Ten-Minute Recipe for Student Success Presenter: Christy D. Hawkins,

Thomas Nelson Community College

6. How to Get Your Students to do What You Want Presenter: Gloria Howell, Saint Leo University

7. Providing Multiple Delivery Opportunities for Pre-Exam Review Material Presenter: Daniel King, Drexel University

8. Using the PARE Model in Project-Based Global Service Learning in an Anthropology Course

Presenter: **Marilyn Kulik**, Berkeley College

9. Application of Pharmacotherapeutics in a Laboratory Setting

Presenter: Laura A. Mandos, University of the Sciences in Philadelphia

10. Using a Games Format in a Laboratory Setting Presenter: Laura A. Mandos, University of the Sciences in Philadelphia

11. Promoting Information Literacy and Critical Thinking in General Education Students Presenters: Jason A. Porter and

Alison M. Mostrom, University of the Sciences in Philadelphia

12. Using Technology to Integrate Didactic Knowledge and Experiential Learning Presenters: Kim Poulsen, School of

Health & Medical Sciences, Seton Hall University

13. Collaborative Learning: Linking Research and Teaching across Core Courses Presenter: Rebecca J. Romsdahl, University of North Dakota

14. Using The Teaching Professor Newsletter in "Engaging Students in Active Learning" Presenter: Melinda Rudibaugh, Chandler-Gilbert Community College

15. Giving Students Grief - In a Positive Manner Presenter: Lynne Taylor, Radford University

16. Linking Culture and Pedagogy: Examining the Learning Styles and Educational Needs of College Women in the U. A. E.

Presenter: Janet Thomas, Zayed University, College of Education

17. Using a Wiki to Develop and Teach Interdisciplinary Case Studies

Presenter: **Irmgard Willcockson**, School of Health Information Sciences, University of Texas Health Science Center at Houston



Disciplines and Topics for Breakfast Roundtables

Start your day off right! Join us for an informal roundtable discussion while getting a bite to eat. Disciplines and topics are listed by table number. There will be tables with no designation in case you would like to mingle instead.

Saturday, June 6 8:00 AM - 9:00 AM

Breakfast Discipline Specific Roundtables

Table 1 & 2: Assessment Table 3 & 4: Biology Table 5 & 6: Business - Accounting and Finance Table 7 & 8: Business - Management and Marketing Table 9 & 10: Chemistry Table 11 & 12: Communication Studies Table 13 & 14: Computer Science Table 15 & 16: Education Table 17 & 18: Engineering Table 19 & 20: English (Composition and Lit) Table 21 & 22: Faculty Development Table 23 & 24: Health Sciences Table 25 & 26: History, Political Science, and Philosophy Table 27 & 28: Instructional Design Table 29 & 30: Library Table 31 & 32: Mathematics Table 33 & 34: Misc. Sciences - Physics, Astronomy, Geography, and Geology Table 35 & 36: Nursing Table 37 & 38: Psychology Table 39 & 40: Sociology, Social Work, and Criminal Justice

Sunday, June 7 8:00 AM - 9:00 AM

Breakfast Topical Roundtables

Table 1 & 2: Should we require attendance in our courses?
Table 3 & 4: What are the benefits of online quizzing?
Table 5 & 6: How do you teach an online course?
Table 7 & 8: Are blended courses worth the effort?
Table 9 & 10: How do you maintain accountability for group work?
Table 11 & 12: How do you get students to read?
Table 13 & 14: Do you need to be an expert in learning theory to be a good teacher?
Table 15 & 16: Is there is false dichotomy between a student- and teacher-centered classroom?
Table 17 & 18: What is that place called the library for anyway?
Table 19 & 20: Collaboration between librarians and classroom faculty
Table 21 & 22: Is the library passé for today's' students?
Table 23 & 24: Imbedded librarians – research's new strategy?
Table 25 & 26: Generation M: Reaching and teaching the multi-tasking student
Table 27 & 28: Reaching the unreachable: Energizing the

back row

Teaching PROFESSOR CONFERENCE

Complete Program

Friday, June 5, 2009

7:00 AM - 8:00 PM

Registration open - Pre Conference Workshops Only Room: Thurgood Marshall Foyer (Mezzanine Level)

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

9:00 AM - 8:00 PM

Registration Open

Room: Thurgood Marshall Foyer (Mezzanine Level) Registration is open to all participants.

Partner Displays Open

Room: Thurgood Marshall Foyer (Mezzanine Level)

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

8:00 AM - 12:00 PM

Pre-Conference Workshop: Pre-registration and Fee Required

Creating Climates that Grow Teachers and Promote Learning

Presenter: Maryellen Weimer, Penn State-Berks Room: Lincoln Room 5 (Exhibition Level)

Designed for academic leaders (department chairs and academic administrators, specifically), this pre-conference workshop will identify and explore those conditions, including policies and practices, within a department and institution that motivate faculty to maintain and improve instructional quality. Topics addressed during the session include:

- Dealing with faculty whose low student ratings don't seem to improve.
- Preventing burnout and tired teaching.
- Developing new and part-time teachers.
- Rewards and recognition for teachers who consistently perform well with students.

The session will also highlight innovative policies and practices—new approaches that recognize what good teaching takes and how to do more than pay lip service to its value.

Interested academic leaders who attend this workshop will be convened during the conference for a follow-up discussion exploring connections between the pre-conference workshop and what is being heard at the conference.

Keywords: **academic leaders, institutional support, teacher improvement**

8:00 AM - 12:00 PM

Pre-Conference Workshop: Pre-registration and Fee Required

Electronic Pedagogy: Using Technology Effectively in Academe

Presenter: Dave Yearwood, University of North Dakota Room: Lincoln Rooms 2-3 (Exhibition Level)

Increasingly, faculty are using tools from the business, manufacturing, and medical communities to create stimulating environments that enhance the learning experience. However, the most effective ways to adapt and use modern technologies for educational purposes may elude many. This session will:

- Examine the pedagogical and responsible use of a variety of classroom technologies.
- Identify criteria governing the use, and limitations, and suitability of selected technologies.
- Enable faculty to increase the value-added component of what is shared with students through the technologies they select and use.
- Assist faculty in developing some level of proficiency in using selected electronic tools.

Various software applications will be available for each participant to experiment with, including PowerPoint, MS Word, Inspiration, Clickers, Camtasia, and Ambrosia. Attendees will receive trial versions of the software used in the workshop and several examples of instructional units developed with the software. Workshop attendees should bring their own notebook computers and select at least one technology that they wish to utilize for a unit of instruction they currently teach or plan to teach. Individualized instruction will be provided to help workshop participants gain and develop the general skills and competencies necessary—time permitting.

Keywords: electronic pedagogy, instructional technology, developing technological proficiency

1:00 PM - 4:30 PM

Pre-Conference Workshop: Pre-registration and Fee Required

Using Informal and Formal Writing to Enhance Student Learning

Presenter: Martha Townsend, University of Missouri Room: Washington Rooms 2-3 (Exhibition Level)

Many faculty members across all disciplines believe that they should incorporate more writing into their teaching but



hesitate out of fear that their time will be consumed 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.
- 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.

