

2014 PROGRAM

May 30 - June 1, 2014

Westin Boston Waterfront Hotel
Boston, MA

 THE
Teaching
PROFESSOR
CONFERENCE

EDUCATE
ENGAGE
INSPIRE



Table of Contents

Conference Welcome;	
Conference Staff	1
Conference Introduction	2
Conference Advisory Board	3
General Conference Information.....	4
Maryellen Weimer Scholarly Work on Teaching and Learning Award	5
Program-at-a-Glance	6-7
Poster Sessions.....	8-9
Complete Program	10-31
Preconference Presenters.....	32
Conference Plenary Presenters.....	32
Invited Presenters	32
Selected Presenters	32-33
Poster Session Presenters.....	34
Exhibitor Information	35-36

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Welcome to *The Teaching Professor Conference*.

I look forward to this conference eagerly every year because of the cordial, talented, and dedicated people I meet. It's a highlight of my year and I hope it will be for you also.

I have confidence you will return to your campus with new ideas, new enthusiasm, and maybe even some new professional colleagues.

If you have a chance, please stop by the registration desk to say hello and let me know if there's anything I can do to improve this event for you.

Sincerely,

William Haight

President of Magna Publications, producer of *The Teaching Professor*



Welcome to the 11th annual *Teaching Professor Conference!*

It gives me great pleasure to welcome faculty and academic leaders, from across the country and beyond, to this conference dedicated to teaching and learning in higher education. During the next two days you will have the opportunity to hear distinguished plenary speakers, and attend workshops and poster sessions led by both new and recognized, returning presenters.

Opportunities for both formal and informal learning are key ingredients to the success of this conference and bring many participants back year after year. Whether you were at the inaugural event, in 2004, or this is your first *Teaching Professor Conference*, we encourage you to connect with others who share your passion for teaching and commitment to finding evidence-based solutions to the challenges that we face in our day-to-day practice.

One of the distinguishing characteristics of the sessions at *The Teaching Professor* conference is the emphasis on interactive learning, and we are confident that you will have many opportunities to engage directly with facilitators and fellow participants. Attendees come from a wide range of academic disciplines, and we hope that you will benefit from hearing a variety of perspectives on critical issues in education.

With its abundance of colleges and universities, and vast array of excellent restaurants, what better place could there be than Boston to host *The Teaching Professor Conference*? If you are looking for colleagues to share a meal with, there will be sign-up sheets near the main registration tables to help you organize a dinner together.

Following the conference you will receive a link to an online evaluation form. We appreciate your feedback and review it carefully to ensure that *The Teaching Professor Conference* is responsive to your learning needs, so please take the time to fill it out.

On behalf of the Conference Advisory Board and staff members at Magna who make this event happen every year, I hope that you will leave the conference inspired with new ideas to reinvigorate your teaching practice. We hope that you will join us next year in Atlanta!

Kindest regards,
Nicki Monahan

2014 *Teaching Professor* Conference Advisory Board

We appreciate the advisory board's participation in a blind review of our 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 contributions to the 2014 *Teaching Professor* Conference.



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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 sessions, consider these other activities:

- Attend the opening reception and poster sessions. It's a great way to meet other attendees and 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.
- Sit with someone you don't know at breakfast and lunch!

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

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 the conference survey, future event information, and discounted registration information.

Messages: There is a message board at the conference registration area. Messages will be posted on the message board frequently throughout the conference. You are welcome to post messages for other conference attendees.

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.

Social media for program



Twitter — The official hashtag of the 2014 *Teaching Professor* Conference is #tprof14. Be sure to follow us @TeachProf and @FacultyFocus.



Facebook — Like us at www.facebook.com/TeachingProfessor.

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 variety of items!

Note: *Please keep in mind that sessions are available on a first-come basis. Please be prompt; some sessions will fill early. Please have your second and third choices ready.*

Friday, May 30

7:00 a.m. - 8:30 a.m.

Registration Open - Morning Preconference Workshops Only

Room: Grand Ballroom Foyer, Concourse Level

8:30 a.m. - 8:00 p.m.

Registration Open to all Participants

Room: Grand Ballroom Foyer, Concourse Level

8:00 a.m. - 12:00 p.m.

Preconference Workshop: Flip a Lesson: Enhance Student Learning and Engagement

Preregistration and Fee Required

Room: Commonwealth Ballroom AB, Concourse Level

8:00 a.m. - 12:00 p.m.

Preconference Workshop: Tools for Managing Student Teams: The Team-Maker and CATME Systems (and Why They Work)

Preregistration and Fee Required

Room: Commonwealth Ballroom C, Concourse Level

10:00 a.m. - 8:00 p.m.

Exhibitor Displays Open

Room: Grand Ballroom Foyer, Concourse Level

1:00 p.m. - 4:30 p.m.

Preconference Workshop: Turning Your Teaching into Scholarship

Preregistration and Fee Required

Room: Commonwealth Ballroom C, Concourse Level

1:00 p.m. - 4:30 p.m.

Preconference Workshop: Ten Approaches to Managing Disruptive and Dangerous Behavior in the Classroom

Preregistration and Fee Required

Room: Douglas, Mezzanine Level

1:00 p.m. - 4:30 p.m.

Preconference Workshop: Multimedia Learning in the Online, Blended, and Face-to-Face Classroom: Designing and Selecting Learning Objects That Work

Preregistration and Fee Required

Room: Commonwealth Ballroom AB, Concourse Level

1:30 p.m. - 3:00 p.m.

Poster Sessions

Room: Grand Ballroom Foyer, Concourse Level

5:00 p.m. - 5:15 p.m.

Conference Welcome

Room: Grand Ballroom, Concourse Level

5:15 p.m. - 6:30 p.m.

Opening Plenary Session

Becoming a Skillful Teacher

Room: Grand Ballroom, Concourse Level

6:30 p.m. - 8:00 p.m.

Reception, Poster Sessions, and Exhibitor Mingle

Room: Grand Ballroom Foyer, Concourse Level

8:00 p.m.

Dinner on Your Own

Saturday, May 31

7:30 a.m. - 5:00 p.m.

Registration Open

Room: Grand Ballroom Foyer, Concourse Level

Exhibitor Displays Open

Room: Grand Ballroom Foyer, Concourse Level

7:30 a.m. - 8:30 a.m.

Continental Breakfast

Room: Grand Ballroom, Concourse Level

8:30 a.m. - 9:30 a.m.

Breakfast Plenary Session

'Here We Are Now, Entertain Us' Strategies for Teaching Unprepared Students

Room: Grand Ballroom, Concourse Level

9:30 a.m. - 9:45 a.m.

Break

9:45 a.m. - 11:00 a.m.

12 Concurrent Sessions

11:00 a.m. - 11:15 a.m.

Break

Program-at-a-Glance Continued

11:15 a.m. - 12:30 p.m.

12 Concurrent Sessions

12:30 p.m. - 1:30 p.m.

Lunch

Room: Grand Ballroom, Concourse Level

1:30 p.m. - 1:45 p.m.

**Award presentation of the 6th Annual Maryellen
Weimer Scholarly Work on Teaching and Learning
Award**

Room: Grand Ballroom, Concourse Level

1:45 p.m. - 2:15 p.m.

Break

2:15 p.m. - 3:00 p.m.

12 Concurrent Sessions

3:00 p.m. - 3:15 p.m.

Break

3:15 p.m. - 4:00 p.m.

11 Concurrent Sessions

4:00 p.m. - 4:15 p.m.

Break

4:15 p.m. - 5:00 p.m.

11 Concurrent Sessions

5:00 p.m.

Dinner on Your Own

Sunday, June 1

7:30 a.m. - 12:00 p.m.

Registration Open

Room: Grand Ballroom Foyer, Concourse Level

7:30 a.m. - 8:30 a.m.

Continental Breakfast

Room: Grand Ballroom, Concourse Level

8:30 a.m. - 9:30 a.m.

Breakfast Plenary Session

**Answers about Questions and Questions about
Answers**

Room: Grand Ballroom, Concourse Level

9:30 a.m. - 9:45 a.m.

Break

9:45 a.m. - 11:00 a.m.

11 Concurrent Sessions

11:00 a.m. - 11:15 a.m.

Break

11:15 a.m. - 12:00 p.m.

11 Concurrent Workshops

12:00 p.m. - 1:00 p.m.

Lunch

Room: Grand Ballroom, Concourse Level

1:00 p.m.

Conference Adjourns

Stay Connected



Conference Apps



Follow @TeachProf
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Facebook.com/TeachingProfessor



The Teaching Professor

Friday May 30

1:30 p.m. – 3:00 p.m.

**Commonwealth Ballroom and Grand Ballroom Foyer
(Concourse Level)**

Take advantage of this opportunity to meet informally with colleagues to discuss their teaching and learning projects, programs, strategies, and research.

1. Using Simulation for Experiential Learning in Undergraduate Education

Prakash Saraswat, Dennis Anderson, and Alina Chircu,
Bentley University

2. Preservice Teachers in Early Childhood/Special Education Inquiry into the Effectiveness of Learning Centers

Elizabeth French, *Lebanon Valley College*

3. Anticipated Job Stressors of Registered Nurse Refresher Students Returning to Nursing

Carol Peterson, *Mount Carmel College of Nursing*

4. Assessing and Addressing Student Barriers to Success

Sophie Lampard Dennis and Dorothy A. Osterholt,
Landmark College

5. Beyond the Band-Aid; Working With the Wounded Student

Robyn Causey, *Horry Georgetown Technical College*

6. Showing is Knowing: Utilizing Co-Curricular Activities to Demonstrate Student Learning

Tara Broccoli, *Mitchell College*

7. Reconstructing the Framework and Approach to Teaching Non-Science Major Chemistry

Niny Rao, *Philadelphia University*

8. Applying Group Pedagogical Strategies to Journal Clubs for Teaching Undergraduate Nursing Research

Janet Jones, *Southeastern Louisiana University*

9. Engaging Students in a Group Project

Debbie Johnson, *Southeastern Louisiana University*

10. Reading Effectively Across the Disciplines: Focus on Biology

Davida Smyth, *New York City College of Technology*

11. Unraveling the Mystery of Gerunds and Infinitives for Your Students

Steven Lund, *Arizona Western College*

12. Using Digital Tools for Digital Minds

Curby Alexander, *Texas Christian University*

13. Want to Improve Your Teaching? Try a Self-Study

Natasha Veale, *Salem College*

14. A Method to Assess Changes in Course Design

Ruth Trachimowicz and Elizabeth Wyles, *Illinois College of Optometry*

15. Case-Based Sessions Enhance a Lecture Course by Promoting Content Application

Elizabeth Wyles, Heather McLeod and Stephanie Klemencic, *Illinois College of Optometry*

16. Designing Activities to Stimulate Deeper Thinking in the Classroom

Kristin Haas and Cristy Daniel, *College of Saint Mary*

17. Peer Mentors Can Enhance Academic Performance of College Students

Shaki Asgari and Fred Carter, *Iona College*

18. Engaging Students in an Online Collaborative Learning Environment

Peggy La France, *SUNY Canton*

Poster Sessions Continued

6:30 p.m. – 8:00 p.m.

**Commonwealth Ballroom and Grand Ballroom Foyer
(Concourse Level)**

- 1. A Hybrid Online/On-ground Laboratory Experience in Anatomy and Physiology**
Donnasue Graesser, Xinnian Chen, Kristen Kimball and Adam Nemeroff, *University of Connecticut*
- 2. A Low-Tech Membrane Potential Model: Post-its™ and Paper**
Kristen Kimball and Thomas Abbott, *University of Connecticut*
- 3. Building Confidence and Professionalism through Student Engagement**
Debi Mink and Linda Pickett, *Winthrop University*
- 4. Open and Intellectual Dialogue: Teaching the Bible as Literature in the 21st Century**
David A. Salomon, *Russell Sage College*
- 5. Creating an Engaging Community of Learners Online**
Janeen Kotsch and Ruth Ann Mullen, *Kent State University*
- 6. Creating More Engaging Laboratory Activities**
Fred Garafalo, *MCPHS University*
- 7. The Role of Blackboard 9.1 in Expanding the Educational Role of Academic Librarians**
Mariana Lapidus and Samuel King, *MCPHS University*
- 8. Do Pre-Lecture Quizzes Enhance Student Performance in Psychology Classes?**
Claire Etaugh and Korey Endress, *Bradley University*
- 9. Exploring Student and Faculty Perceptions of Clinical Simulation: A Q-sort Study**
Joanna Pierazzo, *McMaster University*
- 10. Faculty Development Initiatives**
Nicole Rhoades, Marquita Elliott, and Jean Mandernach, *Grand Canyon University*
- 11. Immutable Teacher Characteristics and Student Expectations Regarding Quality Teaching**
Millie Black and Pam Gaiter, *Collin College*
- 12. Lunch on Thursday: A Book Club for Faculty Development**
Leisa Harmon, *Minot State University*
- 13. Playing for Life: What Transition Students Taught to Communication Disorders Clinicians**
Cheryl Gilson, Minot State University and Janet Green, *Minot Public Schools*
- 14. Secondary Analysis of Survey Data for Student Research**
Jessica Sautter, *University of the Sciences*
- 15. Academic-Community Partnerships for Active Learning, Research and Practice**
Kimberly Ward, *University of the Sciences*
- 16. Merging Content Knowledge with Skills Assessment to Ensure Post-graduate Success**
Richard Minoff, *University of the Sciences*
- 17. The Economics Café: Engaging Students into the Classroom**
Don Reddick, *Kwantlen Polytechnic University*
- 18. The Effect of Redesigning an Undergraduate International Business Course**
Marja-Liisa Payne, *Maryville University*

Friday, May 30

7:00 a.m. – 8:30 a.m.

