

May 29-31, 2015 Sheraton Atlanta Hotel Atlanta, GA



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Conference Welcome;

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



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Welcome to the Teaching Professor Conference.

I am always amazed at the professional dedication I observe at this conference. Even the seasoned professionals among you know that there is always something more to be learned by the congenial sharing of ideas that takes place.

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 H. Haight

William Haight

President of Magna Publications, producer of The Teaching Professor



Introduction



Welcome!

On behalf of the Conference Advisory Board and staff members at Magna, I am pleased to welcome you to the 12th annual Teaching Professor Conference! To those attending for the first time, I want to extend a very special greeting and hope that you will find this a rewarding experience. This year's program is brimming with engaging workshops, enlightening plenary presentations, and thought-provoking sessions on a broad spectrum of issues in teaching and learning. One of the distinguishing characteristics of the workshops and sessions at the Teaching Professor Conference is the emphasis on interactive learning. We are confident that you will have many opportunities to engage with facilitators and fellow participants representing a wide range of academic disciplines.

Rich in history and southern hospitality, Atlanta is an excellent host city. If you are interested in finding colleagues to share a meal, there will be sign-up sheets near the main registration tables to help you organize a dinner together. Opportunities for both formal and informal learning are key ingredients to the success of this conference, bringing 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.

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.

Again, welcome and best wishes for a productive conference. I trust you will leave with new ideas to refresh your teaching. Thank you for joining us in Atlanta and hope to see you next year June 3-5 in Washington, D.C.

Sincerely,

Lolita Paff Conference Chair



2015 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 2015 Teaching Professor Conference.



Conference Chair: Lolita Paff, associate professor, Penn State Berks, lap21@psu.edu



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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 with technology.
- Looking for someone to share ideas with? Check out the dinner sign-up sheet at the conference registration area or arrange a tweet up.
- 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 \$100 Visa 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.

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.

Internet Wireless: The services provided by The Teaching Proessor Conference are on an "as is" basis with all the risks inherent in such access. By using the Services, the user acknowledges and accepts the risks associated with public access to the Internet and public use of an unsecured wireless network.

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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.



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Program-at-a-Glance

Friday, May 29

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

Registration Open – Morning Preconference Workshop Participants Only Room: Georgia Registration Booth, Level 1

8:30 a.m. - 8:00 p.m. Registration Open to all Participants Room: Georgia Registration Booth, Level 1

8:30 a.m. - 4:30 p.m. Preconference Workshop: Engaging Student Interactions: In Class and Online

Registration and Fee Required 90-minute lunch break (on your own). Room: Georgia 2 & 3, Level 1

8:30 a.m. - 12:00 p.m.

Preconference Workshop: Getting Started with Tools & Technology that Foster Meaningful Engagement Registration and Fee Required Room: Georgia 4 & 5, Level 1

8:30 a.m. - 12:00 p.m. Preconference Workshop: Flipping

Your Class Using Team-Based Learning Registration and Fee Required Room: Georgia 7 & 8, Level 1

10:00 a.m. - 8:00 p.m. Exhibitor Displays Open Room: Capitol Prefunction, Level 1

1:00 p.m. - 4:30 p.m. Preconference Workshop: Introducing Flex Learning: The Ultimate in Learner-centered Design Registration and Fee Required Room: Georgia 7 & 8, Level 1 **1:00 p.m. - 4:30 p.m. Preconference Workshop: Teaching for Inclusive Excellence** Registration and Fee Required Room: Georgia 4 & 5, Level 1

1:00 p.m. - 4:30 p.m. Preconference Workshop: Critical Thinking Unmasked: How to Infuse It into a Discipline-based Course Registration and Fee Required Room: Georgia 9 & 10, Level 1

1:30 p.m. - 3:00 p.m. Poster Sessions Room: Capitol Prefunction, Level 1

5:00 p.m. - 5:15 p.m. Conference Welcome Room: Grand Ballroom, Level 3

5:15 p.m. - 6:30 p.m. Opening Plenary Session Making Learning Stick: Evidence-Based Techniques to Improve Student Learning Room: Grand Ballroom, Level 3