Keywords: grading, writing assignments, feedback

5:00 PM - 5:15 PM

Conference Welcome

Presenters: Bill Haight, Magna Publications and Maryellen Weimer, Penn State-Berks

Room: Marriott Ballroom Salon 2 (Lobby Level)

5:15 PM - 6:30 PM

Faculty Work in the Twenty-First Century: Changes, Challenges, and Opportunities

Presenter: Ann E. Austin, Michigan State University Room: Marriott Ballroom Salon 2 (Lobby Level)

The faculty career has a long history, yet faculty work is changing in significant ways from the traditional forms prevalent during the past century. Forces affecting faculty work and academic workplaces are taking several forms: shifts in faculty appointments and faculty demographics, changing expectations among professionals across society concerning the role of work in one's life, and contextual pressures on higher education institutions requiring new skills and abilities from faculty members. Building on a discussion of these forces affecting faculty work and academic workplaces, this address will analyze the changes and challenges occurring in faculty work. We will also explore what new opportunities these changes present to faculty members and their institutions.

6:30 PM - 8:00 PM

Reception, Poster Sessions, Partner Mingle, and Author Signing

Room: Thurgood Marshall Foyer (Mezzanine 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 poster regarding the designer's project, program, or research. This is also a good opportunity to visit our partners that have products and services geared toward teaching and learning.

Maryellen Weimer and **Ann E. Austin** will be available for a book signing at the Jossey Bass booth from 6:30-7:00 PM.

8:00 PM

Dinner on Your Own

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

Saturday, June 6, 2009

8:00 AM - 5:00 PM

Registration Open Room: Thurgood Marshall Foyer (Mezzanine Level)

Partner Displays Open

Room: Thurgood Marshall Foyer (Mezzanine 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: Thurgood Marshall Ballroom (Mezzanine Level)

Enjoy a bite to eat while attending roundtables to discuss problems and offer solutions specific to your discipline. Roundtables will be broken into general disciplines. Please see page 8 for disciplines.

9:00 AM - 9:15 AM Break

9:15 AM - 10:30 AM

Interactive, Learner-Centered Methods of Teaching

Presenters: Salar Alsardary and Phyllis Blumberg, University of the Sciences in Philadelphia

Room: Lincoln Room 2 (Exhibition Level)

This presentation will define and describe components of each of the five dimensions that need to change in order to implement learner-centered teaching. To further understand these components, participants will analyze a case study course to determine which learner-centered characteristics this course possesses. This case study course uses student-

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assisted learning involving peer teaching and interactive discussions of content and requires students to do a presentation on relevant course content at a professional meeting. The participants will discuss how they might adapt the type of teaching described in the case study to their own courses. Keywords: **interactive teaching, learner-centered teaching, peer teaching**

Supervising Undergraduate Research: Best Practices Presenter: Joanne D. Altman, Washburn University Room: Lincoln Room 3 (Exhibition Level)

Supervising student research is demanding and time consuming. In this session, the presenter will share common struggles as well as successful techniques for mentoring student research. She will also create a collaborative wiki for faculty who supervise undergraduate research that will enable continued communication after the conference. The goal is to leave this workshop with concrete suggestions to implement at your home institutions and an opportunity for ongoing dialogue.

Keywords: undergraduate research, mentoring students, supervising students

Finding Learning Assessment Data in Learning Activities Presenter: Bryan D. Bradley, Brigham Young University Room: Lincoln Room 4 (Exhibition Level)

The best and most informative assessments of learning are performance activities (in and out of the classroom) where students actively engage in tasks in which they apply their learning at the higher cognitive-behavior levels. The challenge for educators is in capturing valid and reliable data from learning activities to truly assess student learning, provide meaningful feedback, and inform institutional decisions. This session will provide a concise review of current literature on this topic and extensive, interactive exercises to help participants mine their own learning activities for meaningful assessment data.

Keywords: assessment, feedback, evidence of learning

Laughing and Learning: Infusing Humor into Any College Classroom

Presenter: John Huss, Northern Kentucky University Room: Lincoln Room 5 (Exhibition Level)

This session will examine the body of research suggesting that humor in the classroom facilitates retention of information, improves problem solving, reduces test anxiety, relieves stress, and humanizes the instructor. Participants will discover practical strategies for infusing humor that is targeted to the topic, audience-appropriate, and placed in the context of the learning experience—even in so-called "dread" courses for which students display great apprehension. The presenter also will explain how to avoid unsuitable uses of humor and potential threats to the credibility of the professor and content. This session is appropriate for all disciplines and professors, even those who question their capacity for humor.

Keywords: humor, motivation, supportive learning environment

Reflection: A Key to Developing Effective Professors

Presenters: Michele Atkins, Ken Newman, and Ann Singleton, Union University

Room: Lincoln Room 6 (Exhibition Level)

Reflection is a key to the development of effective teachers at any level. In order to reflect upon teaching, self-awareness and self-assessment are essential. Therefore, faculty members should understand the relationship between these constructs and utilize the process of reflection in order to develop professionally. Reflective practice is data-driven, involving selfassessment and data from other sources in order to highlight strengths and areas for continued growth. This interactive session will introduce participants to a framework for reflection to utilize for professional growth.

Keywords: faculty growth, reflection, self-assessment

Do Students Want to be Active? Overcoming Student Resistance

Presenter: Donna M. Qualters, Suffolk University Room: Washington Room 2 (Exhibition Level)

While the literature on active learning demonstrates positive results, adopting this model of pedagogy can raise student and faculty concerns around the purpose of classroom time, student involvement in their own learning, and the value of peers in the learning process. This presentation will highlight the results of a study to explore student reactions to one department changing its pedagogy from teacher-centered to a more active, student-engaged model. The presenter will share the active learning methods, study design, results, and lessons learned.

Keywords: active learning, student engagement, scholarship of teaching and learning

Increasing Student Participation: A New Bag of Tricks Presenter: Kenneth Alford, Brigham Young University Room: Washington Room 3 (Exhibition 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 copyright-free (public domain) software tool.



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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 increasing student participation and engagement.

Keywords: student engagement, student participation, education software

Teaching Research Methodology through Participation in a Collaborative Research Project

Presenters: Kevin E. Finn and Jay Campisi, Merrimack College

Room: Washington Room 4 (Exhibition Level)

This session describes a project designed to expose firstyear undergraduate sports medicine majors enrolled in a research methods course to an active, collaborative research experiment. Working in small groups, students identified a research question, generated a hypothesis, designed and implemented an experiment, analyzed the data, and presented their findings. The presenters used several methods to assess both the students' perception of and participation in research experiments and found that incorporating a participatory, collaborative, and experiential learning component into this course allowed students to grasp relevant research methodology theories and principles, acquire competency in research methodology technologies, and develop interpersonal and professional skills. The presenters will discuss the results of this project in detail and offer conclusions and recommendations.

Keywords: active learning, experiential learning, research methods, cooperative learning, collaborative learning

What Learner-Centered Teaching "Looks Like" in Large Classes

Presenter: Carol Hurney, James Madison University Room: Washington Room 5 (Exhibition Level)

Learner-centered teaching holds that students learn best when they actively engage in content material and take responsibility for their learning. Unfortunately, implementing learner-centered teaching strategies is a challenge for many instructors. Although there is a solid research-based framework supporting the efficacy of learner-centered classrooms, it is difficult for instructors to visualize what this will "look like" in their courses. Utilizing learner-centered teaching strategies is particularly challenging in large classes. This session will present case studies of real instructors who redesigned portions of their large courses to be learner-centered. In particular, the participants will explore ways in which course objectives were specifically addressed by the introduction of a learner-centered perspective. Finally, analysis of student reactions to these new learning environments will stimulate thoughtful reflection on student achievement in the learner-centered classroom.