Registration Open – Morning Preconference Workshops Only

Room: **Grand Ballroom Foyer, Concourse Level**

Registration is open for those registered for one of the two preconference workshops taking place on Friday morning.

8:30 a.m. – 8:00 p.m.

Registration Open – All Participants

Room: **Grand Ballroom Foyer, Concourse Level**

Registration is open to all participants.

8:00 a.m. – 12:00 p.m.

Preconference Workshop: Preregistration and Fee Required

Flip a Lesson: Enhance Student Learning and Engagement

Barbi Honeycutt, North Carolina State University and Flip It Consulting

Room: **Commonwealth Ballroom AB, Concourse Level**

*** Bring a lesson plan to this pre-conference workshop and let's FLIP It! ***

In this interactive workshop, you will put your lesson planning skills to the test when you create a flipped lesson from start to finish. You will analyze current definitions and models of the flipped class, experience a variety of flipped strategies, and design your own flipped lesson. This pre-conference workshop will be packed with flipped strategies so you can experience this dynamic learning environment for yourself.

What is a flipped class? Flipping means you reverse the way you design the learning environment so students engage in activities, apply course concepts, and focus on higher-level learning outcomes during class time. You switch from instructor-centered design to participant-centered design. You move from being the “sage on the stage” to being the “guide on the side,” which allows you to create a learning environment that is engaging, motivational, and productive.

After the session, you will be able to:

- Describe current definitions and models for the flipped class.
- Identify flippable moments in your lesson
- Compare a variety of ideas and strategies for flipping your lesson and assessing student learning
- Identify areas for your continued professional development.

All participants will receive a resource packet that includes a references list, worksheets, articles, and templates.

8:00 a.m. – 12:00 p.m.

Presented by the recipients of the 2013 Maryellen Weimer Scholarly Work on Teaching and Learning Award.

Preconference Workshop: Preregistration and Fee Required **Tools for Managing Student Teams: The Team-Maker and CATME Systems (and Why They Work)**

Richard A. Layton, Purdue University; **Misty L. Loughry**, Georgia Southern University; and **Matthew W. Ohland**, Purdue University

Room: **Commonwealth Ballroom C, Concourse Level**

This workshop is for instructors from any discipline who use student teams in their courses.

The goal is to help you manage teamwork in your classes more effectively and efficiently. We will review some of the factors that you may wish to consider when assigning students to teams and when administering self- and peer-evaluations. We will engage you in discussions about your own experiences and practices, and we'll review the relevant literature.

We will then conduct interactive, hands-on activities using free, web-based systems, called the CATME/Team-Maker systems. The CATME/Team-Maker tools allow you to assign students to teams based on criteria and weights that you specify.

The CATME Peer-Evaluation tool measures team-member contributions in the five key areas that research has shown are important. Both systems collect survey data from students, analyze that data, and present it to you in a way that reduces the administrative time required to manage teams effectively.

If you bring a wireless-network-capable laptop computer, you will be able to interact with both systems in real time. This workshop is more than just a software demonstration—we will help you understand how the CATME/Team-Maker systems support cooperative learning.

After the session, participants will be able to:

- List key findings from team-formation and peer-evaluation literature, including recommendations for distributing skills and attributes, formative assessment and interventions, and summative assessment
- Use Team-Maker to create a survey to gather information from students to form teams, make teams according to criteria you select, and use CATME to create surveys for self- and peer-evaluation of team members' contributions to the team.

Continued — Friday May 30, 2014

10:00 a.m. – 8:00 p.m.

Exhibitor Displays Open

Room: **Grand Ballroom Foyer, Concourse Level**

Stop by and say hello to our exhibitors, who have products and services that support teaching and learning.

1:00 p.m. – 4:30 p.m.

Preconference Workshop: Preregistration and Fee Required

Turning Your Teaching into Scholarship

Donna Qualters and **Annie Soisson**, Tufts University

Room: **Commonwealth Ballroom C, Concourse Level**

We all know that publishing is the “coin of the realm” in higher education. Even teaching-focused institutions are looking for evidence of scholarship. In response to Ernest Boyer’s call to redefine what constitutes scholarship, a new line of research called SoTL (Scholarship of Teaching and Learning) has emerged.

SoTL is a powerful tool to improve teaching expertise, not only for yourself and your students, but also for our colleagues in academia. Many teachers feel that they do not do anything that is unique; that conceiving, designing, conducting, and publishing is either too overwhelming or too time-consuming; or that they do not have the resources to conduct research. None of these beliefs are true.

In this session, you will work with like-minded colleagues to go through a reflective process of identifying an area of research from your teaching and then discussing the various methodologies of SoTL research to find the one that is right for you.

You will develop preliminary steps and timelines, review institutional research procedures and ethical considerations, discover available resources, and explore the challenges involved in classroom research.

After the session, you will be able to:

- Generate possible topics for research by using a reflection process
- Determine the type of research method that will work for your project
- List the resources that are available on your campus
- Reflect on common challenges while working with colleagues in a community of scholarly practice
- Create an outline of research and possible publication sources to support your own project.

1:00 p.m. – 4:30 p.m.

Preconference Workshop: Preregistration and Fee Required

Ten Approaches to Managing Disruptive and Dangerous Behavior in the Classroom

Brian Van Brunt and **W. Scott Lewis**, National Center for Higher Education Risk Management

Room: **Douglas, Mezzanine Level**

Drawing from the presenters’ book, *A Faculty Guide to Disruptive and Dangerous Behavior in the Classroom* (Routledge, 2014), learn clear and innovative approaches to one of the biggest problems facing educators today: managing disruptive and dangerous behavior in the classroom.

Activities include demonstrations and discussions of responses to rude, entitled, unmotivated, odd, and disrespectful behavior. You will review approaches to de-escalating behaviors and show how to refer and consult with the campus community.

Learn from the experiences and stories accumulated from the presenters’ decades of teaching experience and work in student affairs; examples will be practical, humorous, and candid.

Understand the warning signs and explore creative solutions for talking with students who are having a mental health crisis. You will also discuss ways to consult with the campus Behavioral Intervention Teams (BITs) to better collaborate and intervene.

After the session, you will be able to:

- Identify how to de-escalate challenging behaviors in the classroom
- Recognize how to assess, intervene, and manage crisis in your classroom
- Experiment with case studies while practicing effective responses
- Summarize how the campus BITs should be consulted to improve collaboration and proper intervention.

1:00 p.m. – 4:30 p.m.

Preconference Workshop: Preregistration and Fee Required

Multimedia Learning in the Online, Blended, and Face-to-Face Classroom: Designing and Selecting Learning Objects That Work

Ike Shibley, Penn State Berks; **Tim Wilson**, University of Western Ontario; and **Ollie Dreon**, Millersville University

Room: **Commonwealth Ballroom AB, Concourse Level**

As institutions expand ways to incorporate multimedia into their classroom experiences, the challenge becomes determining what makes an effective learning object.

Too often, the focus is solely on whether the content being taught is accurate and aligns with course objectives. While

Continued — Friday May 30, 2014

content accuracy is a necessity, the methods of presentation are also critical.

In this workshop, we will examine the growing body of cognitive science research and its impact on the selection and design of effective instructional materials.

At the end of the session, you will be able to:

- Summarize how brain research impacts the presentation of content
- Select effective learning objects, based on an understanding of multimedia principles
- Create instructional materials that apply multimedia principles to support student learning in online, blended, and face-to-face classroom environments.

1:30 p.m. - 3:00 p.m.

Poster Sessions

Room: **Grand Ballroom Foyer, Concourse Level**

Get an early start by viewing selected poster sessions. There will be additional poster sessions during the evening reception.

5:00 p.m. - 5:15 p.m.

Conference Welcome

Bill Haight, Magna Publications and **Maryellen Weimer**, Penn State Berks

Room: **Grand Ballroom, Concourse Level**

5:15 p.m. - 6:30 p.m.

Opening Plenary Session

Becoming a Skillful Teacher

Stephen D. Brookfield, Ph.D., John Ireland Endowed Chair, University of St. Thomas

Room: **Grand Ballroom, Concourse Level**

Teaching skillfully requires a constant openness and flexibility to experimenting with whatever approaches help students learn. This means we need to build the critically reflective habit into our practice so that we can be as sure as is realistically possible that the teaching actions we take are based on valid and accurate assumptions about how our students learn. We need to know how students understand material, experience classroom activities, read meaning into our teaching actions, and make progress as learners.

In this presentation, Stephen Brookfield will present the core assumptions of skillful teaching:

- Good teaching is whatever helps students learn, no matter how outlandish or strange that appears.
- The best teachers are critically reflective — constantly trying to see their practice through multiple lenses.
- The most important pedagogic knowledge we need to do

good work is knowledge of how our students are experiencing their learning, week in, week out.

- Context changes everything.

Throughout his talk he will draw on his own experiences of teaching and learning to illustrate how these core assumptions manifest themselves in his own practice.

6:30 p.m. - 8:00 p.m.

Reception, Poster Sessions, and Exhibitor Mingle

Room: **Grand Ballroom Foyer, Concourse Level**

Enjoy hors d'oeuvres while visiting the interactive poster sessions. Several faculty members will present visual representations highlighting content of a model or strategy for teaching and learning. Conference attendees can meet directly with the presenters to discuss the project, program, or research. This is also a good opportunity to visit the exhibitors who have products and services that support teaching and learning.

8:00 p.m.

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 31

7:30 a.m. - 5:00 p.m.

Registration Open

Room: **Grand Ballroom Foyer, Concourse Level**

8:00 a.m. - 5:00 p.m.

Exhibitor Displays Open

Room: **Grand Ballroom Foyer, Concourse Level**

Stop by and say hello to our exhibitors, who have products and services that support teaching and learning.

7:30 a.m. - 8:30 a.m.

Continental Breakfast

Room: **Grand Ballroom, Concourse Level**

8:30 a.m. - 9:30 a.m.

Breakfast Plenary Session

'Here We Are Now, Entertain Us.' Strategies for Teaching Unprepared Students

Ken Alford, Brigham Young University

Room: **Grand Ballroom, Concourse Level**

Students often arrive in our classrooms unprepared. How can instructors motivate students to catch up (if they arrived at college unprepared) or stay caught up (if they're not staying

Continued — Saturday May 31, 2014

current with day-to-day course requirements)? How can you increase student “buy-in” in your course? How important is it that you clearly demonstrate the relevance of your course to students? Should you provide students with “just-in-time” learning opportunities? If so, how?

We will engage each of these questions utilizing a review of the research to identify ways to structure your course to maximize student preparation and performance.

9:30 a.m. - 9:45 a.m.

Break

75-Minute Sessions

9:45 a.m. - 11:00 a.m.

Extending and Enhancing the Virtual Classroom with Tablet Technologies

Corinne Hyde, University of Southern California

Room: **Commonwealth AB, Concourse Level**

Tablet technologies are becoming more and more prevalent in educational settings. Many faculty have iPads, Android tablets, or tablet peripherals but don't understand the pedagogy of using that technology to enhance classroom learning. In this session, I will share specific strategies for using tablet computers and tablet peripherals in virtual and physical classroom settings, both to extend the classroom space and to improve in-class and out-of-class learning.

Learning goals:

- Discuss the types of tablet technologies and apps that can support and enhance classroom learning
- Manipulate both tablet computers and tablet peripherals
- Apply concrete strategies for employing tablet technologies to teach and provide feedback to students.