6:30 p.m. - 8:00 p.m. Reception, Poster Sessions, and Exhibitor Mingle Room: Capitol Prefunction, Level 1

8:00 p.m. Dinner on Your Own

Saturday, May 30

7:30 a.m. - 5:00 p.m. Registration Open Room: Georgia Registration Booth, Level 1

8:00 a.m. - 5:00 p.m. Exhibitor Displays Open Room: Capitol Prefunction, Level 1

7:30 a.m. - 8:30 a.m. Continental Breakfast Room: Grand Ballroom, Level 3 8:30 a.m. - 9:30 a.m. Breakfast Plenary Session Teaching and Assessing Critical Thinking: We Can Help Students Become Better Thinkers Room: Grand Ballroom, Level 3

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

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

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

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

12:30 p.m. - 1:30 p.m. Lunch Room: Grand Ballroom, Level 3

1:30 p.m. – 1:45 p.m. Break

1:45 p.m. - 2:30 p.m. Concurrent Sessions

2:30 p.m. - 2:45 p.m. Break

2:45 p.m. - 3:30 p.m. Concurrent Sessions

3:30 p.m. - 3:45 p.m. Break

3:45 p.m. - 4:30 p.m. Concurrent Sessions

4:30 p.m. - 4:45 p.m. Break

4:45 p.m. - 5:30 p.m. Concurrent Sessions

5:30 p.m. Dinner on Your Own

Program-at-a-Glance continued

Sunday, May 31

7:30 a.m. - 12:00 p.m. Registration Open Room: Georgia Registration Booth, Level 1

7:30 a.m. - 8:30 a.m. Continental Breakfast Room: Grand Ballroom, Level 3

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

Breakfast Plenary Session Introversion and Extroversion: Implications for Teaching & Learning Room: Grand Ballroom, Level 3

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

9:45 a.m. - 11:00 a.m. Concurrent Sessions 11:00 a.m. - 11:15 a.m. Break

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

12:00 p.m. - 1:00 p.m. Lunch Room: Grand Ballroom, Level 3

1:00 p.m. Conference Adjourns

Poster Sessions

Friday, May 29

1:30 p.m. – 3:00 p.m.

Room: Capitol Prefunction, Level 1

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

A Needs Assessment of Pharmacokinetic Skills for Experiential Learning Rotations Emily Dornblaser, University of New England

Annual Recertification: Building Faculty Learning Communities Maria R. Altobello, Franklin Pierce University

Collaborative Learning in the Higher Ed Classroom Belinda Eggen, Mars Hill University

Supporting Students with Autism Spectrum Disorders (ASD) in the College Classroom Dorothy Leone, Iona College

Expanding the Role of Peer Tutors through the Use of Online Quizzes

Melinda Lull and Jennifer Mathews, St. John Fisher College; Wegmans School of Pharmacy

Interprofessional Education Activity

Kristy Altongy-Magee, Clara LaBoy, MCPHS University, School of Physician Assistant Studies - Manchester/ Worcester, Cheryl Babin, MCPHS University, School of Physical Therapy, Tammy Gravel, Maria Rosen, MCPHS University, School of Nursing - Worcester/Manchester, Morgan Comee, Jennifer L. Donovan, Evan R. Horton, Amanda M. Morrill, and Anna Morin, MCPHS University, School of Pharmacy - Worcester/Manchester

Meaning Making through Group Reflection: An Analysis of Student Learning from Cooperative Education Erik Alanson, University of Cincinnati

The Simulation Experience Among Junior/Senior Undergraduate Nursing Students Patricia Munno and Kym Burrows, Felician College

Collaborative Flipping in Action

Claire DeCristofaro, Ashford University, College of Health, Human Services, and Science, Sandie Soldwisch and Kathleen Muglia, Resurrection University, College of Nursing

Faculty Development Using the Objective Structured Teaching Exercise (OSTE) Deborah Sturpe, University of New England College of Pharmacy



Poster Sessions continued

The Effect of an Educational HUDDLE Interventions on Student Health Care Providers Attitudes Toward Interprofessional Health Care Teams, Communication, and Hand-Off's

Derrick C. Glymph, Florida International University

Drawing-To-Learn: Effectiveness of an Instructional Drawing Component Lucia Tranel, Saint Louis College of Pharmacy

Increasing Self-Esteem: A Key to Student Success Sherri Bernier, Goodwin College

6:30 p.m. – 8:00 p.m.