Keywords: large classes, learner-centered teaching, student achievement

Becoming a Student to Be a Better Teacher Presenter: Laura K. Simmons, George Fox Seminary Room: Washington Room 6 (Exhibition Level)

Many university faculty learn to teach as they go along. They have never been trained in pedagogy and may not have a context in which conversation about pedagogy is common (or even welcome). In addition, the further they get from having been students, the easier it is to forget what it was like to have been in students' shoes. This session will address how faculty can put themselves into learning situations to better understand the learning process, to remember how students may feel as they are challenged, to refresh their sense of enthusiasm for learning, and to stimulate thinking about pedagogy.

Keywords: intrinsic motivation, student experience, pedagogy

10:30 AM - 10:45 AM Break

10:45 AM - 12:00 PM

Engaging Students through Formative Assessment Presenters: Catheryn J. Weitman, Barry University and Janie H. Humphries, Louisiana Tech University

Room: Lincoln Room 2 (Exhibition Level)

This presentation focuses on formative assessment practices (those that are conducted throughout a course as a means of improving learning) rather than summative ones (those that typically come at the end of a project or course to gauge performance). Attendees will be engaged in uncovering their own assessment techniques on a continuum of assessment practices, their distinct purposes, and how data obtained aids learning. The presenters will discuss examples of formative assessments, some that are more suitable for large classes and others that are easier to implement in smaller classes. This session will also include a discussion of data obtained from formative assessments and the crux of changing learning before implementing summative assessment.

Keywords: formative assessment, students' learning, engagement



Moving from Lecture-Based to Active, Cooperative Learning

Presenter: Barbara Monaghan, Berkeley College

Room: Lincoln Room 3 (Exhibition Level)

Have you lost your students to the ether of text messaging? Do they seem incapable of sitting still and listening to your lecture? Has note-taking become a lost art? Learn how to generate class enthusiasm while integrating lecture materials through active learning techniques. During this session, participants will learn easy-to-implement methods with which to generate creative, technology-based products. Participants will be introduced to several in-class strategies that stimulate active, cooperative learning. These will be comprised of various Web-based design tools, alternative assessments, and digital storytelling programs.

Keywords: active learning, student enthusiasm, cooperative learning

Effective, Easy-to-Use Active Learning Techniques for Use in Introductory Courses

Presenter: Keith Whittington, Rochester Institute of Technology

Room: Lincoln Room 4 (Exhibition Level)

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 exercises 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.

Keywords: active learning, cooperative learning, classroom management, introductory courses, pedagogy

Reduce Lecturing—Use a Three-Part Lesson

Presenter: Greg Fontaine, Embry-Riddle Aeronautical Science

Room: Lincoln Room 5 (Exhibition 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.

Keywords: reduce lecturing, three-part lesson, segmented lesson, interactive overview, cooperative application

Power up Your Pedagogy: Teaching Tech-Savvy Millennials

Presenters: Megan M. Palmer, Indiana University School of Medicine, Peg Weissinger, Georgetown University School of Medicine, Rhett McDaniel, Vanderbilt University, and Terri A. Tarr, Indiana University-Purdue University Indianapolis

Room: Lincoln Room 6 (Exhibition Level)

There is no doubt that today's students are passing faculty by with their ubiquitous use of technology, but is it worth keeping up? Remember, good teaching is good teaching and technology is merely a tool. But what possibilities exist within tools like wikis, blogs, and podcasting to enhance student learning and provide opportunities for students to explore and express their understanding? During this session, the presenters from four different organizations will discuss ways to use instructional technology to enhance face-to-face, hybrid, and fully online courses. The presenters will also share students' self-reports of the impact of instructional technology on their learning.

Keywords: instructional technology, online learning, hybrid courses

Senior Capstone Class Effectiveness—Assess for Student and Teacher Success

Presenter: Janet L. Evans, Regis University, a Colorado College

Room: Washington Room 2 (Exhibition Level)

Students enter their senior capstone classes with varying degrees of trepidation and preparedness. At the end of the course, students are typically exhilarated by what they've accomplished. But how can an institution adequately assess the curriculum in three important areas: knowledge, critical thinking, and communication skills? In this session you will learn how to develop your own assessment program for senior capstone classes and hear how one faculty member successfully deployed new teaching techniques based on what she learned during a three-year pilot assessment project.

Keywords: assessment, critical thinking, communication skills



Peak Performance Practices of Highly Effective and Engaged Faculty

Presenter: Susan Robison, College of Notre Dame of Maryland

Room: Washington Room 3 (Exhibition Level)

Faculty are hardworking professionals who do good, yet sometimes forget to discern which activities are worthy of their time and energy. Drawn to fit into academic culture by complaining about how hard they work, faculty secretly worry that they are not working effectively. This practical, interactive workshop based upon studies on faculty productivity, peak performance, work-life balance, and work satisfaction will distill the work habits and practices of the most successful and engaged academics. Get in charge of those to-do lists so you can teach well, produce the research that your institution requires, and achieve life balance.

Keywords: work-life balance, productivity, work effectiveness, peak performance, highly effective faculty

Pedagogy of the Real: Engaging Undergraduates in Active Collaborative Learning

Presenter: Angela Cora Garcia, Bentley College Room: Washington Room 4 (Exhibition Level)

This session will highlight a learn-by-doing approach, which the presenter refers to as "pedagogy of the real." Instead of a traditional assignment, this approach has undergraduates produce a group visual ethnography on the subject matter of the class, which is presented to the public as a gallery show at the end of the semester. The presenter will describe the course and teach participants how to use two techniques used in the course: 1) the "find a quote" method to encourage active reading and 2) visual ethnographic techniques to conduct research and integrate knowledge.

Keywords: visual ethnography, active reading, collaborative learning, experiential learning

Online Classroom Redesign with Social Networking Tools

Presenter: Mary Hricko, Kent State University - Geauga Campus

Room: Washington Room 5 (Exhibition Level)

This presentation will provide an overview of how educators can use social networking tools for teaching and learning. It will also illustrate how features in social networking tools can enhance student collaboration, interaction, and content creation. For an illustration, the presenter will detail how Ning (a social networking tool) was used to develop an online classroom for an instructional technology course. She will also describe the design, development, and delivery of the course and offer an assessment of using the application instead of a courseware product.

Keywords: online instruction, social networking technologies, online course design

The Good, the Bad, and the Ugly: Student Depictions of Faculty

Presenter: Martha Ecker, Ramapo College of New Jersey Room: Washington Room 6 (Exhibition Level)

This presentation explores the interactions among academic program, college/university classification, student perceptions of faculty, and student learning outcomes. Students frequently indicate that faculty members have a meaningful role in their academic lives. This influence, whether positive or negative, is cited as causally connected to their academic status. While there is a large literature on the impact of the faculty perceptions on expectation, performance, and classroom environment, there is little research on the students' perceptions of the faculty and the impact on teaching and learning. The presenter will explore that connection using student evaluations, interactions, and observations.