Self-Care: Preventing Burnout and Re-engaging with Passion

C.J. Sorenson, Utah State University

Room: **Commonwealth C, Concourse Level**

This session will explore the nature and expression of faculty burnout, which impairs the capacity to engage in teaching with energy, optimism, and passion. Participants will learn about the risk factors and personal indicators of burnout and will have the opportunity to complete a self-assessment of their personal level of burnout. Strategies to prevent and reduce burnout will be presented and practiced. Each

participant will also have the opportunity to create a personal self-care plan with the goal to reenergize his or her teaching.

Learning goals:

- Evaluate your personal level of burnout and recognize its impact in your role as a professor as well as in other life roles
- Examine and practice three strategies for in-the-moment mindful living, stress reduction, and self-care
- Create a personalized self-care plan that is immediately ready for implementation.

An Analysis of the Redesign of a Course on Metacognition

Maria Bacigalupo, Curry College

Room: **Douglas, Mezzanine Level**

How do you design a meaningful course that is aligned to the expressed learning outcomes? The person who attends this session will work with a template for analysis of a course redesign. I will discuss the redesigned course, how it was redesigned to align with course outcomes, how it was assessed, and how I analyzed the effectiveness of the instruction. The course analysis is appropriate for a professor teaching any course.

Learning goals:

- Recognize and/or preplan a course design that aligns content, instruction, and assessment
- Incorporate some portion of metacognition into a course
- Recognize and/or preplan a self-assessment for a course.

Let's Talk about It! Incorporating Discussion in Technical Courses

Invited presenter: **Lolita Paff**, Penn State Berks

Room: **Burroughs, Conference Level**

Technical courses tend to place a strong emphasis on procedures, processes, and computations—often at the expense of student participation, peer discussion, and group interaction. Yet employers consistently report effective oral and written communication among the key skills they seek. Getting students to discuss content is just as important in STEM courses as it is in the social sciences. This session will include a technical activity that promotes discussion.

Learning goals:

- Identify the characteristics that make an activity suitable for meaningful discussion and the characteristics required to effectively lead discussions in class or online
- Compare alternative discussion techniques
- Describe one assignment, activity, or discussion technique to incorporate in your course.

Continued — Saturday May 31, 2014

Planning for Learning: Maintaining Integrity and Interaction in Online Classrooms

Stacey Curdie-Meade and **Marianne True**, Plymouth State University

Room: **Lewis, Conference Level**

In order to attract and retain students in today's online marketplace, higher ed institutions must focus on producing rigorous and engaging online learning opportunities. Learn how one department chair and an instructional designer collaborated to ensure program integrity while moving a traditional program to an alternative delivery format. In pairs, teams, or small groups, participants will have an opportunity to explore ways to effectively transition their own courses from the physical classroom to the virtual one.

Learning goals:

- Apply the Understanding by Design (UbD) and Community of Inquiry (CoI) concepts when planning the transformation of your own courses to an online format
- Understand the basic tenets of Understanding by Design (UbD)
- Understand the basic tenets of the Community of Inquiry (CoI) framework, particularly "teaching presence."

Science Education and Civic Engagement: National STEM Curriculum Reform Project

Monica Devanas, Rutgers University; and **William David Burns**, National Center for Science and Civic Engagement

Room: **Carlton, Conference Level**

Science Education for New Civic Engagements and Responsibilities (SENCER) is a National Science Foundation STEM reform project. Faculty use SENCER's core principle of applying the science of learning to the learning of science, expanding civic capacity. SENCER courses focus on real-world problems, extending the impact of this learning across the curriculum to the broader community and society. Using materials, assessment instruments, and research developed in the SENCER project, faculty design curricular projects that connect science learning to real-world challenges.

Learning goals:

- Identify civic issues and areas of interest for yourself and your students
- Outline disciplinary content areas that inform the civic questions
- Construct the elements of a course that apply your disciplinary content and process skills to address critical, civically important challenges.

Keeping the Garage Door Open: Implications of Neuroscience and Learning

Invited presenter: **Leslie Myers**, Chestnut Hill College

Room: **Harbor Ballroom I, Conference Level**

This session provides information about recent findings in neuroscience and their implications for teaching and learning. Participants will have the opportunity to engage in several metacognitive strategies that they can utilize within the higher education classroom to enhance student learning and engagement. We will model effective methods of interaction and delivery as a part of the structure of the session.

Learning goals:

- Summarize recent neurological research on how the brain learns and how to use that knowledge to inform teaching
- Explain specific metacognitive strategies you can use to increase engagement and active learning in their classroom
- Compare strategies with members of an online learning community that provides access to a database of strategies. You will be invited to join a forum for faculty members who seek to engage students and deepen learning.

Restoring Civility in Our Classrooms

Margaret Cohen, University of Missouri – St. Louis

Room: **Harbor Ballroom II, Conference Level**

Consumer attitudes about academic success may overpower respectful attitudes toward learning, instructors, and peers, unless the stage is set to teach the professional behaviors that future employers require. This session is designed to guide colleagues across the disciplines to consider how to promote, assess, and maintain professional and civil behaviors in their courses. Effective alternatives are demonstrated using challenging classroom situations. If showing evidence of civility does not begin in the classroom setting, how will higher education attain the goal of graduating global citizens?

Learning goals:

- Describe the parameters of a civil classroom
- Identify tools that promote and maintain civil behaviors
- Begin implementing strategies that promote and sustain civil behaviors.

Do They Want to Learn? Examining Our Assumptions about Students

Lizabeth Schlemer, Cal Poly, San Luis Obispo

Room: **Harbor Ballroom III, Conference Level**

We all hold underlying assumptions about students. These assumptions influence our content, assignments, and grading

Continued — Saturday May 31, 2014

and classroom policies. Many of these assumptions are negative—students are lazy, they don't want to be here, and faculty know best. But what if we shifted our assumptions to believe that students want to learn, they will try new things, and learning is not limited to the faculty's knowledge? Join us for a discussion about our assumptions about students as we share our experiences in making the shift.

Learning goals:

- Articulate your unconsciously held assumptions about students and the connection between these assumptions and actions in the classroom
- Consider possible alternative assumptions
- Create material for a course that communicates aspirations for learning.

Medicine of Mindfulness: Faculty Renewal, Vitality, and Presence of Mind

Jerry Durbeej, DeVry University

Room: **Webster, Lobby Level**

Addressing faculty renewal and keeping teaching fresh must start with acknowledging that faculty burnout is a reality even though many professors do not publicly admit it. The business of college is driven by economic "realities" wherein professors, already challenged with many indifferent students, are now held more accountable for persistence, attrition, and even enrollment. This session will focus on mindful-based stress reduction (MBSR), which is the most researched and referenced methodology under contemplative pedagogy (Zajonc, 2013).

Learning goals:

- Recognize the existence, potential, and symptoms of emotional exhaustion as the first step in evaluating and applying strategies toward improving instructional vitality
- Understand that the application of mindfulness is an ancient and proven practice with pedagogical value
- Apply improved cognitive skills from a contemplative perspective through the practice of focusing deeply on one challenge at a time.

The Antidote to the Classroom's 4 Ds (Decorum, Disrespect, Disruption, Danger)

Judith Ableser, Oakland University

Room: **Otis, Lobby Level**

Campus security and student services intervene when significant safety and security issues are involved, but the majority of classroom disruptions involve incivility, disrespect, and small annoyances that disrupt learning. This interactive session provides evidence-based classroom management

strategies to create a community of learners in order to reduce problems with the four Ds of behavior in the college classroom.

Learning goals:

- Describe and evaluate a range of disruptive classroom behaviors that interfere with teaching and learning
- Provide a historical and contextual understanding of classroom incivility and disruption, and compare it with a productive community of learners
- Analyze a list of classroom management strategies and techniques to reduce and respond to disruptive behaviors and ways to create a community of learners.

Exploring the Influences That Impact Our Work with Faculty Learners

Anne Benoit, Curry College; and **Donna Qualters**, Tufts University

Room: **Stone, Lobby Level**

Efforts to enhance faculty teaching and development have been increasing in intensity, yet little attention has been paid to the dimensions and variables that influence faculty members and their learning. This session provides insight into the variable influences that become salient when faculty learning is viewed through the lens of adult learning and development. Through interactive exercises and group sharing, attendees will leave with a better understanding of the contextual factors that should be considered in their work with faculty learners.

Learning goals:

- Understand how adult learning theory can inform your practice
- Recognize the contextual factors and influences that could impact your learners
- Utilize the knowledge gained to attend to the adult learning variables in order to work more effectively with your learners.

11:00 a.m. - 11:15 a.m.

Break

75-Minute Sessions

11:15 a.m. - 12:30 p.m.

10 Time-Management Tips for Terrific Teaching

Susan Robison, Professor Destressor

Room: **Commonwealth AB, Concourse Level**

With all the demands on today's faculty, good work-life balance is key to preventing burnout. This practical, interactive workshop based on studies on teaching effectiveness, faculty productivity, peak performance, and work-life balance will

Continued — Saturday May 31, 2014

help faculty achieve excellence in their teaching while at the same time maintaining vitality for long and fruitful careers. Participants will practice simple exercises drawn from 10 research-based time-saving practices that promote effective learning.

Learning goals:

- Ground your teaching in the pedagogy research on the best effective teaching practices that promote learning without exhausting teachers or students
- Apply strategies drawn from findings on brain pacing, work-rest rhythms, multitasking, and productivity to prevent sensory overload and brain freeze
- Implement practices to align and track teaching responsibilities so that tasks are completed in timely and excellent fashion without interruptions, distractions, and procrastination.

Are You Teaching What You Think You Are Teaching?

Emily Bergquist and **Rick Holbeck**, Grand Canyon University

Room: **Commonwealth C, Concourse Level**

Research involving assessment within a traditional classroom has been well documented; however, adaptation of formative assessment to the online classroom hasn't been thoroughly explored. "Classroom Assessment is an approach designed to help teachers find out what students are learning in the classroom and how well they are learning it" (Angelo & Cross, 1993). During this session, we will share modifications of Angelo and Cross's Classroom Assessment Techniques (CATs) and present a theoretical model to their application within asynchronous online environments.

Learning goals:

- Investigate and identify specific CATs to formatively assess student learning
- Prioritize and justify uses of CATs within various settings and content areas
- Compose or design appropriate examples of CATs for various scenarios.

Serving Our Dual Enrollment Students

Invited presenter: **Rob Jenkins**, Georgia Perimeter College

Room: **Douglas, Mezzanine Level**

Dual enrollment programs, which allow qualified high school students to take college courses, are becoming increasingly popular in many states and on many college campuses. Dual enrollment students come with their own set of needs, expectations, strengths, and weaknesses, so serving them appropriately—whether at the high school or on the college campus—can present certain challenges. As an

experienced dual enrollment instructor and administrator, I will examine these challenges and share my strategies for helping dual enrollment students succeed and thrive in college.

Learning goals:

- Describe the unique needs, expectations, strengths, and weaknesses of dual enrollment students
- Summarize the special challenges that institutions and instructors face when dealing with dual enrollment students
- Identify ways you can help dual enrollment students survive and thrive in college.

Let's Talk about It: Sharing Our Craft of Teaching through Collaborative Peer Conversation

Dale Vidmar, Southern Oregon University

Room: **Burroughs, Conference Level**

There are obvious benefits to sharing ideas and observations about teaching, but colleagues rarely have the opportunity to engage in collaborative conversations. Collaborative peer conversation is a process that promotes intentionality and reflective conversations among colleagues. After a short description of the theory behind the idea, you will have ample opportunity to practice both planning and reflective collaborative conversations with the intent of discovering something about yourself and your teaching.

Learning goals:

- Structure a collaborative peer conversation with a colleague, using sample intentional and reflective questions to guide the process
- Differentiate formative ongoing, collaborative assessment versus summative periodic, high-stakes evaluation activities
- Improve on individual teaching practice by engaging in a personal formative assessment cycle of intention, action, and reflection.

Effective Assessment and Feedback for Learning

Iris Mujica and **Joanna Pierazzo**, McMaster University

Room: **Lewis, Conference Level**

In this session, we will guide participants through the components necessary for effective assessment and feedback for student learning. We will explore the relationship between assessment and feedback, including the role of teacher and learner. We'll discuss types of assessment tasks as well as the conditions necessary for students to benefit from feedback. Participants will engage in active discussion about challenges and facilitators for effective assessment and feedback and about the potential dangers of not giving effective feedback.

Learning goals:

- Develop an understanding of the importance of effective assessment and feedback

Continued — Saturday May 31, 2014

- Discuss the role of the educator and the student in the assessment and feedback process
- Apply strategies for effective assessment and feedback to enhance your students' learning experiences.