Room: Capitol Prefunction, Level 1

Utilizing Diverse Learning Activities to Enhance Student Success Denise Nash-Luckenbach, Felician College

Writing to Learn: Using the Science Writing Heuristic Approach Across the Disciplines Tanya Gupta and Michael Dianovsky, South Dakota State University

Active Learning Strategies for Teaching Leadership Patricia Fabel and Brianne Dunn, SC College of Pharmacy -University of South Carolina Campus

"Excitement and Challenges of 'Doing Sociology' with Undergraduates"

Marcoux Faiia, Rivier University

E-Portfolios: Methodology to Validate and Promote Critical Workforce STEM Skills

Ken Scott, Amridge University, JiChul Kim, University of Maryland Eastern Shore, and Novadeam Watson-Stone, American Public University System

Crowd Sourcing: Influence of Compassionate Leadership and Ethical Students on Academic Integrity? Francine Adams, Southern New Hampshire University

Effects of Hybridization Training using ICD on Faculty's Self-efficacy

Rolando Marquez and Catherine Flippen, Georgia Gwinnett College **Two Engaging Activities for Student or Faculty Groups** Mike Pinter, Belmont University

Developing a Blended Class for First Year Learners Gail Samdperil, Sacred Heart University

Igniting Young Women's Interest in Post Graduate Work Christine Bezotte, Elmira College

Lunch and Learns - Creating Learning Communities Dionte Lee, Post University

Assertion-Evidence Slide Design in the World Language Classroom Ruth Brown, University of Kentucky

Brain-Based Learning: Application to Pharmacy and Pharmaceutical Sciences Prashant J. Chikhale, South College School of Pharmacy

Creating a Course that is Tran-Disciplinary, Collaborative, and Solution Focused Kent Lutz, University of Cincinnati, Blue Ash

Playit: Teaching and Learning Music Theory through Music Making Michael Callahan, Michigan State University

Active Learning in a Nursing Course: Do the FLIP Julie Freeman and Cam Hamilton, Auburn University at Montgomery

Improving Student Outcomes through Assignment Feedback & Revisions Laura Rusnak, University of South Florida

Teaching an Online Chemistry & Physics Course: Lessons Learned

Rajnish Singh, Kisa Ranasinghe, and Wei Zhou, Southern Polytechnic state University

Technological Faculty Development Program: Two Giants with One Slingshot

Robin Gosdin Farrell and Kelli Whitted, Troy University

The New Face of Education with Mobile Technology Kelli Whitted and Robin Gosdin Farrell, Troy University

The Influence of Nurse Educator Role Preparation on Faculty Teaching Methods

Ann McGowan, Northern Virginia Community College

Friday, May 29

7:30 a.m. – 8:30 a.m.

Registration Open – Morning Preconference Workshop Participants Only

Room: Georgia Registration Booth, Level 1

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

8:30 a.m. – 8:00 p.m.

Registration Open – All Participants Room: **Georgia Registration Booth, Level 1** Registration is open to all participants.

8:30 a.m. – Noon and 1:30 p.m. – 4:30 p.m.

Preconference Workshop: Registration and Fee Required There will be a 90-minute lunch break (on your own).

Engaging Student Interactions: In Class and Online

Maryellen Weimer and Lolita Paff, Penn State Berks; and Nicki Monahan, George Brown College

Room: Georgia 2 & 3, Level 1

Classroom interaction has enormous potential. It can engage students, develop important communication skills, and promote learning. But it often fails to do so. Some students never participate, others do so reluctantly, and a few tend to dominate the exchange. Rarely does participation in class or online segue into robust intellectual exchanges that leave students with new ideas, different perspectives, and follow-up questions. However, good classroom interaction involves skills that teachers and students can develop. Our goal: an interactive workshop that provides participants with greater insights into classroom interaction, plenty of deration.