Keywords: student evaluations, engagement, student perceptions

12:00 PM - 1:00 PM

Lunch

Room: Thurgood Marshall Ballroom (Mezzanine Level)

1:00 PM - 2:00 PM

Listening to Students Presenter: Ike Shibley, Penn State-Berks

Room: Thurgood Marshall Ballroom (Mezzanine Level)

A panel of current college students will respond to a series of questions about their experiences with college teachers and in classrooms. They will speak candidly about their efforts to learn, and how faculty help and hinder their efforts. Student panels have been a part of *The Teaching Professor* Conference almost from the beginning. They are a conference favorite, giving faculty a chance to hear comments not usually made to professors by students enrolled in their courses.

2:00 PM - 2:15 PM Break

2:15 PM - 3:30 PM

Redesigning Courses to Support Active and Collaborative Learning

Presenters: Celia Lo and Linda Olin, University of Alabama Room: Lincoln Room 2 (Exhibition Level)

American higher education is adopting a new learning paradigm that asks students to take responsibility for their



own learning. Successful student learning, however, can depend on faculty providing an environment that truly supports learning. Under the new paradigm, the faculty must 1) empower students in the learning process, 2) reduce dependence on lectures to present material, 3) facilitate students' construction of knowledge through well-thought-out assignments, and 4) help students gain techniques and skills that can facilitate lifelong learning. This session will introduce you to a new approach to course design that helps students learn more actively.

Keywords: student learning, lifelong learning, empowerment, knowledge construction

Learning Outcomes Assessment: Establishing Accountability through Rubrics

Presenter: MaryAnn Walters, Penn State University, Fayette Campus

Room: Lincoln Room 3 (Exhibition Level)

Lack of clarity on assignment guidelines and grading criteria often lead to student frustration. Students wonder if their completed assignments are good enough and are often unaware of their degree of success until after the assignments have been graded. For undergraduates in particular, the final outcome is generally below the student's expectations, let alone the expectations of the instructor. Too often, the instructors are at fault in this scenario because they tend to assume the students know what to do, what they want, and how to deliver it. This session will help participants establish learning outcomes assessment accountability through the practice of utilizing rubrics as a guide for both students and instructors and will highlight rubric development strategies and techniques.

Keywords: rubrics, assessment, learning outcomes, accountability

Grant Writing: How to Fund Your Academic Innovations Presenter: J. Juechter, Bronx Community College Room: Lincoln Room 4 (Exhibition Level)

Faculty are often developing new ideas to improve learning and teaching; however, academic institutions rarely have unlimited funding to provide support. Learning the art and science of grant writing may be the answer to underwriting innovative projects. This session will offer participants strategies for writing grants; samples of successful grants; and resources from a grant writer who has obtained local, city, state, and federal grants. Participants will also have an opportunity to explore their current ideas, look for partnerships in the session, and practice some of the primary skills needed for obtaining funds.

Keywords: grant writing, grant opportunities, funding

Reflections on a Technology-Enhanced Science Course: Dreams and Realities in the Age of Digital Learning Presenter: J. Ricky Cox, Murray State University Room: Lincoln Room 5 (Exhibition 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 and 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.

Keywords: technology, podcasting, Tablet PC, student engagement

Integrating Undergraduate Research across the Curriculum through the Senior Capstone

Presenters: Sandra K. Webster, Jacque King, Terri Lenox, Andrew Ade, Kathy Koop, Katherine Robertson, and Nancy DeSalvo, Westminster College

Room: Lincoln Room 6 (Exhibition Level)

This interactive panel discussion will present one college's experience over the past decade in integrating undergraduate research across the curriculum through a required senior capstone project. Tailoring the capstone to different disciplinary perspectives was key to a successful integration. The panelists will present the diversity of models that have been developed and assessed (in terms of student learning outcomes and faculty development). Participants with similar disciplinary perspectives will discuss undergraduate research in the capstone. The workshop will conclude with a synthesis of issues and teaching applications identified during the small group discussions.

Keywords: undergraduate research, curriculum development, learning outcomes assessment

Interactive Case Studies in Online Education

Presenter: **Neil Desnoyers**, LeBow College of Business/Drexel University

Room: Washington Room 2 (Exhibition Level)

Case studies, and the class discussions they generate, are a demonstrated means of engaging students in live classroom situations. This session will provide details of a method developed to create interactive case studies for an online learning environment that fosters the development and critique of arguments by and among students. The class discussion por-



tion of a case study exercise commonly utilized in the case study methodology for face-to-face classes is, the presenter believes, where much of the learning from case studies occurs. This is due to the fact that students are forced to critique others' arguments and in the process further develop their own arguments. The presenter has developed a method to bring this critique into an online learning environment and will demonstrate it in this session.

Keywords: case studies, online learning, student engagement

Teaching Classes that Meet in Blocks Presenter: **Mary C. Clement**, Berry College Room: **Washington Room 3 (Exhibition Level)**

In order to meet the needs of today's students, colleges are offering more courses in block time formats—once a week, extended hours over fewer weeks, or even weekends. This presenter has successfully taught three-hour long classes for the past 12 years and will share her four-part plan for meeting the needs of students while still maintaining academic quality. The presentation stresses how to get students into the classroom and focused, how to present and explain new material, how to apply new material, and how to review and assess. Keywords: academic quality, class scheduling, student engagement

Engage Students in the Community, the Classroom, and Your Assignments

Presenters: Angela Thompson, St. Francis Xaiver University and Catherine M. MacDonald, McGill University Room: Washington Room 4 (Exhibition Level)

Service learning is a pedagogic approach with the potential for a powerful, lasting influence on student learning and personal and social development. In addition to a unique opportunity to learn and experience academic course content, service learning with appropriate reflective assignments allows for self-discovery and the development of a strong sense of social responsibility. The presenters will identify the benefits of service learning, explain strategies for effective implementation and evaluation, and provide specific suggestions and practical examples for incorporating meaningful experiences into a variety of courses crossing many disciplines.

Keywords: service learning, self-reflection, social responsibility

Positive Psychology and the Learning-Centered Syllabus Presenter: Janet E. Barber, Prince George's Community College

Room: Washington Room 5 (Exhibition Level)

The concept of learning-centeredness embraces the con-

cept of enhancing students' subjective well-being in the classroom. This presentation will examine how embedding coping, resilience, and/or critical thinking strategies within course syllabi and class lessons syllabus can help students to cultivate positive subjective well-being, i.e., happiness. This teaching technique is important because of recent reports of student stress, anxiety, and depression. The presenter also will share information on incorporating interesting assessments within class syllabi and lessons.

Keywords: assessment, syllabi, subjective well-being, learning-centered teaching

Creating Learning Spaces that Engage and Inspire Adult Students

Presenters: Miriam Ben-Yoseph and Catherine Marienau, DePaul University

Room: Washington Room 6 (Exhibition Level)

This workshop will explore how educational strategies that connect student research and experience, teachers and students, students to each other, and the classroom to the outside world can create meaningful learning opportunities. The presenters will provide concrete examples from a variety of classes they have taught. Session participants will engage in a variety of collaborative exercises and will learn how to challenge their students and themselves with meaningful learning goals and then collaborate with their students to meet and even exceed these goals.