Teaching Vitality through Ongoing Professional Growth

Phyllis Blumberg, University of the Sciences

Room: **Carlton, Conference Level**

This interactive workshop will help faculty work through a new personal, teaching growth model. Using this model, teachers will gain rich strategies to promote deep and intentional student learning. These strategies include critical reflection on the essential aspects of teaching, using a wide variety of commonly available course artifacts to assess their teaching, and incorporating evidence-based teaching methods. Several examples of these teaching best practices, including different types of flipped classrooms, will be discussed. Participants will learn how to incorporate these strategies over time to teach progressively better.

Learning goals:

- Use a formative self-assessment model to ensure continuous professional development and vitality throughout your career
- Explain why effective teaching promotes both deep and intentional learning
- Apply this new hierarchical model for personal teaching development using four strategies to promote teaching excellence.

The Impact of Faculty Development on Teacher Self-Efficacy, Teaching Skills, and Retention

Melodie Rowbotham, Southern Illinois University
Edwardsville

Room: **Harbor Ballroom I, Conference Level**

The mentoring of new faculty members is often overlooked in higher education, but many new faculty members struggle with the teaching aspects of their responsibilities. Development and evaluation of a faculty development program can aid in the formation of teaching best practices and can increase the competency of faculty in meeting the challenges of educating students. Using lessons learned from previous faculty development programs, I will offer recommendations for helping new faculty succeed.

Learning goals:

- Identify important components necessary for mentoring faculty
- Develop ideas for faculty development programs on your campus
- Investigate various tools to use in online education.

Dealing with Academic Dishonesty and Promoting Academic Integrity in the 21st Century

Invited presenter: **Christopher Price**, The College at Brockport, State University of New York

Room: **Harbor Ballroom II, Conference Level**

During this session, we will discuss the ways in which the participants have been challenged by cases of academic dishonesty in their courses. Following this discussion, we will talk about the 21st century variables (online learning, mobile devices, mash-up culture, etc.) that influence how students and instructors approach academic integrity. The session will conclude with practical strategies that you can use to promote academic integrity in your courses.

Learning goals:

- Describe why students commit academic dishonesty
- Summarize the 21st century variables that have transformed academic integrity
- Outline practical strategies you can use to promote academic integrity in college courses.

Flipping and Gamification in the Classroom to Maximize Student Learning

Helen Woodman, Monica Frees, Andrew Peterson, and Kristen Motz, Ferris State University

Room: **Harbor Ballroom III, Conference Level**

Engaging participants in activities involving student gaming and the flipped classroom, this interactive session allows participants to recognize the components of a flipped class approach; identify existing content that can be flipped successfully in their own courses; and discover the difference between gaming for concepts and gaming for answers. A gaming technologist, a flipped classroom pilot librarian, and two experienced faculty will help you transform your classrooms into learning spaces where everybody can win.

Learning goals:

- Recognize the components of a flipped class approach in order to weigh its usefulness within your own classroom
- Identify existing content that can be flipped in order to increase student learning and engagement
- Explore practical applications of educational gaming in your own discipline.

Research-Based Reading Comprehension Strategies for Freshmen Writers

Marion Marshall and Nina Handler, Holy Names University

Room: **Webster, Lobby Level**

Writing about assigned readings improves both reading comprehension and writing skills. "Cross training" is a highly effective way to engage learners, improve reading comprehension, increase critical thinking, and advance writing

Continued — Saturday May 31, 2014

skills. This session will demonstrate research-based reading comprehension strategies designed to enhance metacognitive approaches to reading and writing. Session participants will practice specific techniques using readings, which will be supplied.

Learning goals:

- Identify the value of “cross training” that supports both improved reading comprehension and improved writing skills
- State which reading comprehension strategies support understanding of different types of text
- Select and embed specific note-taking styles to improve critical thinking and writing skills.

On-Ground Classes as Training Wheels for Self-Directed Online Curriculum

Mary Collins, Marianne Fallon, Robbin Smith, and David Oyanadel, Central Connecticut State University

Room: **Otis, Lobby Level**

Many students struggle to work independently and to be self-directed—two essential skills for an online course. We propose that some on-ground classes should be specifically designed and recognized as skill-building courses for students who want to eventually take a fully online course. We will showcase on-ground course content that encourages self-direction, discipline, and independence.

Learning goals:

- Master a tiered approach to skill building that moves students from highly supervised work to complex independent projects
- Discover how to ratchet up the complexity of required BlackBoard Learn skills as students move from supervised tasks to independent tasks
- Assess the connection between on-ground and online courses, and discover the best way to maximize the strengths of each and to create more synergy between the two.

Everything I Know about Teaching I Learned from Dungeons & Dragons

Nakia Pope, Texas Wesleyan University

Room: **Stone, Lobby Level**

What can a game about dragons and wizards tell us about teaching? Plenty! Even with growing research into how game design principles can be used in teaching and learning, little attention is paid to the lessons than can be learned from the relational aspects of gaming. We'll look at common teaching tasks—preparing for class, managing a discussion, gathering informal assessment—through a gaming lens. Come discover

how Dungeons & Dragons can help you reflect on your teaching in a new way.

Learning goals:

- Describe the basic elements of tabletop role-playing games
- Apply basic tabletop role-playing game elements to teaching practice
- Design basic teaching activities that exemplify tabletop gaming elements.

12:30 p.m. – 1:30 p.m.

Lunch

Room: **Grand Ballroom, Concourse Level**

1:30 p.m. – 1:45 p.m.

Award Presentation

Room: **Grand Ballroom, Concourse Level**

Award presentation of the 6th Annual Maryellen Weimer Scholarly Work on Teaching and Learning Award. Please see page 5 for information about the award.

1:45 p.m. – 2:15 p.m.

Break

75-Minute Session

2:15 p.m. – 3:30 p.m.

Note: This is the only 75-minute session in the afternoon.

Course Activities and Web-Based Tools That Support the Community of Inquiry Model

Marsha Orr and Stephanie Vaughn, California State University, Fullerton

Room: **Stone, Lobby Level**

Join us to explore learning within the context of the Community of Inquiry (COI) model described by Garrison, Anderson, and Archer (2000). We will examine elements of the model with regard to students' perceptions of social presence, teaching presence, satisfaction with courses, and their effect on persistence to graduation as reflected in the literature. Additionally, we will discuss and demonstrate examples of specific course activities, web tools, and media that have been shown to enhance elements of the COI.

Learning goals:

- Analyze major findings in the literature about the COI with regard to student satisfaction and persistence
- Evaluate web-based tools that facilitate teaching and social presence
- Apply a decision matrix to the personal use of one web-based tool presented in the session.

Continued — Saturday May 31, 2014

45-Minute Sessions

2:15 p.m. – 3:00 p.m.

Breathing Life into a Dead Class: Attitude, Approach, Application

Lloyd Newell, Brigham Young University

Room: **Commonwealth AB, Concourse Level**

One of the best things about teaching is that it's full of new beginnings and new relationships. Each day, each class, each term gives us a renewed opportunity to change ourselves and the students a bit, to challenge ourselves and the students a little, and to further engage students and ourselves in the exhilarating quest for learning. This interactive session will share five principles and habits—in attitude, approach, and application—of highly effective and dynamic teachers.

Learning goals:

- Understand and analyze the five principles for teaching effectiveness as it relates to bringing life to a dead class
- Respond to and value the five universal principles as they relate to your particular academic profession and position
- Construct and initiate specific plans to engage you and your students in dynamic, engaged learning.

Teaching Adult Students in Distance Learning Courses

Mike Gillespie and Desalyn De-Souza, Empire State College

Room: **Commonwealth C, Concourse Level**

We will present findings and discuss a project that explored approaches to teaching among distance learning academic faculty who work with adult students. We'll use preliminary investigation results as the foundation for further exploration and discussion about factors that impact faculty approaches to learning and teaching when working with nontraditional, adult student populations who engage in their studies from a distance.

Learning goals:

- Review findings about the approaches to teaching literature, particularly among nontraditional students
- Discuss some of the implications and practical applications of utilizing student-centered approaches when working with adult students
- Reflect on your own practice through administration of the "Approaches to Teaching Inventory," followed by small-group discussion, during the session.

Occupy the College Classroom!: General Assemblies to Encourage Democratic, Student-Directed Discussions

Phoebe Godfrey, University of Connecticut

Room: **Douglas, Mezzanine Level**

This session will address the challenges of getting students to actively engage in discussions and will demonstrate simple methods for running a student-directed discussion using the General Assembly (GA) method. GAs were used during the Occupy Movement as the primary form of decentralized group communication and collective decision making. GAs invite students to grapple with complex and intersecting ideas and points of view. There are many ways the GA can be used in the college classroom; some of these will be presented, while participants will be encouraged to propose other ways that might work for them.

Learning goals:

- Speak/teach from experience about having engaged in a GA
- Evaluate the GA's efficacy in relation to allowing for "democratic student-centered discussions," based on personal experience
- Organize a GA in your own classes.

Stories to Teach – 4 Steps to Adding Stories to Your Class

Charles Fleischmann, University of Canterbury

Room: **Burroughs, Conference Level**

The quickest way to capture students' attention is to make a subject relevant. One of the most effective ways to demonstrate relevance is to tell a story that teaches. Pedagogically, a story can be powerful, but a poorly planned and executed story has no value at all. In this session, we will discuss the anatomy of effective stories and how to write them. I will focus on a simple four-step process for telling meaningful stories when teaching.

Learning goals:

- Describe how and why to use stories in teaching
- Demonstrate the four steps of storytelling
- Explain how your story can best be told in class.

Creating a Climate of Cohesive Classroom Communication

David Neumann, Rochester Institute of Technology

Room: **Lewis, Conference Level**

Student work groups, team-based learning, group projects, and active learning methods all require sound principles of

Continued — Saturday May 31, 2014

communication to succeed. This session presents a Small Group Communication Factors (SGCF) model and demonstrates clearly designed instructional methods to propel group-oriented class activities toward success. Various class exercises and activities will be demonstrated, all of which can be applied to a wide range of academic disciplines.

Learning goals:

- Recognize the unique communication needs of particular classes across the curriculum
- Apply elements of the SGCF model and theories to various class exercises and activities
- Assess which methods are best for individual instructors and courses across a wide variety of disciplines.

The Digital Frontier: Creating Online Math and Science Programs

Markus Pomper and **Neil Sabine**, Indiana University East
Room: **Carlton, Conference Level**

This interactive session will focus on how to overcome the challenge of creating academically sound online degree programs. Participants will work collaboratively to identify obstacles and opportunities associated with migrating face-to-face classes and programs to online delivery. We will share strategies for overcoming these challenges. Participants will begin to jointly design a concept for an online class of their choice.

Learning goals:

- Describe obstacles for transitioning a specific course in your discipline to an online format
- Analyze how learning objectives for this course may be implemented successfully in an online class
- Create a rudimentary design for an online program in your discipline.

The Flipping, Moving, and Tweeting Classroom (FMTC)

Eva Kassens-Noor, Michigan State University
Room: **Harbor Ballroom I, Conference Level**

Recent research indicates that three teaching methods (flipped classroom, movement, using Twitter) are beneficial for learning under certain circumstances. When integrated, they may offer even greater gains. This session will describe how these powerful pedagogies can be combined in productive ways that are effective for both instructors and students. I will describe how these methods have enhanced my students' engagement and learning. All participants must have an Internet-enabled device to follow along in the session.

Learning goals:

- State the rationale for use of these three teaching methods together to maximize impact on student

learning

- Evaluate strengths and weaknesses of the flipping, moving, and tweeting practice given different learning environments
- Apply the flipping, moving, and tweeting teaching practice to suitable learning environments.

Teaching Exemplars Network (TEN): Capitalizing on Excellent Teaching Faculty

Sally Dobyns, **Kersey Lawrence**, and **Dan Mercier**, University of Connecticut

Room: **Harbor Ballroom II, Conference Level**

In this session, we will share the development of a university-wide teaching exemplars course observation network, which is available as professional development to instructors of all levels. Guiding prompts for observers facilitate transfer of observed practice to other disciplines and course types. We will share these, and participants will develop criteria for prompts that would guide reflective observations in their own institutions.

Learning goals:

- Identify the guidelines that would be most useful in providing systematic observations as professional development at participants' institutions
- Recognize the various means by which teaching exemplars might be identified at participants' institutions
- Identify the various types of incentives for both the teaching exemplars and the observers at participants' institutions.

iPad Apps That Support Bloom's Taxonomy

Joyce Armstrong and **Helen Miller**, Old Dominion University

Room: **Harbor Ballroom III, Conference Level**

A demonstration of iPad apps as they support the six levels of Bloom's taxonomy lends itself to many enhanced learning activities relevant to a variety of disciplines. We'll showcase current iPad apps that cost less than \$10 and can create positive learning outcomes. We'll provide instructions on how to download and use appropriate apps to develop higher-level thinking skills that result in deeper knowledge of the content area.