After this full-day preconference workshop, you will be able to:

- Identify practices that discourage or encourage student participation.
- Analyze the role of effective questioning in higher-level learning.
- Implement strategies to address the problems of under- and over-participation.
- Develop policies that promote meaningful student contributions to classroom interaction.

8:30 a.m. – Noon

Preconference Workshop: Registration and Fee Required Getting Started with Tools and Technology That Foster Meaningful Engagement

Linda K. Shadiow and John J. Doherty, Northern Arizona University

Room: Georgia 4 & 5, Level 1

It's rare to have time to learn about technological tools that can contribute to teaching and learning. Having time to "test-drive" some of them and talk with a colleague who has used them is rarer still. This preconference workshop will provide the time and opportunity to do both.

It is a nontechnical session planned to cut through tech talk so participants unfamiliar with the range of options can gain initial information about tools that have the potential to be used to enhance their own instructional goals. In this hands-on workshop, we will assist participants in selecting, exploring, and assessing a few tools to see their possibilities.

Participants must bring their own devices to the workshop.

After this workshop, you will be able to:

- Access and use selected tools.
- Assess the tools' potential for meeting your instructional goals and challenges.
- Formulate a plan for moving beyond gaining an initial understanding of selected tools to using them for specific instructional purposes.

8:30 a.m. – Noon

Preconference Workshop: Registration and Fee Required

Flipping Your Class Using Team-Based Learning

Jim Sibley, University of British Columbia

Room: Georgia 7 & 8, Level 1

Prepared, engaged students ...

A college classroom humming with active learning ...

Time for rich, structured problem solving ...

What teacher wouldn't jump at the chance to create a learning environment like that?

Come find out what team-based learning (TBL) is all about! In this very hands-on workshop, you will learn about the important processes and procedures to successfully implement TBL. Learn how to get your students to come to class prepared and then how to use that preparation to "flip" your classroom so that class time can be better spent helping students learn how to apply course concepts to solve problems.

During the workshop you will get to experience all the main instructional components of TBL from the student perspective.

After this workshop, you will be able to:

- Identify first steps in getting started with team-based learning.
- Design/develop powerful flipped student learning experiences that scale easily to large-classroom settings.
- Implement strategies to get students to come to class prepared and then deepen their content knowledge by applying the course content to solve significant problems.



10:00 a.m. – 8:00 p.m. Exhibitor Displays Open

Room: Capitol Prefunction, Level 1

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: Registration and Fee Required Introducing Flex Learning: The Ultimate in Learner-Centered Design

Ike Shibley, Penn State Berks; and Ollie Dreon, Millersville University

Room: Georgia 7 & 8, Level 1

The time has come for faculty to consider the ultimate in learner-centered teaching: a course in which the learner decides how to learn. The learner chooses whether to meet face-to-face, fully online, or in some combination of the two. The instructor creates comparable learning activities to meet the varied needs of each learner.

In this preconference workshop, we will explore possibilities for what a flex course can look like. Participants will create learning goals for a course and then start breaking down the course into components that will help learners meet these goals. Although flex learning started in graduate programs, the idea can be applied to almost any course in higher education.

After this workshop, you will be able to:

- Assess your readiness for flex learning.
- Creatively implement activities that allow learners freedom of choice in how, when, and where to complete the activities.
- Create a module with activities that help the learner meet the objectives of that module.
- Utilize the principles of both face-to-face and online pedagogy to begin designing a course built around a flex concept.

1:00 p.m. – 4:30 p.m.

Preconference Workshop: Registration and Fee Required **Teaching for Inclusive Excellence**

Annie Soisson and Donna Qualters, Tufts University Room: Georgia 4 & 5, Level 1

In American higher education, we strive for compositional diversity in our students and faculty. We believe that with diversity in ethnicity, socioeconomic status, gender identity, learning differences, and sexual orientation (to name only a few), there comes great potential for enriching the educational experience. However, the presence of diversity does not mean that a benefit will be derived or that we are always conscious of its impact. Across each of our institutions we need to develop deliberate, thoughtful goals for how to (1) level the playing field so that all students can attain academic excellence and (2) leverage the rich possibilities that this diversity can afford all students and faculty. In this workshop, we will ask "How can we hold high standards for students who are from different backgrounds, identities, and levels of preparation (academic, social, and cultural) and also draw upon the richness that this diversity can afford?"