Keywords: adult students, collaborative learning, learning space

3:30 PM - 3:45 PM Break

3:45 PM - 5:00 PM

How Are We Doing in Sharing Power with Students? Presenters: Anton Tolman, Erik Hunt, and Melissa Ercanbrack, Utah Valley University

Room: Lincoln Room 2 (Exhibition Level)

A commonly expressed faculty concern is that students are passive and lack motivation. These student behaviors may result from faculty dominance of decision-making and learning processes. With no role in decisions that affect their own learning, students view assignments as externally imposed demands and their motivation decreases. Unfortunately, empirical literature on this crucial topic is lacking. This workshop will present data gathered from a large study of course syllabi to evaluate how well faculty are sharing power with students.

Keywords: student motivation, learning processes, power sharing, classroom decision making



Using WebQuests for Constructivist Learning Presenter: Patricia P. Rubertone, Drexel University Room: Lincoln Room 3 (Exhibition Level)

This session will engage participants in constructing a WebQuest, an inquiry-oriented activity whereby students access information on the Internet to solve problems. The component parts of a typical WebQuest include an introduction, task, step-by-step process, Internet resources, grading criteria, and conclusion. WebQuests are based on authentic problems using constructivism as a theoretical framework and allow students to actively engage in collaborative and cooperative learning. Using WebQuests as a teaching tool fosters teamwork, an essential skill for problem-solving in all professional environments.

Keywords: constructivism, collaborative learning, Webbased learning activities

Construction of Concept Maps Provides a Learning-Centered Environment in Classrooms

Presenter: Alison M. Mostrom, University of the Sciences in Philadelphia

Room: Lincoln Room 4 (Exhibition Level)

Constructing concept maps promotes a learning-centered environment because students initially deconstruct, then reconstruct, a concept from their understanding of the topic. Students also develop collaborative teamwork skills while working in small groups as they construct their concept maps. In this workshop, participants will discuss the importance of engaging students in higher-level critical thinking skills (analyze, evaluate, and create) and will work in small groups to practice constructing a concept map while discussing the value of concept maps for students and teachers. The presenter will also discuss the logistics of implementing and assessing concept maps.

Keywords: concept maps, constructivism, learning-centered environment, collaborative team building, critical thinking

Early Participation and Overall Course Success in Asynchronous Learning Environments

Presenter: Scott Warnock, Drexel University Room: Lincoln Room 5 (Exhibition Level)

Teachers agree that active—and proactive—students have better success in the classroom, but what about in technologically mediated learning environments? This session will review the results of an analysis of the asynchronous writing participation of students in several online courses and how that participation correlated with overall course outcomes (i.e., grades). This session will show the correlation between proactive engagement in the electronic learning environment and overall class performance. Participants will have an opportunity to discuss specific examples so they can develop strategies of engagement in their own classes. Participants will also construct initial encouraging prompts on various topics to demonstrate ways to invite students to take part earlier in the conversations of the asynchronous environment. Keywords: **online learning, threaded discussions, student performance**

Reading Strategies for the College Classroom

Presenters: Karen Weller Swanson, Mary Kayler, and Krissy Bartlett, George Mason University

Room: Lincoln Room 6 (Exhibition Level)

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.

Keywords: engaging students, course readings, making readings relevant

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

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

Room: Washington Room 2 (Exhibition Level)

Colleges have many 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.

Keywords: unprepared students, at-risk students, learning disabilities, student success



Taking Responsibility for Learning: Implications for Self-Directed Learning

Presenter: Phyllis Blumberg, University of the Sciences in Philadelphia

Room: Washington Room 3 (Exhibition Level)

Taking responsibility for learning is an essential characteristic of learning-centered teaching leading to lifelong learning. Yet most instructors may not know how to help students assume this responsibility. This workshop will show how instructors can facilitate students to take responsibility for learning on six different components, including creating situations to motivate students, developing skills for further learning, developing awareness of learning abilities, selfassessment skills, and becoming proficient in information literacy skills. Participants will engage in a multi-step process, including learning how to analyze courses on a continuum regarding who takes responsibility for learning and a system to plan incrementally for changes.

Keywords: responsibility for learning, learning-centered teaching, lifelong learning, self-directed learning

Using Reflective Dialogue Blogs to Encourage Interaction and Improve Learning

Presenter: David E. Walker, Bloomsburg University of Pennsylvania

Room: Washington Room 4 (Exhibition Level)

This session is intended for educators who aspire to add classroom-learning devices that increase student motivation, interaction, and confidence. The presenter will demonstrate reflective dialogue blogs, a tool that assists students in reflecting upon their learning. Using reflective dialogue blogs, students summarize text information in their own words, expand upon a meaningful quote, utilizing higher-level thinking skills, and develop reflection techniques by realizing the connection between assigned text and their individual lives. The presenter will also discuss the establishment of a dialogue between student and professor, a network from student to student, and an acknowledgement of students' insights and expertise.

Keywords: blogs, constructivism, reflection, interaction

Academic Truisms: Valid or Vapid?

Presenter: Nicholas F. Skinner, King's University College at The University of Western Ontario

Room: Washington Room 5 (Exhibition Level)

Successive generations of university teachers and students have unquestioningly accepted and passed on the academic or common folk wisdom of their predecessors. Supported by the presenter's extensive empirical data and informed by his more than 36 years of university teaching experience, this presentation will scrutinize the validity of a number of professorial truisms. This session will also examine several student rules of thumb, and where appropriate, the presenter will offer suggestions for dealing with these shibboleths.

Keywords: pedagogy, critical thinking, academic folk wisdom, teaching pitfalls, teacher myopia

Using Inquiry-Based Learning, Critical Thinking, and Group Thinking as Learning Tools

Presenters: Darrin P. Graham, Angela Parham, and Karen Spurgeon, Army Staff Management College

Room: Washington Room 6 (Exhibition Level)

Inquiry-based learning is the process of investigating or examining something by asking a series of critical-thinking questions that assist in the engagement of the kind of thinking that encourages student to rethink and analyze outcomes. Given the right kind of structure and assignments, small groups can create powerful, robust kinds of learning that may lead to correct answers. This workshop will lead participants in an inquiry-based learning and critical-thinking activity that forces students to engage and utilize effective communication skills, apply problem-solving methods, apply appropriate decision-making methods, demonstrate leadership skills, and create a group consensus to resolve the problem.

Keywords: critical thinking, communication skills, inquiry-based learning

5:15 - 5:45 PM

Want to Present Next Year?

Presenters: Ike Shibley and Marilyn Steinberg, Teaching Professor Conference Advisory Board

Room: Lincoln Room 2 (Exhibition Level)

Come to this short session for tips and advice on creating a successful proposal for submission to next year's conference.

5:00 PM

Dinner on Your Own

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

Sunday, June 7, 2009

8:00 AM - 12:00 PM

Registration Open

Room: Thurgood Marshall Foyer (Mezzanine Level)



8:00 AM - 9:00 AM

Continental Breakfast and Topical Roundtable Discussions

Room: Thurgood Marshall Ballroom (Mezzanine Level)

Join a lively early morning discussion while getting a bite to eat. Look for signs on the breakfast tables indicating a topic of discussion. Please see page 8 for discussion topics.