Learning goals:

- Apply one instructional goal from a course to an app that promotes critical thinking
- Analyze two iPad apps from the evaluating and understanding levels of Bloom's taxonomy in relationship to your courses
- Learn how to create a 90-second movie trailer on one course concept.

Continued — Saturday May 31, 2014

Learning via Personal Response Systems by Achieving Student “Buy In”

Michael Lebec, Northern Arizona University

Room: **Webster, Lobby Level**

Though personal response systems (aka “clickers”) are becoming more commonplace, many instructors remain hesitant to use them. They may have difficulty envisioning the benefits of this approach or may be unable to overcome the associated barriers. This presentation describes how one instructor in a physical therapy education program overcame such barriers and utilized personal response systems to enhance student learning. The session will include examples of how to match the goal of the learning situation with specific types of clicker questions.

Learning goals:

- Identify barriers to using personal response systems in the classroom
- Describe situations in which personal response systems could be used and the theoretical rationale that supports their use
- Implement the use of personal response systems in your own classroom to promote more meaningful learning.

Creating a Reading-across-the-Curriculum Climate

Pamela Hollander, Margaret Pray Bouchard, Douglas Dawson, and Maureen Shamgochian, Worcester State University

Room: **Otis, Lobby Level**

To stimulate discussion about creating a reading-across-the-curriculum climate, we will invite participants to join us for a hands-on exploration of model texts and a discussion about possible interdisciplinary collaborations. We draw on the idea of mentor texts, on developmental reading literature, and on our knowledge of writing-across-the-curriculum literature. We will make specific recommendations involving the use of text analysis and collaboration between content areas.

Learning goals:

- Identify and analyze foundational vocabulary and concepts in your content area, which will aid students as they read for classes
- Apply theoretical concepts and practical lesson ideas based on the ideas of “intertextuality” and “mentor texts” to plan class activities
- Apply theoretical concepts about the importance of “intertextuality” and “mentor texts” to thinking about supporting students’ reading across the curriculum.

3:00 p.m. – 3:15 p.m.

Break

45-Minute Sessions

3:15 p.m. – 4:00 p.m.

How to Provide Feedback That Promotes Learning

John Orlando, Northcentral University

Room: **Commonwealth AB, Concourse Level**

Faculty spend most of their time focusing on course content, yet studies have found that feedback on student work is by far the most important factor to improving student performance. Unfortunately, most of the feedback that faculty provide is of little value to students. We will talk about what types of feedback do and do not work to promote learning, and I’ll provide a feedback model that will transform your teaching.

Learning goals:

- Distinguish between types of feedback that do and do not promote learning
- Identify how to provide students with feedback that will improve their performance
- Teach others how to provide effective feedback on assignments.

Using Exit Tickets to Reflect on Learning in University Classrooms

Deborah Theiss and Angela Danley, University of Central Missouri

Room: **Commonwealth C, Concourse Level**

We will share our research in using exit tickets/slips in university classrooms as a means to formatively assess the learning of students and promote active engagement. Participants will learn about four kinds of exit ticket prompts that provide insight into the level of understanding of students, reveal the amount of effort the student exerted in the learning process, show how and if instructional strategies supported learning, and provide an opportunity for open-ended communication.

Learning goals:

- Compare and contrast the information gained from using different types of exit tickets/slips
- Create four different kinds of exit tickets/slips for the classroom
- Evaluate the effectiveness of four different types of exit tickets/slips for your content area of teaching.

Continued — Saturday May 31, 2014

Using Self-Designed Points (SDP) to Promote Student Autonomy

Jeff Sommers, West Chester University

Room: **Douglas, Mezzanine Level**

My students eagerly fulfill course requirements, but few take the initiative to go beyond those requirements. So now I reserve a portion of their course grade to reward them for exercising their own initiative. This session will demonstrate how to use Self-Designed Points (SDP) by providing samples of student work. Session participants will think-pair-share their own ideas for applying the SDP and then produce a takeaway master list.

Learning goals:

- Identify how SDP can be used as a means to stimulate students to take more responsibility for their own learning
- Select learning outcomes in a specific course for which you wish to develop SDP activities
- Create a series of SDP activities likely to assist students in achieving the specified learning outcomes.

The Postwrite: Understanding the Benefits of Low-stakes Writing Assignments

Gary Hafer, Lycoming College

Room: **Burroughs, Conference Level**

A recent study by the American Association of Colleges and Universities found that employers rate only 26 percent of college graduates as “well prepared in writing.” Findings and even speculations like these come at a time when faculty are assigning more high-stakes writing than ever before; their assignments require more research and greater length than 30 years ago. This session explores how to design informal, low-stakes writing assignments that will prepare students to perform better when the stakes are high.

Learning goals:

- Identify where to incorporate low-stakes writing assignments into your courses
- Provide feedback to low-stakes “postwrites” quickly and thoughtfully
- Describe the benefits of this approach for your own writing projects.

Your Teaching Presence: The Key to Successfully “Blending” Your Online Course

Lynne Diaz-Rico, California State University, San Bernardino

Room: **Lewis, Conference Level**

What factors create a positive sense of online teacher presence? Participants in this workshop will “preview their

presence” with a brief self-diagnostic of their online Instructional Interaction Profile (IIP) and will then apply this profile as a lens to screen the wealth of research-based teaching suggestions provided, using interactive discussion tools to probe the workshop content for personal relevance.

Learning goals:

- Profile yourself as a distance-learning educator in order to tailor the workshop’s provisions to your own teaching style
- Internalize a framework for surveying online instruction to probe for areas in which your own practice can be augmented
- Customize a set of research-based recommendations to prioritize actionable elements that will immediately enhance your own practice.

Where Has the Time Gone? Online Faculty Activities and Time Commitments

Jean Mandernach, **Shanna Wise**, and **Swinton Hudson**, Grand Canyon University

Room: **Carlton, Conference Level**

Little is known about the distribution of faculty time investment into the various aspects of online course facilitation. A study examining the proportion of time faculty devote to each of the pedagogical components that are required to effectively teach an online course reveals that online faculty spend the majority of their time grading, providing feedback, and communicating with students. Understanding the faculty time investment may lead to a balance between faculty workload and online course effectiveness.

Learning goals:

- Distinguish the roles, obligations, and requirements of faculty teaching online
- Break down time commitments into various activities for instructors facilitating online
- Evaluate the interaction between class size, teaching modality, and investment of instructor time.

Reaching Our At-Risk Students: Strategies That Work

Ellen Flynn, University of Bridgeport; and **Lena Hall**, Nova Southeastern University

Room: **Harbor Ballroom I, Conference Level**

College faculty are generally unprepared for the underprepared students who appear in our classrooms. It seems that more college students today meet the criteria for being at risk to fail out before they finish their freshman year. What can we do to engage these students? This session will introduce you to some classroom strategies for identifying and effectively working with college students at risk for academic failure, and we’ll discuss active learning techniques to engage

Continued — Saturday May 31, 2014

and foster student success in the classroom.

Learning goals:

- Identify an at-risk student in the class
- Initiate an effective intervention plan for success
- Differentiate teaching methods to meet the needs of at-risk students in the class.

Quick Cooperative Learning Starters

Bobbette M. Morgan, The University of Texas at Brownsville; and **Ruth A. Keitz**, South Texas College

Room: **Harbor Ballroom II, Conference Level**

Join us to learn by doing. Experience an activity that can be used for all disciplines and levels, and obtain information on 20 ways to infuse cooperative learning into your classes. This is an excellent way to get to know other participants, gain information that is ready to apply, and at the same time have a great time learning together. Faculty members who are just getting started with cooperative learning, as well as those who are looking for new ideas to fire up their lessons, are invited.

Learning goals:

- Create and implement a “Clock Activity” to have students cover a large amount of information in a short amount of time
- Evaluate 20 specific ways to infuse cooperative learning into your classes
- Meet and work with five individuals you did not know prior to the session.

I've Got a Funny Bone: Ideas for Student Engagement

Melanie Hamilton, **Karla Wolsky**, Lethbridge College, and **Seanna Chesney-Chauvet**, University of Alberta

Room: **Harbor Ballroom III, Conference Level**

Humor can be a valuable teaching strategy for establishing a climate of engagement by fostering a positive and relaxed atmosphere. Appropriate and timely humor assists in creating a setting conducive to optimal learning. It fosters an environment of mutual respect, increased self-confidence, and positive learning environments, all of which increase the student's capability for knowledge transfer and critical thinking.

Learning goals:

- Describe a variety of classroom management strategies using humor
- Discuss the benefits of using humor as a tool for engagement among learners
- Identify with the effects of humor while participating in an educational session.

First Day of Class – How Important Is It?

Susan Cross, St. Lawrence College

Room: **Webster, Lobby Level**

This session focuses on how to make the first day of class really count. Research has shown that the structure and content of the first class strongly influences student participation and involvement in the course. Through direct demonstration of a first class, participants will identify and discuss the important factors that should be addressed on day one of classes and will leave with a basic plan for their first class.

Learning goals:

- Set the normative tone of class on the first day of class
- Create connections with students and the content of the course
- Identify and use specific strategies that are likely to result in a successful first class.

What Would You Do? Classroom Management

Addie Davis and **Carla M. Carr**, Olive-Harvey College

Room: **Otis, Lobby Level**

Some students bring a variety of problems into the classroom. I will address classroom management by using various case scenarios that instructors encounter. Then I'll ask, “What would you do?” We will explore techniques for handling specific situations and create plans for reducing problem behaviors.

Learning goals:

- Discover techniques for handling specific situations involving classroom management
- Discuss specifics that need to be addressed, which can lead to a workable plan
- Develop an arsenal of preventive rather than reactive measures to reduce problem behaviors.

4:00 p.m. – 4:15 p.m.

Break

45-Minute Sessions

4:15 p.m. – 5:00 p.m.

Scholarship of Teaching and Learning (SoTL) in 10 Minutes

Karen Jackson, Jacksonville University

Room: **Commonwealth AB, Concourse Level**

Faculty don't always have the time to attend workshops or participate in Faculty Learning Communities. So for two years, I have sent a daily email titled “Scholarship of Teaching

Continued — Saturday May 31, 2014

and Learning SoTL in 10 minutes” to all full-time and part-time faculty at my university. By bringing SoTL ideas to faculty inboxes every morning, I keep the idea and importance of SoTL fresh in their minds. I will provide insight into the ideas that are delivered every day (including references and resources) and present anecdotal and survey evidence of the effectiveness of this initiative.

Learning goals:

- Discuss a method of promoting SoTL
- Synthesize a list of SoTL in 10-minute themes or ideas to promote to your faculty based on your campus culture
- Review resources from which to initiate a SoTL campaign on your campus.

The Other Side of Cheating: Faculty Culpability in Student Cheating

Shari Prior, College of Saint Mary

Room: **Commonwealth C, Concourse Level**

Efforts to curtail cheating by focusing primarily on student behaviors have limited success. The choice to cheat is not made in a vacuum. It is made in the classroom, in the dorm room, in the computer lab. The choice to cheat is made with respect to specific classes and specific assignments. To more fully respond to the problems related to student cheating, instructors must examine their own policies and actions.

Learning goals:

- Identify ways in which faculty behavior encourages cheating
- Apply key ethical principles that underlie faculty responsibilities
- Evaluate faculty behaviors that both do and don't foster an atmosphere of honesty and trust.

From Classroom Followers to Techno-Inquirers: Deepening Critical Engagement with Online Technologies

Eric Kyle, College of Saint Mary

Room: **Douglas, Mezzanine Level**

We will explore how online technologies can be used in inquiry-based courses that emphasize critical analysis, questioning, and synthesis. I will provide an overview of instructional design methods that support inquiry pedagogies. We will discuss how courses may be developed in terms of objectives, activities, assessments, etc. I'll present an online world's religions class that demonstrates the advantages that online technologies provide for inquiry-based courses.

Learning goals:

- Identify inquiry-based approaches within a broader

instructional design and methodological landscape

- Analyze the pedagogical shift that can occur when moving from face-to-face to online courses
- Create courses that deepen independent student engagement with inquiry-based processes through online technologies.

Encouraging Innovation and Creativity

Laura Taddei, Neumann University

Room: **Burroughs, Conference Level**

We collected qualitative research during faculty development sessions where faculty shared their ideas about and challenges in using creativity and innovation in their classrooms. We'll share these ideas and recommendations and gather more to add to the current data. Four main themes arose from the current conversations with faculty: active learning, community building, collaboration, and risk taking.

Learning goals:

- Discuss current techniques used to improve teaching and learning
- Identify sources and resources to promote innovation and creativity
- Plan ways to integrate new technology or innovative techniques.