In this workshop, you will:

- Connect the concepts of inclusive excellence and the principles of universal design and difficult dialogues in a coherent teaching model.
- Practice techniques to promote inclusive excellence in your classroom.
- Assess your personal strengths and challenges in implementing these frameworks in the context of your institution, discipline, and classroom.

1:00 p.m. – 4:30 p.m.

Preconference Workshop: Registration and Fee Required Critical Thinking Unmasked: How to Infuse It into a Discipline-Based Course

Linda Nilson, Clemson University

Room: Georgia 9 & 10, Level 1

Critical thinking is a deeply misunderstood cognitive skill set, and faculty sometimes think they are teaching it when they are not. Unfortunately, the literature on critical thinking is abstract, is fragmented into several independent perspectives, and leans on research about the effectiveness of concrete teaching methods.

This workshop leads you out of the critical thinking thicket. It distills reliable, practical, and easy-to-follow course design, assessment, and pedagogical principles from a synthesis of the various perspectives. You will begin by formulating your critical thinking–related student learning outcomes, working from examples for different disciplinary categories. You will then sequence your outcomes into a "map" of your students' learning process. You will extend these outcomes into assessments, including objective test items and student-constructed assignments.

After this workshop you will be able to:

- Design/redesign a discipline-based course with a focus on critical thinking.
- Write assessable student learning outcomes targeting critical thinking and organize them into a learning process.
- Assess students' progress in achieving those outcomes.
- Develop student learning experiences that advance critical thinking skills.

Continued — Friday, May 29

1:30 p.m. – 3:00 p.m. Poster Sessions

Room: Capitol Prefunction, Level 1

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, Level 3

5:15 p.m. – 6:30 p.m.

Opening Plenary Session

Making Learning Stick: Evidence-Based Techniques to Improve Student Learning

Mark A. McDaniel and Henry L. Roediger III, Washington University in St. Louis, coauthors of Make It Stick: The Science of Successful Learning

Room: Grand Ballroom, Level 3

Many students report that their typical study activities (such as underlining and rereading text and lecture notes) involve recycling of information while they are trying to learn. However, much research in cognitive psychology shows that these activities do little to improve long-term learning and that other techniques work much better. Repeated studying (cramming) and other common study techniques can work well in the short term, on an immediate test, but the learning is fleeting and the material will soon be forgotten.

The types of learning strategies that are most effective involve active processing: elaboration of studied material, spaced study of material rather than massed (back-to-back) repetition, mixing up topics during study, and practicing retrieval from memory rather than trying to stuff more material in. We will illustrate these principles with examples and results from both basic and applied research and studies conducted in classrooms. The strategies we advocate do involve effort, but they can usually be readily incorporated into classroom practice and into students' study habits.

6:30 p.m. – 8:00 p.m. Reception, Poster Sessions, and Exhibitor Mingle Room: Capitol Prefunction, Level 1

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 30

7:30 a.m. – 5:00 p.m. Registration Open

Room: Georgia Registration Booth, Level 1

7:30 a.m. – 8:30 a.m.

Continental Breakfast Room: Grand Ballroom, Level 3

8:00 a.m. – 5:00 p.m. Exhibitor Displays Open Room: Capitol Prefunction, Level 1

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

8:30 a.m. – 9:30 a.m.

Breakfast Plenary Session

Teaching and Assessing Critical Thinking: We Can Help Students Become Better Thinkers

Diane F. Halpern, Dean of Social Sciences, Minerva Schools at Keck Graduate Institute

Room: Grand Ballroom, Level 3

It is difficult to imagine any area where the ability to think clearly is not needed. Yet few of us have ever received explicit instructions designed to improve the way we think. Traditionally, our schools have required students to learn, remember, make decisions, analyze arguments, and solve problems without ever teaching them how. There has been a tacit assumption that adult students already know "how to think." Research has shown, however, this assumption is wrong. But how do we help college students develop the skills of critical thinking, and how can we know whether we have been successful?