9:00 AM - 9:15 AM

Break

9:15 AM - 10:30 AM

Blog to the Future: Using Social Media to Enhance Collaborative Learning Environments

Presenter: Kerry Ramsay, Loyalist College of Applied Arts & Technology

Room: Lincoln Room 2 (Exhibition Level)

Learn how one college professor has applied social media tools (including Twitter, blogs, wikis, Facebook, podcasts, and YouTube) in a variety of practical ways to engage students, foster dialogue, and build lasting connections inside (and beyond) the classroom.

Keywords: **social media, blog, collaborative learning, classroom, teaching**

Enriching the Classroom Environment with CEE— Connection, Engagement, and Empowerment! Presenter: Dave Yearwood, University of North Dakota

Room: Lincoln Room 3 (Exhibition Level)

Students who have grown up in a time of significant technological development often believe that they can do it all and have it all if they can only learn to be efficient multitaskers. However, dividing one's attention between several tasks may be inefficient, result in no single activity being completed in the best possible manner, and may well lead to frustration and/or cognitive overload. This session will explore how to connect with students by gaining their interest, which will make students more inclined to engage at multiple levels—with the instructor, with their peers, and with the content. The outcome of this engagement will result in an experience for students that is not only liberating but also empowering.

Keywords: multitasking, student engagement, distraction

An Engaging Review Strategy for Large Classes

Presenters: Angela Sharp and Laura Zimmermann, University of Minnesota, Duluth

Room: Lincoln Room 4 (Exhibition Level)

The pedagogical value of engaged (inquiry-based) learning has been documented in a growing body of educational literature. There are multiple explanations for the positive effects of non-passive learning on student achievement. However, a thoughtful design of the activity is crucial to have any hope of achieving specific goals. Several iterations with modifications, large or small, may be required before the activity is successful. This session will highlight a game used for review in a typical large lecture, introductory calculus course, which has had the effect of increasing active student participation, promoting peer instruction, and efficiently monitoring student understanding and providing corrections when necessary.

Keywords: inquiry-based learning, peer instruction, games, large classes

Case Method Instruction: Best Practices in the College Classroom

Presenter: Sarah DeHaas, Juniata College

Room: Lincoln Room 5 (Exhibition Level)

Case method instruction (CMI) is a valuable and popular pedagogical tool in higher education. This presentation will provide participants with the current recommended researchbased strategies for effective use of this tool in teacher education. Fundamental to CMI is the use of case studies, professional scenarios that require students to analyze information in order to "solve" issues or problems. Case studies provide opportunities for students to question assumptions, examine facts, consider multiple views, attitudes, and beliefs, and defend recommended solutions. Additionally, use of small groups within the analysis and completion of case studies allows teacher candidates to practice collaboration and communication skills.

Keywords: case method instruction, case studies, teacher preparation

Establishing Engagement through Planned Dialogue

Presenter: William A. Kennedy, Michigan Technological University

Room: Lincoln Room 6 (Exhibition Level)

In this session, the presenter will demonstrate the process of modifying a lecture-based class into a course that uses student writing and out-of-class preparation to free up class time for multiple complementary active learning strategies. The presenter will demonstrate a method of 1) ensuring engagement of all students, 2) improving students' communication skills, 3) freeing up class time for active-learning modalities, and 4) improving the instructor's understanding of how to productively use class time to improve student engagement and learning.

Keywords: student engagement, communication skills, active learning



Active Learning Strategies that Engage and Inspire Your Students

Presenters: Deborah Mink and Linda Pickett, Winthrop University

Room: Washington Room 2 (Exhibition 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 that contains all session strategies and activities.

Keywords: motivation, large group instruction, critical thinking

Recognizing Emotional Intelligence Skills in the Classroom

Presenter: Nancy McClure, Fairmont State University Room: Washington Room 3 (Exhibition Level)

Proponents of emotional intelligence (EI) assert that people who have balance among the 15 abilities that contribute to EI experience better interpersonal relationships and personal success than those who are less well balanced or less emotionally intelligent. Researchers have found that higher EI predicts successful freshman year transition. The skills that underlie EI not only develop over time, but can also be improved through instruction and group interaction. This presentation introduces participants to the concept of EI and provides tips for teaching EI skills to freshmen.

Keywords: emotional intelligence, first-year experience, retention

Student Perceptions of Incivility in the Classroom

Presenters: Wendy Bjorklund and Diana Rehling, St. Cloud State University

Room: Washington Room 4 (Exhibition Level)

Classroom incivility is a major concern in higher education today because it disrupts student learning and the classroom community. Previous research on classroom incivility has focused on faculty perceptions of students' behavior. Practices for addressing this incivility have also been based on faculty perceptions of appropriate behavior. During this session, the presenters will review the results of an extensive survey of 3,616 students, identifying the student behaviors they find to be most uncivil and the frequency in which they experience those behaviors. The presenters also will discuss how classroom practices could be improved by taking these student perspectives into consideration.

Keywords: incivility, classroom management, learning environment

Developing a Personal Philosophy of Education: Anchoring Your Academic Roles

Presenter: **Thomas Malcomson**, George Brown College Room: **Washington Room 5 (Exhibition Level)**

This hands-on workshop will introduce participants to developing a personal philosophy of education. After a brief exploration of the rationale supporting the development of a personal philosophy of education, participants will work through a series of exercises, alone and in groups, to delineate their personal philosophy of education. The session will be punctuated by opportunities to share, within the larger group, responses arising from the exercises and will conclude with an open discussion of the importance of crafting a personal philosophy of education and various resources that would facilitate the activity.

Keywords: educational philosophy, working through change, professional development

10:30 AM - 10:45 AM Break

10:45 AM - 12:00 PM

Walking the Tightrope: Setting Appropriate Boundaries within Faculty-Student Relationships

Presenters: Corey L. Herd, Tracy J. Cohn, Radford University and Michael Paul Waide, Fairmont State University

Room: Lincoln Room 2 (Exhibition Level)

Faculty in higher education are faced with the daily challenges of relating to students in multiple roles: as instructors, advisors, and clinical supervisors—often in several roles at the same time. This presentation will address the literature related to boundary setting, the emotional and behavioral factors that predispose faculty to forming unhealthy and blurred relationships with students, and practical strategies for setting and maintaining boundaries with students within educational and clinical situations. Participants will engage in self-assessment and discussion of case studies to evaluate their own decisionmaking processes in the arena of boundary awareness and implementation of those boundaries.

Keywords: working alliance, rapport, student-instructor relationship

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Professors Can Teach Writing: A Workshop for Doubters and Believers

Presenters: Michele Eodice, University of Oklahoma and Anne Ellen Geller, St. Johns University

Room: Lincoln Room 4 (Exhibition Level)

Richard Light's 10-year study of student engagement reports that the single most significant feature of a course, in terms of memorable engagement, is writing. Writing to learn is associated with scaffolding students to new levels of critical thinking and learning of content. Some faculty may be hesitant to take this on due to lack of expertise in teaching writing, lack of time, belief that it is someone else's job, etc. The presenters will describe a dialogic model that breaks down these barriers and helps faculty embrace the possibilities of teaching writing as a way of learning.