Using Technology to Engage Students in Different Learning Environments

Biruk Alemayehu and **Diane Bordenave**, Southern University at New Orleans

Room: **Lewis, Conference Level**

Our presentation focuses on using technology in web-based, blended, and face-to-face learning environments to engage students. We will discuss our experience and share the ongoing challenges and benefits for nontraditional students. Our practices are grounded in current research and at the same time fulfill our mission to prepare inner-city students to become global leaders in a world that relies increasingly on technology.

Learning goals:

- Discuss the benefits and challenges of using technologies in current instruction
- Evaluate the best way to connect with students, select technologies that engage students, and improve course delivery and learning outcomes
- Apply knowledge and skills in your classroom, and design learning environments conducive to student engagement.

Blend or Flip? What to Consider Before You Commit

Beverly Amer, Northern Arizona University

Room: **Carlton, Conference Level**

Our university's liberal studies introduction to computer

Continued — Saturday May 31, 2014

information systems course underwent an intensive redesign to incorporate greater technology use and best practices from the flipped classroom model. Faculty eliminated information-delivery lectures in favor of student-centric information gathering and turned weekly in-class meetings into engaging discussions. We'll share our results.

Learning goals:

- Understand the difference between blended and flipped class models
- Discuss how faculty and student roles are affected in a blended or flipped class
- Explore ideas for in-class engagement and out-of-class activities.

Creating a Culture of Faculty Engagement

Mary Boone Treuting and **Catherine Cormier**, Louisiana State University at Alexandria

Room: **Harbor Ballroom I, Conference Level**

In an atmosphere of serious and ongoing cuts to higher education budgets, what can campuses do to engage faculty in the conversation about teaching and learning? We will review an initiative designed to build a faculty development program aimed at impacting the overall culture and pedagogical approach within a limited funding environment. We'll share methods designed to increase faculty participation, identify faculty development needs, and obtain resources.

Learning goals:

- Identify areas and ideas on which to build a development program from potential and/or existing campus resources
- Describe unique ideas from other campuses
- Design and develop activities or programs to engage faculty in the conversation about best practices in pedagogy.

Turning on the Cameras in the Synchronous Online Classroom

Jenifer Crawford, **Melora Sundt**, and **Corinne Hyde**, University of Southern California

Room: **Harbor Ballroom II, Conference Level**

A criticism of online instruction is the absence of visual contact with learners—the loss of the ability to read expressions or body language and to adapt one's instruction accordingly (Abdous & Yen 2010). Fortunately, the adaptation of video conferencing technology makes seeing all students in real time possible. We will share how to use live video to reboot instruction and maximize opportunities to learn.

Learning goals:

- List programs that can be used for synchronous class

sessions, and describe how to use multiple interactive features as well as troubleshooting strategies

- Use your camera in a simultaneous live online session hosted by the presenters
- Examine the benefits of turning on all participants' cameras for student learning and engagement, and appraise the usefulness of this method for your current or future local teaching context.

"What Did I Just Learn?": Teaching Students for Integrative Learning

Lisa Dresdner, Norwalk Community College

Room: **Harbor Ballroom III, Conference Level**

Students too often view their learning experiences as related only to the course through which these experiences occur, and they fail to see relevance beyond the confines of a disciplinary framework. Through a series of fun, collaborative activities in this workshop, and by modeling the transformative process of integrative learning, participants will learn how to create opportunities for students to gain habits of mind that develop integrative learning.

Learning goals:

- Understand the value of intentionally embedding integrative learning techniques
- Discover new strategies for applying integrative learning techniques in your discipline or course
- Synthesize multiple perspectives to model integrative learning.

Strategic Engagement: Supporting Faculty Writing for Publication

Jane Hindman and **Jean Amaral**, Queensborough Community College

Room: **Webster, Lobby Level**

Our session will outline our efforts at initiating a Scholarship of Teaching and Learning culture on our campus when our community college faculty faced increasing pressure to publish. We merged two crucial faculty support services—the Center for Excellence in Teaching and Learning, and Emerging Technologies Resources—and then collaborated to create a six-part seminar series that provides specific, step-by-step writing and researching resources. This program achieved its goals.

Learning goals:

- Recognize the specific challenges that make writing for a publication difficult
- Identify the theory and practice that our seminar series used to address these challenges
- Propose Scholarship of Teaching and Learning (SoTL) seminars of your own on the topic of writing for a publication.

Continued — Saturday May 31, 2014

Increasing Faculty Course Design Efficiency with an Online Framework

Victoria Wallace and **Tony Sindelar**, MGH Institute of Health Professions

Room: **Otis, Lobby Level**

Whether face-to-face or fully online, the presentation of course materials can impede or improve student learning. The instructional designers at the MGH Institute of Health Professions created support resources and a course framework in the Desire2Learn LMS to help faculty efficiently design and organize course materials. We will share our course design process and explore the elements of the Desire2Learn framework, including weekly organizer pages, placeholder activities, and instructor resources.

Learning goals:

- Explain the six-step course design process
- Discuss reasons for standardizing and organizing course content
- Describe the elements of a “weekly organizer” page.

5:00 p.m.

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.

Sunday, June 1, 2014

7:30 a.m. - 12:00 p.m.

Registration Open

Room: **Grand Ballroom Foyer, Concourse Level**

7:30 a.m. - 8:30 a.m.

Continental Breakfast

Room: **Grand Ballroom, Concourse Level**

8:30 a.m. - 9:30 a.m.

Breakfast Plenary Session

Answers about Questions and Questions about Answers

Maryellen Weimer, professor emerita, Penn State Berks and editor of *The Teaching Professor*

Room: **Grand Ballroom, Concourse Level**

Do students ask teachers good questions? Do teachers ask students good questions? What kinds of questions arouse interest, stimulate thinking, and cultivate the love of learning? Do teachers' responses to students' contributions encourage others to answer and ask better questions? When teachers respond to students, do those responses encourage answers from more students? Do teacher responses cause students to ask more and better questions?

These are good questions with interesting answers that merit review and thoughtful consideration. Too often we take questions and answers for granted, forgetting that they are the teaching tool we most often grab. Pause here with me and consider what there might be to learn about questions and answers as we interrogate each.

9:30 a.m. - 9:45 a.m.

Break

75-Minute Sessions

9:45 a.m. - 11:00 a.m.

Show Your Students the Forest ... Not Just the Trees

Julie Schrock and **Steven Benko**, Meredith College

Room: **Commonwealth AB, Concourse Level**

Students often have difficulty connecting facts to key course concepts, resulting in knowledge of isolated facts instead of meaningful conceptual learning. Participants will critically examine how the structure of a course they teach supports or inhibits students' critical thinking, by considering two questions: How do textbooks and current teaching practices contribute to students' difficulty in thinking critically about

Continued — Sunday June 1, 2014

course content? And what are the benefits of structuring courses around fundamental and powerful concepts and central questions?

Learning goals:

- Identify fundamental and powerful concepts of a course you teach
- Identify the central question of a course you teach
- Analyze course syllabi, assignments, and class activities to determine how they can be restructured to support deep learning.

Engaging Students in Authentic Peer Response

Claire Lamonica, Illinois State University

Room: **Commonwealth C, Concourse Level**

It's no secret that faculty are often dissatisfied with the quality of student writing. While the causes of the problem are many, the solution is fairly clear-cut: engaging students in the processes of planning, drafting, revising, editing, and proofreading their writing is almost guaranteed to improve quality. Yet how do you do this without overburdening faculty? In this session, participants will experience classroom-tested activities that engage students in authentic peer response, minimizing the need for instructor responses to multiple drafts.

Learning goals:

- Explain to your students and peers the difference between peer response and peer editing
- Engage your students in an activity that promotes greater understanding of the goals of authentic peer response
- Design a variety of authentic peer response activities.

Digitally Inspired Learning: Social Media in the Classroom

Lana Dvorkin-Camiel, MCPHS University; **Debbie Samuels-Peretz**, Wheelock College; **Karen Teeley**, Simmons College; and **Gouri Banerjee**, Emmanuel College

Room: **Burroughs, Conference Level**

Deep learning, as opposed to surface learning, requires students to engage in reading critically; connecting ideas to real life; gaining multiple perspectives; and sharing, reflection, and collaboration among learners. In this presentation, several faculty members from different disciplines (pharmacy, education, nursing, and technology) will share how we use blogs, discussion boards, Facebook, and Twitter to create activities that engage learners in deep learning and help them build connections in their learning.

Learning goals:

- Identify social media platforms that enable easy sharing,

social support, and communication among students

- Discuss assignment ideas for stimulating curiosity, collaborative learning, reflection, and interest among students
- Examine the specific deep learning goals that students believe are improved through social media.

Using Distributed Leadership for Engaging Faculty in Flipping Their Classrooms

Annette Backs, Rutgers University

Room: **Lewis, Conference Level**

Flipping classrooms is a growing practice in education, but it requires considerable efforts from faculty to get started. This presentation describes how we applied principles of distributed leadership and learning agility to engage faculty in moving their courses toward a flipped classroom model. We'll discuss specific steps for soliciting faculty participation, maintaining motivation, and expanding the project, along with student feedback. Conference participants will use worksheets and small-group discussion to apply this model to their own practice.

Learning goals:

- Describe how learning agility and distributed leadership principles can be applied to engage faculty in emerging practices
- Analyze an organization for opportunities to implement distributed leadership for initiating emerging practices
- Create a plan for engaging faculty in emerging practices.

Actively Learning about Active Learning

Colleen Lowe and **Alison Lewis**, Northern Alberta Institute of Technology (NAIT)

Room: **Harbor Ballroom I, Conference Level**

Educators know that humans aren't simply passive recipients of knowledge. Being immersed in the actual learning process allows students to participate in meaningful activities, think about what they are doing, and actually construct their own educational foundation. It isn't always quiet or easy, but it's always worthwhile. Come and participate in an active learning class to learn the principles of active learning and to share your own ideas and energy.

Learning goals:

- Explain what active learning is and how it is beneficial to students
- Incorporate active learning strategies into lessons
- Design an active learning strategy to enhance an outcome/objective.

Continued — Sunday June 1, 2014

Our Responses to Changing Classrooms: Insights and Implications for Teaching

Invited presenter: **Linda K. Shadiow**, Northern Arizona University

Room: **Harbor Ballroom II, Conference Level**

Instead of assessing students' prior knowledge and generational characteristics, we'll turn those lenses on ourselves and our teaching techniques in order to gain useful insights into our classroom practices and our expectations for student learning. The critical reflection initiated in this session will enable you to gain insight into your personal meaning of "faculty vitality." After reviewing session propositions and resource literature with introductory examples, you will be engaged in a series of activities.

Learning goals:

- Identify significant stories from two strands within your education autobiographies—classroom experiences and generational contexts (through leader-led guided steps)
- Identify and differentiate the features of your stories (through two stages of small group work—one in homogeneous groups and one in heterogeneous groups based on one of their story strands)
- Determine the degree to which the features worked through in previous stages are present in your teaching and in your understanding of contemporary students' learning.

Keeping Introverts in Mind in Your Active Learning Classroom

Invited presenter: **Nicki Monahan**, George Brown College

Room: **Harbor Ballroom III, Conference Level**

Susan Cain's *New York Times* best seller (*Quiet: The Power of Introverts in a World That Can't Stop Talking*) reignited interest in Carl Jung's categorization of human temperament into two categories: extroverts and introverts. For educators, her work raises interesting questions about the experiences of introverted students in active learning classrooms. In this session, we'll engage in reflection and dialogue to explore how we can meet the needs of all learners. Introverts and extroverts welcome!

Learning goals:

- Identify your own learning preferences
- Summarize the impact of temperament on your students' responses to active learning activities
- Design strategies you can use to ensure that while engaging students in active learning, all learners' needs are met.

Frazzled? Overwhelmed? A Practical Guide to Challenging Students

Amy Cappiccie and **Patricia Desrosiers**, Western Kentucky University

Room: **Webster, Lobby Level**

This presentation will provide guidance to prepare both faculty and programs for successfully supporting students with psychiatric disabilities. We'll review definitions and concepts taken directly from the Americans with Disabilities Act of 1990 as well as the American Rehabilitation Act of 1973—Section 504 (Cole, 1995). Then participants will develop a plan for improving current teaching and policy practices by incorporating classroom, programmatic, and institutional strategies explored during this workshop.

Learning goals:

- Evaluate the utility of legal definitions and concepts related to psychiatric disability with regard to college teaching and policy practices
- Apply an effective decision-making process to challenges presented by students with psychiatric disabilities through the use of case study methods
- Generate a personal plan for improvement of current teaching and policy practices.