Like so many other things in life, there is good news and there is bad news. The good news is that the data are clear: we can teach critical thinking skills so that they generalize across domains and last long into the future. The bad news is that it isn't easy and it isn't automatic. We will discuss how to teach critical thinking



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for transfer and how to assess whether we have been successful. In this session, we will consider pedagogy for enhancing critical thinking and ways to determine student success.

9:30 a.m. – 9:45 a.m.

Break

75-Minute Sessions

9:45 a.m. – 11:00 a.m. Understanding and Creating Desirable Difficulties in the Classroom

Mary Daniels, Centre College; and Diane Persellin, Trinity University

Room: Atlanta 1 – 3, Level 1

Requiring students to work harder in the initial learning phases can lead to deeper learning. In this session, we discuss how this struggle, which investigator R. A. Bjork (1994) dubbed a "desirable difficulty," improves long-term retention. We synthesize current research on this learning principle, share strategies we have used to incorporate desirable difficulties into our own practice, and invite you to generate teaching strategies across the disciplines based on this research.

Learning goals:

- Generate specific teaching applications of desirable difficulties in your discipline.
- Articulate the challenges and rewards involved in desirable difficulties.
- Create language for a syllabus that introduces desirable difficulties to students.

The Lighthearted Professor: Positive Psychology for the Master Teacher

Kristin L. Roush, Central New Mexico Community College Room: Atlanta 4 & 5, Level 1

The new field of positive psychology has much to inform the college professor about desirable traits and behaviors of the master teacher. This session, of value to faculty at all levels of experience, will identify the character strengths recommended by positive psychology that are also traits identified in the literature as being descriptive of the master teacher. The focus of master teachers' traits will be the findings based on the use of the Teacher Behaviors Checklist (Keeley, Smith, and Buskist, 2006). Particular attention will be given to the qualities of humor, optimism, creativity, approachability, and enthusiasm.

Learning goals:

- Be familiar with five traits of the positive master teacher.
- Be exposed to several simple suggestions for promoting an inviting classroom climate.
- Identify and select teaching practices that will add a positive flavor to the teacher's existing teaching style.

Actively Learning about Active Learning

Invited presenters: Colleen Lowe and Alison Lewis, Northern Alberta Institute of Technology

Room: Georgia 3 & 4, Level 1

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.

Staying on Target: Aligning Classroom Activities with Objectives

This session will be offered again on Sunday at 9:45 a.m.

Jody Weaver and David Liller, Hillsborough Community College Room: Georgia 5 & 6, Level 1

The flipped classroom teaching method provides content outside of the classroom setting while focusing on classroom activities that promote the application of knowledge. However, this significant change calls for a course redesign, and when the parts are assembled, often the classroom activities can fail to align with the outcomes and objectives set for the course. This workshop provides an overview and specific methods to ensure that we meet educational goals when flipping the classroom.

- Identify the components of the flipped classroom: out-of-class activities, out-of-class assessment, and in-class activities.
- Develop an understanding of the critical need for aligning the aforementioned components with lesson objectives.
- Complete an alignment document for a flipped classroom lesson, and create out-of-class and in-class components based on that document.

The Dark Side: Combating Negative Behaviors in the Classroom

Kelly Flores, City University of Seattle

Room: Georgia 7 & 8, Level 1

Anyone who has watched Star Wars remembers Yoda's persistent warnings: "But beware. Anger, fear, aggression—the dark side are they..." This session includes a discussion of "dark side" tendencies in the classroom, an analysis of basic needs, and a discussion of the behaviors exhibited when these needs are not met. It will also include a series of proven practices educators can implement to minimize these behaviors in the classroom.

Learning goals:

- Recognize the roots of dark-side behaviors in ourselves and our students.
- Engage in structured discussions on how dark-side behaviors show up in the classroom.
- Share specific strategies for helping students overcome dark-side tendencies.