Keywords: teaching writing, disciplinary writing, writing across the curriculum

On Being Present: How Can Students Achieve this Elusive Characteristic?

Presenter: Loren Kleinman, Berkeley College Room: Lincoln Room 5 (Exhibition Level)

Perhaps the most important function of first year experience programming is to discover ways in which educators can facilitate presence within students who are embarking on the defining journey in their lives—college. How can academic institutions, with the help of tutoring centers, retain first-year students and keep them moving toward their educational goals? This session will show how educators can help new students feel in control of their learning, how they can feel competent, and how they can feel connected with their academic journey.

Keywords: academic support, classroom climate, first year

Posing Questions to Focus and Engage Students Presenter: **Julie Schrock**, Meredith College Room: **Lincoln Room 6 (Exhibition Level)**

While instructors typically find the content of their courses highly engaging, their students may not always share the same level of interest and may not always be able to understand the relevance of the course content. In this session, participants will consider how questioning strategies differ in traditional and constructivist teaching. Participants will take part in a constructivist teaching strategy, examine example questions that were developed to focus student attention on course topics, and engage students meaningfully in course content. Participants also will develop questions for their discipline using the same strategy.

Keywords: questioning, constructivist teaching, student engagement

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

Presenter: Sarah Ryan, Baruch College/CUNY

Room: Washington Room 2 (Exhibition Level)

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

Keywords: academic integrity, citation, plagiarism, and skills training

Actively Engage your Students

Presenter: Alice Cassidy, University of British Columbia Room: Washington Room 3 (Exhibition Level)

Direct involvement with the material and processes of a course helps students meet intended learning objectives. This is true for any discipline and also considers diverse interests, backgrounds, and preferred learning styles of students (and teachers!). In this session, the presenter will model examples of activities and techniques to actively engage learners in the classroom and other settings.

Keywords: student engagement, teaching techniques, active learning

Getting Groups to Gel and Grapple

Presenter: **Patricia H. Phelps**, University of Central Arkansas Room: **Washington Room 4 (Exhibition Level)**

Challenges in using small groups in college classrooms often arise from tensions to cover course content and frustrations of past experiences to use such an approach. This session uses small group activities to learn more about how, when, and why to design small group learning opportunities in the classroom. Productive groups are those that gel together and then grapple with concepts and ideas. This session explores ways to help groups get to this point.

Keywords: group learning, instructional strategies, collaboration

Passing the Flame: Engaging Non-traditional Students to Inspire Millennials

Presenter: **Betsy Greenleaf Yarrison**, University of Baltimore Room: **Washington Room 5 (Exhibition Level)**

At the University of Baltimore, pedagogies and classroom policies designed specifically for non-traditional students and



based on workplace standards rather than assumptions of in loco parentis, result in student work that is superior to work produced by students at comparable levels and in comparable programs at other institutions in the University System of Maryland. This approach also works exceptionally well with new adolescent students who want, above all, to be treated as adults. In this session, participants will be invited to experience select classroom activities drawn from workplace training models that have been used successfully in first-year learning communities.

Keywords: adult learners, classroom policies, pedagogical models

12:00 PM - 1:00 PM

Lunch and Concluding Discussion Presenter: J. Ricky Cox, Murray State University Room: Thurgood Marshall Ballroom (Mezzanine Level)

During our final time together, conference co-chair Ricky Cox will open the session by sharing his perspective 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 discussion for others to share reactions, questions, concerns, lessons learned, and hopes for the future. The goal of this session is to highlight how the conference has focused attention on many different aspects of teaching and learning.

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 May 21-23, 2010 at the Hyatt Regency Cambridge in Cambridge, MA.



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Pre-Conference Presenters

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

See page number in parenthesis for their session description.

Martha Townsend, University of Missouri, TownsendM@missouri.edu, (p. 3) Maryellen Weimer, editor, The Teaching Professor newsletter, and professor emerita, teaching and learning, Penn State-Berks, grg@psu.edu, (p. 9)

Dave Yearwood, University of North Dakota, yearwood@und.nodak.edu (p. 9, 19)

Plenary Presenters

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

See page number in parenthesis for their session description.

Ann E. Austin, Michigan State University, aaustin@msu.edu, (p. 10)

J. Ricky Cox, Murray State University, ricky.cox@murraystate.edu, (p. 22)

Ike Shibley, Penn State-Berks, ias1@psu.edu, (p. 14)

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.

See page number in parenthesis for their session description.

Ken Alford, Brigham Young University, ken.alford@gmail.com, (p. 11) Krissy Bartlett, George Mason University, kbartle2@gmu.edu, (p. 17) J. Ricky Cox, Murray State University, ricky.cox@murraystate.edu, (p. 15) Greg Fontaine, Embry-Riddle Aeronautical University, fontaing@erau.edu, (p. 13) Kathleen F. Gabriel, California State University, Chico, kgabriel@u.arizona.edu, (p. 17) Carol A. Hurney, James Madison University, hurneyca@jmu.edu, (p. 12) Mary Kayler, George Mason University, mkayler@gmu.edu, (p. 17) Deborah Mink, Winthrop University, minkd@winthrop.edu, (p. 20) Linda Pickett, Winthrop University, pickettl@winthrop.edu, (p. 20) Kerry Ramsay, Loyalist College of Applied Arts & Technology, kramsay@loyalistc.on.ca, (p. 19) Sarah Ryan, Baruch College/CUNY, sarah_ryan@baruch.cuny.edu, (p. 21) Martha Townsend, University of Missouri, TownsendM@missouri.edu, (p. 3) Maryellen Weimer, editor, The Teaching Professor newsletter, and professor emerita, teaching and learning, Penn State-Berks, grg@psu.edu, (p. 9) Karen Weller Swanson, George Mason University, kweller@gmu.edu, (p. 17) Keith Whittington, Rochester Institute of Technology, kjw@it.rit.edu, (p. 13) Dave Yearwood, University of North Dakota, yearwood@und.nodak.edu, (p. 9, 19)



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.

See page number in parenthesis for their session description.

Andrew Ade, Westminster College, adeaw@westminster.edu, (p. 15) Salar Alsardary, University of the Sciences in Philadelphia, s.alsard@usp.edu, (p. 10) Joanne D Altman, Washburn University, joanne.altman@washburn.edu, (p. 11) Michele Atkins, Union University, matkins@uu.edu, (p. 11) Janet E. Barber, Prince George's Community College, barberaj@pgcc.edu, (p. 16) Miriam Ben-Yoseph, DePaul University, mben@depaul.edu, (p. 16) Wendy Bjorklund, St. Cloud State University, wlbjorklund@stcloudstate.edu, (p. 20) Phyllis Blumberg, University of the Sciences in Philadelphia, p.blumbe@usp.edu, (p. 10, 18) Bryan D. Bradley, Brigham Young University, bryan_bradley@byu.edu, (p. 11) Jay Campisi, Merrimack College, jay.campisi@merrimack.edu, (p. 12) Alice Cassidy, University of British Columbia, alice.cassidy@ubc.ca, (p. 21) Mary C. Clement, Berry College, mclement@berry.edu, (p. 16) Tracy J. Cohn, Radford University, cohn.tracy@gmail.com, (p. 20) Angela Cora Garcia, Bentley College, agarcia@bentley.edu, (p. 14) Sarah DeHaas, Juniata College, dehaas@juniata.edu, (p. 19) Nancy DeSalvo, Westminster College, desalvnj@westminster.edu, (p. 15) Neil Desnoyers, LeBow College of Business/Drexel University, ndesnoyers@drexel.edu, (p. 15) Martha Ecker, Ramapo College of New Jersey, mecker@ramapo.edu, (p. 14) Michele Eodice, University of Oklahoma, meodice@ou.edu, (p. 21) Melissa Ercanbrack, Utah Valley University, melissa1087@msn.com, (p. 16)