Bridging the Theory to Practice Gap with Adult Learners in the Online Environment

Marcia Derrick, **Hope Jordan**, **Merv Wighting**, and **Paul Carr**, Regent University

Room: **Otis, Lobby Level**

This session will provide those who work with adult learners an understanding of the relationship and role of self-efficacy and cognitive motivational influences on the development of autonomous learning skills. Participants will learn specific strategies that link theory to practice and that promote learning opportunities for adults in online settings. We will provide attendees with examples of instructional design strategies that embed opportunities to facilitate learning through mastery experiences, goal setting, and self-directed learning opportunities.

Learning goals:

- Apply efficacy theory in the design of programs/courses for adult learners
- Identify and evaluate specific strategies that enhance learner efficacy
- Describe the cognitive motivational processes and their relationship in the development of autonomous learning.

Continued — Sunday June 1, 2014

**Is Disruptive Behavior in College Classrooms
Intentional? Thoughts on Classroom Management**

Jacqueline Massa and Richard Conti, Kean University
Room: **Stone, Lobby Level**

Both faculty and students complain about disruptive behaviors in the classroom. A challenge in effectively dealing with these behaviors is learning to distinguish between intentionally disruptive students and students who have documented or undocumented disabilities. This interactive workshop will provide information on the most common disabilities and the associated academic, social, and behavioral issues. We'll provide recommendations to prevent and manage disruptive behavior while proactively meeting the needs of students with disabilities to ensure academic success.

Learning goals:

- Recognize the academic, social, and behavioral issues related to common disabilities
- Discover tools and strategies that will engage students with disabilities and reduce disruptive behaviors
- Integrate research-based instructional and behavioral modification strategies that support the unique academic needs of students with disabilities.

**Building Academic Competency and Community via
Exploration of Beliefs**

Dottie Willis, Bellarmine University
Room: **Douglas, Mezzanine Level**

Participants will experience interactive literacy lessons developed to guide first-year students in exploration of a common text, *This I Believe: The Personal Philosophies of Remarkable Men and Women*. I believe that all voices must be heard if students are to make meaning of what they learn. These engaging reading, writing, speaking, and listening strategies can be used in any college classroom to increase participation, improve performance, and encourage retention, especially among first-generation and/or nontraditional students.

Learning goals:

- Create a more interactive classroom through utilization of a new literacy strategy
- Model close reading strategies in the analysis of a complex text
- Evaluate the effectiveness of a *This I Believe* (or other) essay.

11:00 a.m. – 11:15 a.m.

Break

45-Minute Sessions

11:15 a.m. – 12:00 p.m.

Everybody Present: Mindfulness in the Classroom

Kristin Roush, Central New Mexico Community College
Room: **Commonwealth AB, Concourse Level**

Student attention span can be a real challenge in the classroom. After discussing the value of mindfulness, we will engage in several examples of mindfulness strategies in the classroom. Participants will share and generate their own creative ideas for incorporating simple and quick nuances in teaching that will assist students in becoming more aware in the moment, thereby improving attention, encoding, and memory.

Learning goals:

- Incorporate several creative strategies for modeling mindfulness in the classroom
- Articulate the value of mindfulness to both students and colleagues
- Apply several exercises to improve mindfulness in and outside of the classroom.

Teaching International Students

Julian Hermida, Algoma University

Room: **Commonwealth C, Concourse Level**

We will explore “inclusive teaching” classroom practices, strategies, and ideas that were derived from a research project conducted at Canadian universities and community colleges—aimed at helping international students who speak English as a foreign language succeed in the pursuit of academic disciplines in North America.

Learning goals:

- Recognize the challenges faced by international students who speak English as a foreign language in North American universities and colleges
- Be familiar with inclusive teaching pedagogy and the latest theoretical developments
- Apply inclusive teaching strategies in the classroom to help ESL students succeed.

Teaching with Technology: Boot Camp and Beyond

Sharon Wheeler and Susan Crabtree, Liberty University

Room: **Burroughs, Conference Level**

Dissatisfied with technology workshops that produced limited results, we have developed a successful technology integration coaching model that invites reluctant faculty to experience a serious approach to utilizing technology. We will model active learning techniques used in team building,

Continued — Sunday June 1, 2014

present evidence of participants' success, and discuss faculty development elements and organizational considerations recommended for optimal success in training faculty in technology integration.

Learning goals:

- Describe the coaching approach to technology integration training in overcoming reluctance and/or lack of confidence
- Articulate the value of a comprehensive technology integration training program
- Evaluate faculty development practices at your institution against best practices.

Preparing and Supporting Faculty to Teach Online

Melora Sundt, Corinne Hyde, and Jenifer Crawford, University of Southern California

Room: **Lewis, Conference Level**

Learn strategies to help faculty effectively transition their instruction from the brick-and-mortar environment to an online environment, using data from two studies. The first is a study of our program's 120-plus instructors who transitioned from teaching in a traditional face-to-face environment to a blended synchronous and asynchronous virtual classroom; the second, by USC and APQC, reveals how large online programs prepare faculty to teach online. We'll share recommendations for and examples of orientations, practice sessions, weekly follow-up, and observations designed to provide ongoing opportunities to share, learn, practice, and reflect, thereby improving faculty confidence and skill.

Learning goals:

- Apply principles of good instruction to the design of faculty training
- Identify key content and skill-building areas that research suggests should be included in a program preparing faculty to teach online
- Assess the utility of sample training content and delivery system against your needs.

Learning from Sustainability Principles to Sustain Your Excellence in Teaching

Julie Saam, Indiana University Kokomo

Room: **Carlton, Conference Level**

Sustainability principles typically associated with maintaining a balance between humans and the environment also can help faculty maintain excellence in teaching throughout their careers. Once we have established ourselves as excellent teachers through awards, tenure, etc., how do we maintain the conditions necessary to continue this excellence? What

conditions are necessary to rejuvenate, refresh, and inspire our teaching? How do we overcome the inevitable obstacles and barriers that would prevent this excellence?

Learning goals:

- Determine conditions under which excellence in teaching is established and maintained
- Identify obstacles and barriers to maintaining excellence in teaching
- Analyze available processes to maintain the conditions essential to sustain excellence in teaching.

Come, Stay, and Learn: Creating an Engaged Learning Community

Colleen McMillan, University of Waterloo; and **Janet Madill,** Western University

Room: **Harbor Ballroom I, Conference Level**

Engaging students as active participants in the classroom is a collaborative, fluid, and iterative process. This task is made possible by three approaches framed by the values of Paulo Freire. Such values take the shape of a Living Learning Contract constructed at the beginning of the course that makes explicit barriers to learning and responding solutions and a declaration of ownership of content by both parties. We will use practice-driven cases to address real-life situations.

Learning goals:

- Create a Living Learning Contract specific to your classroom
- Appraise cases that offer the most learning potential
- Understand the potential of experiential instruction.

The Connected Classroom: Integrating iPads into Undergraduate College Classes

Naomi A. Schoenfeld, Joel Stake, and Benjamin Philip, Rivier University

Room: **Harbor Ballroom II, Conference Level**

We will share the results of a multidisciplinary study of student and instructor iPad use as a framework within which attendees will examine the ways iPads and other handheld devices can enhance student engagement and achievement in undergraduate face-to-face courses. We will describe the results of the pilot, contextualized within our experiences, and lead hands-on activities regarding best practice for iPads in the college classroom.

Learning goals:

- Describe the advantages and disadvantages of integrating handheld technology into the undergraduate curriculum
- Discuss ways in which iPads might be used in your own classrooms and programs
- Collaborate with peers to identify resources available through handheld technology.

Continued — Sunday June 1, 2014

Using Game Dynamics to Drive Student Participation

Brandon Horvath, University of Tennessee

Room: **Harbor Ballroom III, Conference Level**

My goal is to use the students' desire for deep interaction to drive participation and learning. I accomplish this by using a flipped classroom model that includes voluntary "challenges" instead of requiring homework, opportunities to repeat missed information so students can achieve success, and an achievement/level-based grading scale that recognizes more than one path to success. I have found these strategies to be effective in increasing student attendance, participation, and drive to achieve.

Learning goals:

- Describe the process of using game dynamics and theory to drive student participation in the classroom
- Plan activities for your own classes that will engage students and encourage them to take responsibility for their own learning
- Integrate various strategies that are discussed in the session (e.g., grading scale, class activities, and homework activities) into your classes so students are engaged throughout the duration of the course.

Fabulous Feedback: Getting the Best from Our Students

Deborah Budash, Saint Francis University

Room: **Webster, Lobby Level**

Taking the time to engage our students in the process of effectively analyzing and assimilating assignment feedback creates an environment of mutual accountability and will often yield improvement in learning outcomes. I'll present a step-by-step method for providing feedback based on the principles of Zimmerman's self-regulated learning (SRL) model. Conscious attention to each phase of the work process can help students understand how to meet assignment expectations.

Learning goals:

- Articulate the basic concepts of the SRL model
- Apply the three phases of the self-regulated learning model to the feedback process
- Recognize the importance of all three phases of this model and how each contributes to superior learning outcomes.

Utilizing Mental Model Building and Students' Observations to Improve Learning

Angela Meyer, Florida Gulf Coast University

Room: **Otis, Lobby Level**

In Mental Model Building (MMB), students learn new concepts by constructing a model of their preconceptions, then

collecting and analyzing information, and finally building a revised model incorporating new information. Participants in this workshop will learn how to use the learner-centered MMB approach and will receive a framework to use as scaffolding to develop ideas and activities.

Learning goals:

- Discuss the MMB methodology and how the presenters applied it in developing a student project
- Discover how the conceptual foundation of MMB can increase analysis, application, comprehension, and lasting knowledge of a topic in your classes
- Apply MMB to create new projects that can be incorporated into your discipline.

Making the Familiar Strange

Cathleen Stutz and Kathleen Fisher, Assumption College

Room: **Stone, Lobby Level**

Teachers must help students recognize that ideas based on personal experience are often inadequate or incomplete. We will explore how to help students move from what they already know to what they cannot yet comprehend, by designing a desirable "disequilibrium" that makes a familiar idea "strange." We will share course activities and engage participants in revising a syllabus, activity, or assignment to create a useful disequilibrium for their own course.

Learning goals:

- Identify the concepts in your discipline that students think they "know" because of personal experience
- Create an activity that helps students distinguish between experience and knowledge
- Revise or design an assignment that presents a disequilibrium through which students can construct new knowledge.

12:00 p.m. – 1:00 p.m.

Lunch

Room: **Grand Ballroom, Concourse Level**

1:00 p.m.

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. We hope to see you next year, May 29-May 31, 2015 at the Sheraton Atlanta Hotel, Atlanta, GA.

Have a safe trip home!

Preconference Presenters

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

See page number in parentheses for their session description.

Ollie Dreon, Millersville University of Pennsylvania, (p. 11)
Barbi Honeycutt, North Carolina State University and Flip It Consulting, (p. 10)
Richard A. Layton, Purdue University, (p. 10)
W. Scott Lewis, National Center for Higher Education Risk Management, (p. 11)
Misty L. Loughry, Georgia Southern University, (p. 10)
Matthew W. Ohland, Purdue University, (p. 10)
Donna Qualters, Tufts University, (p. 11)
Ike Shibley, Penn State Berks, (p. 11)
Annie Soisson, Tufts University, (p. 11)
Brian Van Brunt, National Center for Higher Education Risk Management, (p. 11)
Tim Wilson, University of Western Ontario, (p. 11)

Plenary Presenters

See page number in parentheses for their session description.

Ken Alford, Brigham Young University, (p. 12)
Stephen D. Brookfield, John Ireland Endowed Chair, University of St. Thomas, (p. 12)
Maryellen Weimer, professor emerita, Penn State Berks and editor of *The Teaching Professor*, (p. 26)

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 have written books, had experiences with special programs, or possess recognized knowledge about a particular instructional area. We would like to thank the following invited presenters for their expertise and outstanding contributions to *The Teaching Professor* Conference.

See page number in parentheses for their session description.

Rob Jenkins, Georgia Perimeter College, (p. 16)

Nicki Monahan, George Brown College, (p. 28)
Leslie Myers, Chestnut Hill College, (p. 14)
Lolita Paff, Penn State Berks, (p. 13)
Christopher Price, The College at Brockport, State University of New York, (p. 17)
Donna Qualters, Tufts University, (p. 11)
Linda K. Shadiow, Northern Arizona University, (p. 28)

Selected Presenters

Our Call for Proposals generates a significant number of session proposals. The conference advisory board members conduct a blind review process to select the best presentations. We would like to thank the following selected presenters for their outstanding contributions to *The Teaching Professor* Conference.