Six Basic Steps to Implementing PBL in Any Class Format

Vincent Genareo, Iowa State University; and Renee Lyons, Clemson University

Room: Georgia 9 & 10, Level 1

Teachers often lack the confidence to implement problem-based learning (PBL), an effective pedagogical strategy for increasing student engagement, in their own classrooms. By breaking down the PBL cycle into six steps, we provide teachers with a guide for designing, implementing, and assessing PBL in whatever course they teach. We give special attention to practical ideas for implementing PBL in a lecture class and with technology-based collaboration. You will work in small groups to brainstorm potential "problems" in your fields and will sketch a PBL cycle design for your classes.

Learning goals:

- Design a problem-based learning experience appropriate to your courses and content areas.
- Choose online resources and collaboration strategies that would be most effective for your student population and class sizes.
- Formulate an assessment plan to measure your students' engagement and learning throughout the PBL cycle.

Sensible Ways to Grade Writing in Any College Course

Invited presenter: Gary R. Hafer, Lycoming College

Room: Georgia 11 & 12, Level 1

Faculty long for sensible ways to grade student writing because

they know what accompanies the traditional A–F scale: serial paper grading, universal rubrics earmarked for dissimilar writing tasks, record keeping, and the unlikelihood of enjoying student writing. This session will help faculty develop a workable plan for a single course, addressing issues affecting outcomes, feedback, record keeping, grade-driven students, and motivational strategies for reluctant writers to produce more and better writing.

Learning goals:

- Understand the problems inherent in traditional grading when applied to writing.
- Apply an alternative assessment to one course the participant teaches.
- Analyze the component parts of an assessment system that uses writing and how those parts might coexist alongside traditional grading.

Student Engagement: Using Foldables in the College Classroom

Jennifer Russell, Barton College Room: Athens, Level 2

interactive note-taking sessions.

Foldables are interactive graphic organizers that students construct to organize content and create meaning. They engage students in an active learning process versus a more passive form of engagement that happens during the traditional lecture. Additionally, the use of Foldables in the classroom encourages student ownership of the content and the material covered. During the session, you will learn various applications for Foldables in your classroom and discover the benefits of more

Learning goals:

- Understand the need for advanced organizers in any classroom.
- See how the use of Foldables benefits student engagement and achievement.
- Develop Foldables for your classes.

Strategies for Implementing a Semi–Self-Paced Blended Course

Lisa Hibbard, Spelman College

Room: Augusta, Level 2

The blended course combines the best of both face-to-face and online learning strategies by integrating online content delivery with in-class sessions that promote active learning. The blended semi-self-paced format offers students the flexibility to learn basic content online at their own pace, allowing for class time to focus on student-centered activities, such as such as inquiry-based learning, problem solving, and case studies. In this session,



participants will be introduced to platforms for online content delivery, best practices for reinforcing comprehension both in and after class, and alternative assessment strategies. Participants will have time to begin conceptualizing strategies for designing a blended course or module.

Learning goals:

- Apply strategies for integrating and coordinating online course content with in-class sessions.
- Identify and discuss specific assessment tools that can be used to promote subject mastery in their disciplines.
- Outline a design for implementing blended course strategies at home institutions.

Differentiating Instruction in the College Classroom

Lisa White-McNulty, University of St. Francis

Room: Macon, Level 2

As educators committed to student learning, we know that teaching with a one-size-fits-all approach does not meet all learners' needs. This session introduces you to the practice of differentiating instruction, which provides students with the "just right" learning experiences that help them meet your instructional goals. You also will learn how educational technology can facilitate differentiated learning experiences, and will come away with concrete and practical methods for trying differentiated instruction in your own courses. Please bring your laptop, tablet, or Wi-Fi–enabled device.

Learning goals:

- Describe the practice of differentiated instruction.
- Identify technology resources that facilitate differentiated learning experiences.
- Develop a differentiated learning experience to pilot in your courses.

Making Assessment Visible to Students

Sara Wolf, LeNessa Clark, Marianne Feller, and Carey Andrzejewski, Auburn University

Room: Valdosta, Level 2

We demonstrate the use of Plickers (QR code-type cards used for formative assessment, as well as anonymous polling activities), highlighting features, and scratch-off cards as formative and summative assessment tools that facilitate student awareness of the assessment processes. We also discuss individual, group, peer-review, and anonymous types of activities as ways to engage students not only in activities during the instructional aspect of classes but also in the assessment of their understanding of course-related content.