Janet L. Evans, Regis University, jevans@regis.edu, (p. 13) Kevin E. Finn, Merrimack College, kevin.finn@merrimack.edu, (p. 12) Anne Ellen Geller, St. Johns University, gellera@stjohns.edu, (p. 21) Darrin P. Graham, Army Staff Management College, darrin.graham@us.army.mil, (p. 18) Betsy Greenleaf Yarrison, University of Baltimore, byarrison@ubalt.edu, (p. 21) Corey L. Herd, Radford University, cclemente2@radford.edu, (p. 20) Mary Hricko, Kent State University - Geauga Campus, mhricko@kent.edu, (p. 14) Janie H. Humphries, Louisiana Tech University, humphries@latech.edu, (p. 12) Erik Hunt, Utah Valley University, Erik.Hunt@gmail.com, (p. 16) John Huss, Northern Kentucky University, hussj@nku.edu, (p. 11) J. Juecher, Bronx Community College, j.juechter@bcc.cuny.edu, (p. 15) William A. Kennedy, Michigan Technological University, wkennedy@mtu.edu, (p. 19) Jacque King, Westminster College, kingjl@westminster.edu, (p. 15) Loren Kleinman, Berkeley College, lok@berkeleycollege.edu, (p. 21) Kathy Koop, Westminster College, koopk@westminster.edu, (p. 15) Terri Lenox, Westminster College, lenoxtl@westminster.edu, (p. 15) Celia Lo, University of Alabama, clo@ua.edu, (p. 14) Catherine M. MacDonald, McGill University, cathy.macdonald@mail.mcgill.ca, (p. 16) Thomas Malcomson, George Brown College, tmalcoms@georgebrown.ca, (p. 20) Catherine Marienau, DePaul University, cmariena@depaul.edu, (p. 16) Nancy McClure, Fairmont State University, nancy.mcclure@fairmontstate.edu, (p. 20) Rhett McDaniel, Vanderbilt University, rhett.mcdaniel@vanderbilt.edu , (p. 13) Barbara Monaghan, Berkeley College, bam@berkeleycollege.edu, (p. 13) Alison M. Mostrom, University of the Sciences in Philadelphia, a.mostrom@usp.edu, (p. 17) Ken Newman, Union University, knewman@uu.edu, (p. 11) Linda Olin, University of Alabama, lolin@bama.ua.edu, (p. 14) Megan M. Palmer, Indiana University School of Medicine, mmpalmer@indiana.edu, (p. 13)



Selected Presenters (continued)

Angela Parham, Army Staff Management College, angela.r.parham@us.army.mil, (p. 18) Patricia H. Phelps, University of Central Arkansas, pattyp@uca.edu, (p. 21) Donna M. Qualters, Suffolk University, dqualters@suffolk.edu, (p. 11) Diana Rehling, St. Cloud State University, dlrehling@stcloudstate.edu, (p. 20) Katherine Robertson, Westminster College, robertkl@westminster.edu, (p. 15) Susan Robison, College of Notre Dame of Maryland, smrobison@erols.com, (p. 14) Patricia P. Rubertone, Drexel University, pr27@drexel.edu, (p. 17) Julie Schrock, Meredith College, schrockj@meredith.edu, (p. 21) Angela Sharp, University of Minnesota, Duluth, acates@d.umn.edu, (p. 19) Laura K. Simmons, George Fox Seminary, lsimmons@georgefox.edu, (p. 12) Ann Singleton, Union University, asinglet@uu.edu, (p. 11) Nicholas F. Skinner, King's University College at The University of Western Ontario, nskinner@uwo.ca, (p. 18) Karen Spurgeon, Army Staff Management College, karen.spurgeon1@us.army.mil, (p. 18) Terri A Tarr, Indiana University-Purdue University Indianapolis, tatarr@iupui.edu, (p. 13) Angela Thompson, St. Francis Xaiver University, amthomps@stfx.ca, (p. 16) Anton Tolman, Utah Valley University, anton.tolman@uvu.edu, (p. 16) Michael Paul Waide, Fairmont State University, mwaide@fairmontstate.edu, (p. 20) David E. Walker, Bloomsburg University of Pennsylvania, dwalker@bloomu.edu, (p. 18) MaryAnn Walters, Penn State University, Fayette Campus, maw32@psu.edu, (p. 15) Scott Warnock, Drexel University, sjwarnock@drexel.edu, (p. 17) Sandra K. Webster, Westminster College, websters@westminster.edu, (p. 15) Peg Weissinger, Georgetown University School of Medicine, paw33@georgetown.edu, (p. 13) Catheryn J. Weitman, Barry University, cweitman@mail.barry.edu, (p. 12) Laura Zimmermann, University of Minnesota, Duluth, zimm0230@d.umn.edu, (p. 19)

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.

Please see page (7) for poster session information.

Michael Anderson, National University, manderso@nu.edu Tarlok S. Aurora, University of the Sciences in Philadelphia, t.aurora@usp.edu Beverly Edwards, Arkansas State University, Bedwards@astate.edu Susan Eldred, National University, seldred@nu.edu Jacki Fitzpatrick, Texas Tech University, Jacki.Fitzpatrick@ttu.edu Patricia Guy Walls, Arkansas State University, Pwalls@astate.edu Christy D. Hawkins, Thomas Nelson Community College, hawkinsc@tncc.edu Gloria Howell, Saint Leo University, gloria.howell@saintleo.edu Harvey Hoyo, National University, hhoyo@nu.edu Daniel King, Drexel University, daniel.king@drexel.edu Marilyn Kulik, Berkeley College, mfk@berkeleycollege.edu Laura A. Mandos, University of the Sciences in Philadelphia, l.mandos@usp.edu Stephen T. Moelter, University of the Sciences in Philadelphia, s.moelte@usp.edu Alison M. Mostrom, University of the Sciences in Philadelphia, a.mostrom@usp.edu Jason A. Porter, University of the Sciences in Philadelphia, ja.porter@usp.edu Kim Poulsen, School of Health & Medical Sciences, Seton Hall University, poulseki@shu.edu Rebecca J. Romsdahl, University of North Dakota, rebecca.romsdahl@und.edu Melinda Rudibaugh, melinda.rudibaugh@cgcmail.maricopa.edu Lynne Taylor, Radford University, lmtaylor@radford.edu Janet Thomas, Zayed University, College of Education, Janet.Thomas@zu.ac.ae Irmgard Willcockson, School of Health Information Sciences, University of Texas Health Science Center at Houston, Irmgard.Willcockson@uth.tmc.edu



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