See page number in parentheses for their session description.

Judith Ableser, Oakland University, (p. 15)
Biruk Alemayehu, Southern University at New Orleans, (p. 24)
Jean Amaral, Queensborough Community College, (p. 25)
Beverly Amer, Northern Arizona University, (p. 24)
Joyce Armstrong, Old Dominion University, (p. 20)
Maria Bacigalupo, Curry College, (p. 13)
Annette Backs, Rutgers University, (p. 27)
Gouri Banerjee, Emmanuel College, (p. 27)
Steven Benko, Meredith College, (p. 26)
Anne Benoit, Curry College, (p. 15)
Emily Bergquist, Grand Canyon University, (p. 16)
Phyllis Blumberg, University of the Sciences, (p. 17)
Mary Boone Treuting, Louisiana State University at Alexandria, (p. 25)
Diane Bordenave, Southern University at New Orleans, (p. 24)
Deborah Budash, Saint Francis University, (p. 31)
William David Burns, National Center for Science and Civic Engagement, (p. 14)
Amy Cappiccie, Western Kentucky University, (p. 28)
Paul Carr, Regent University, (p. 28)
Carla M. Carr, Olive-Harvey College, (p. 23)
Seanna Chesney-Chauvet, University of Alberta, (p. 23)
Margaret Cohen, University of Missouri – St. Louis, (p. 14)
Mary Collins, Central Connecticut State University, (p. 18)
Richard Conti, Kean University, (p. 29)
Catherine Cormier, Louisiana State University at Alexandria, (p. 25)
Susan Crabtree, Liberty University, (p. 29)
Jenifer Crawford, University of Southern California, (p. 30)
Susan Cross, St. Lawrence College, (p. 23)
Stacey Curdie-Meade, Plymouth State University, (p. 14)

Selected Presenters (continued)

- Angela Danley**, University of Central Missouri, (p. 21)
Addie Davis, Olive-Harvey College, (p. 23)
Douglas Dawson, Worcester State University, (p. 21)
Marcia Derrick, Regent University, (p. 28)
Desalyn De-Souza, Empire State College, (p. 19)
Patricia Desrosiers, Western Kentucky University, (p. 28)
Monica Devanas, Rutgers University, (p. 14)
Lynne Diaz-Rico, California State University, San Bernardino, (p. 22)
Sally Dobyns, University of Connecticut, (p. 20)
Lisa Dresdner, Norwalk Community College, (p. 25)
Jerry Durbeej, DeVry University, (p. 15)
Lana Dvorkin-Camiel, MCPHS University, (p. 27)
Marianne Fallon, Central Connecticut State University, (p. 18)
Kathleen Fisher, Assumption College, (p. 31)
Charles Fleischmann, University of Canterbury, (p. 19)
Ellen Flynn, University of Bridgeport, (p. 22)
Monica Frees, Ferris State University, (p. 17)
Mike Gillespie, Empire State College, (p. 19)
Phoebe Godfrey, University of Connecticut, (p. 19)
Gary Hafer, Lycoming College, (p. 22)
Lena Hall, Nova Southeastern University, (p. 22)
Melanie Hamilton, Lethbridge College, (p. 23)
Nina Handler, Holy Names University, (p. 17)
Julian Hermida, Algoma University, (p. 29)
Jane Hindman, Queensborough Community College, (p. 25)
Rick Holbeck, Grand Canyon University, (p. 16)
Pamela Hollander, Worcester State University, (p. 21)
Brandon Horvath, University of Tennessee, (p. 31)
Swinton Hudson, Grand Canyon University, (p. 22)
Corinne Hyde, University of Southern California, (p. 13, 25, 30)
Karen Jackson, Jacksonville University, (p. 23)
Hope Jordan, Regent University, (p. 28)
Eva Kassens-Noor, Michigan State University, (p. 20)
Ruth A. Keitz, South Texas College, (p. 23)
Eric Kyle, College of Saint Mary, (p. 24)
Claire Lamonica, Illinois State University, (p. 27)
Kersey Lawrence, University of Connecticut, (p. 20)
Michael Lebec, Northern Arizona University, (p. 21)
Alison Lewis, Northern Alberta Institute of Technology (NAIT), (p. 27)
Colleen Lowe, Northern Alberta Institute of Technology (NAIT), (p. 27)
Janet Madill, Western University, (p. 30)
Jean Mandernach, Grand Canyon University, (p. 22)
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Bobbette M. Morgan, The University of Texas at Brownsville, (p. 23)
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Iris Mujica, McMaster University, (p. 16)
David Neumann, Rochester Institute of Technology, (p. 19)
Lloyd Newell, Brigham Young University, (p. 19)
John Orlando, Northcentral University, (p. 21)
Marsha Orr, California State University, Fullerton, (p. 18)
David Oyanadel, Central Connecticut State University, (p. 18)
Andrew Peterson, Ferris State University, (p. 17)
Benjamin Philip, Rivier University, (p. 30)
Joanna Pierazzo, McMaster University, (p. 16)
Markus Pomper, Indiana University East, (p. 20)
Nakia Pope, Texas Wesleyan University, (p. 18)
Margaret Pray Bouchard, Worcester State University, (p. 21)
Shari Prior, College of Saint Mary, (p. 24)
Donna Qualters, Tufts University, (p. 15)
Susan Robison, Professor Destressor, (p. 15)
Kristin Roush, Central New Mexico Community College, (p. 29)
Melodie Rowbotham, Southern Illinois University Edwardsville, (p. 17)
Julie Saam, Indiana University Kokomo, (p. 30)
Neil Sabine, Indiana University East, (p. 20)
Debbie Samuels-Peretz, Wheelock College, (p. 27)
Lizabeth Schlemer, Cal Poly, San Luis Obispo, (p. 14)
Naomi A. Schoenfeld, Rivier University, (p. 30)
Julie Schrock, Meredith College, (p. 26)
Maureen Shamgochian, Worcester State University, (p. 21)
Tony Sindelar, MGH Institute of Health Professions, (p. 26)
Robbin Smith, Central Connecticut State University, (p. 18)
Jeff Sommers, West Chester University, (p. 22)
C.J. Sorenson, Utah State University, (p. 13)
Joel Stake, Rivier University, (p. 30)
Cathleen Stutz, Assumption College, (p. 31)
Melora Sundt, University of Southern California, (p. 25, 30)
Laura Taddei, Neumann University, (p. 24)
Karen Teeley, Simmons College, (p. 27)
Deborah Theiss, University of Central Missouri, (p. 21)
Marianne True, Plymouth State University, (p. 14)
Stephanie Vaughn, California State University, Fullerton, (p. 18)
Dale Vidmar, Southern Oregon University, (p. 16)
Victoria Wallace, MGH Institute of Health Professions, (p. 26)
Sharon Wheeler, Liberty University, (p. 29)
Merv Wighting, Regent University, (p. 28)
Dottie Willis, Bellarmine University, (p. 29)
Shanna Wise, Grand Canyon University, (p. 22)
Karla Wolsky, Lethbridge College, (p. 23)
Helen Woodman, Ferris State University, (p. 17)

Poster Session Presenters

The conference advisory board also selects the poster sessions. We would like to thank the following poster session presenters for their outstanding contributions to *The Teaching Professor* Conference.

Please see page 8 & 9 for poster session information.

Thomas Abbott, University of Connecticut
Curby Alexander, Texas Christian University
Dennis Anderson, Bentley University
Shaki Asgari, Iona College
Millie Black, Collin College
Tara Broccoli, Mitchell College
Fred Carter, Iona College
Robyn Causey, Horry Georgetown Technical College
Xinnian Chen, University of Connecticut
Alina Chircu, Bentley University
Cristy Daniel, College of Saint Mary
Marquita Elliott, Grand Canyon University
Korey Endress, Bradley University
Claire Etaugh, Bradley University
Elizabeth French, Lebanon Valley College
Pam Gaiter, Collin College
Fred Garafalo, MCPHS University
Cheryl Gilson, Minot State University
Donnasue Graesser, University of Connecticut
Janet Green, Minot Public Schools
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Leisa Harmon, Minot State University
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Janet Jones, Southeastern Louisiana University
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Mariana Lapidus, MCPHS University
Steven Lund, Arizona Western College
Jean Mandernach, Grand Canyon University
Heather McLeod, Illinois College of Optometry
Debi Mink, Winthrop University
Richard Minoff, University of the Sciences
Ruth Ann Mullen, Kent State University
Adam Nemeroff, University of Connecticut
Dorothy A. Osterholt, Landmark College
Marja-Liisa Payne, Maryville University
Carol Peterson, Mount Carmel College of Nursing
Linda Pickett, Winthrop University
Joanna Pierazzo, McMaster University
Niny Rao, Philadelphia University
Don Reddick, Kwantlen Polytechnic University
Nicole Rhoades, Grand Canyon University
David A. Salomon, Russell Sage College
Prakash Saraswat, Bentley University
Jessica Sautter, University of the Sciences
David Smyth, New York City College of Technology
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Natasha Veale, Salem College
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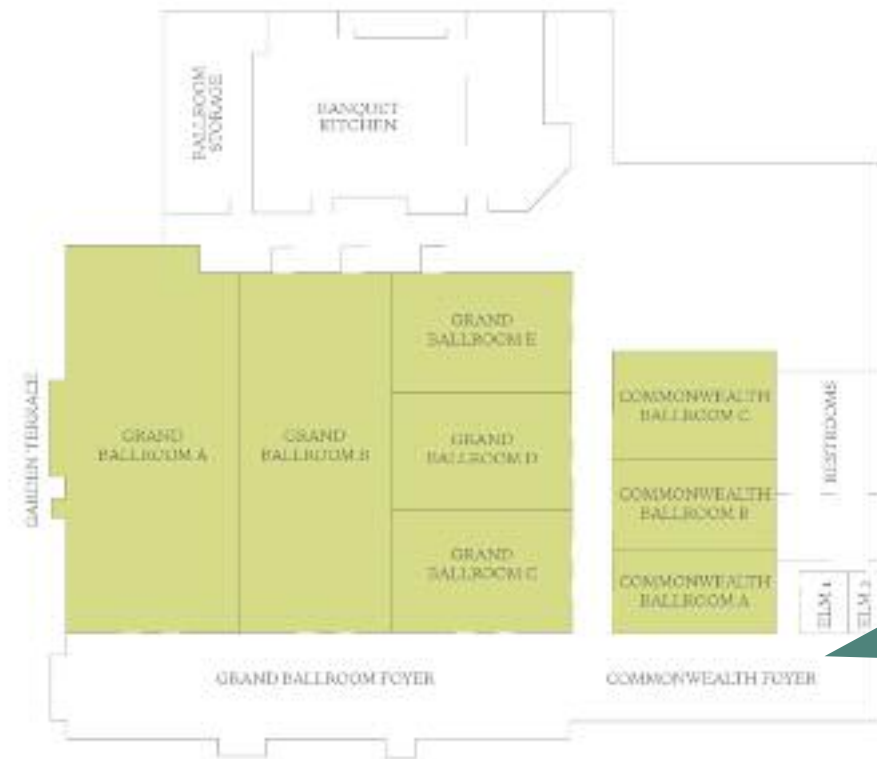
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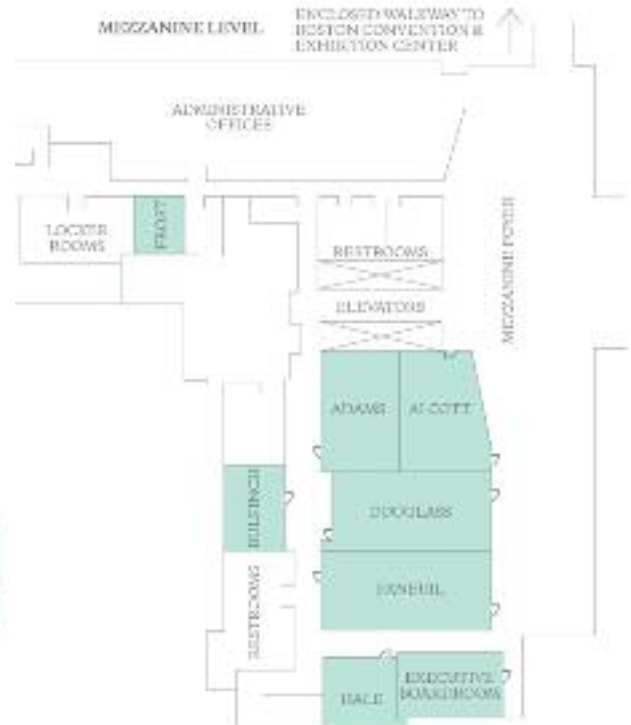
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