Learning goals:

- Identify the characteristics of productive reflection in student writing.
- Implement Plickers as a formative assessment tool for a specific content area.
- Describe appropriate uses of IF-AT scratch-off cards as both a formative and a summative assessment tool for individual and group activities.

Community-Engaged Learning: Real Challenges, Authentic Solutions

Nathalie Saltikoff and Sara Johnson Allen, Endicott College Room: **Savannah, Level 2**

Today's college graduates face an increasingly challenging work world. Community engagement provides students with the opportunity to strategize, create, implement, and evaluate real-world problem solving. This experience can build students' confidence, self-knowledge, cultural competency, leadership, and disciplinary skills, and can produce deliverables that demonstrate students' ability to potential employers. Well-designed partnerships also provide authentic community service and improved town-gown relations, as well as professional development for faculty members. In this session, we discuss the design and implementation of these community partnerships.

Learning goals:

- Brainstorm effective community partnership ideas based on discipline, institution, and personal interests.
- Develop a list of five to seven learning outcomes for a course involving community partnership.
- Create a list of potential methods for assessment and evaluation of learning goals.

11:00 a.m. – 11:15 a.m. Break

75-Minute Sessions

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

Topping Out on Bloom: Technology for Student Projects Invited presenter: Ike Shibley, Penn State Berks

Dearry Adapte 1 2 Level 1

Room: Atlanta 1 – 3, Level 1

Putting technology in the hands of students with tools like VoiceThread, iMovie, podcasts, and blogs allows students to wrestle with course content at high levels of cognition. The highest levels of Bloom's taxonomy are often ignored in course design. This session will encourage you to think of assignments that encourage students to use Bloom's highest level

of cognition: synthesis and creativity. Participants will begin to design activities to use the next time they teach a course.

Learning goals:

- Identify technology that students can use for out-of-class projects.
- Reconceptualize learning according to Bloom's taxonomy.
- Create assignments that utilize thinking at the two highest levels of Bloom's taxonomy.

Setting the Learning Table: First-Day-of-Class Strategies

Faye Chechowich, Taylor University

Room: Atlanta 4 & 5, Level 1

If we think of a college course as an opportunity and occasion for students' intellectual nourishment, then we may say that students are better nourished if they approach the learning table with an intellectual appetite. In this session, we examine the critical role that the first day of a course can play in stimulating students' hunger for the intellectual meal that awaits them. We discuss the research about first-day-of-class experiences and explore strategies for enhancing intellectual interest.

Learning goals:

- Critically examine your current approaches to the first day of a course.
- Demonstrate familiarity with the contents of "first day of class" literature.
- Devise ways of facilitating the first day of a course that stimulate student interest and intellectual curiosity.

Are You Testing What You're Teaching?

Cindy Decker Raynak and Crystal Ramsay, Pennsylvania State University

Room: Georgia 3 & 4, Level 1

Are you testing what you're teaching? Are your assessments and evaluations fair, and do they actually reflect the students' learning? Are you regularly disappointed in the scores students earn on exams and evaluations? Do students often comment that your tests are "unfair," "too hard," or even "tricky"? In this session, we examine and practice approaches and strategies to determine whether your exams and assignments effectively evaluate student learning and how better to align your intended learning outcomes with your teaching and evaluations.

Learning goals:

• Describe why some assessments fail to measure intended learning.

- Learn to align evaluations and teaching methods with stated learning objectives.
- Practice test "blueprinting" to evaluate alignment.

The Courage to Teach with Technology

Invited presenter: Christopher Price, SUNY Brockport Room: Georgia 5 & 6, Level 1

In The Courage to Teach, Parker Palmer made the case for critical self-reflection as an important part of significant, long-lasting, and meaningful instructor change. In this session, we will apply Palmer's insights to teaching and learning with technology. It will be an alternative professional development model to the more common approach to incorporating technology with teaching, which tends to focus on tips, tricks, and techniques instead of reflection.

Learning goals:

- A process for teaching with technology that does not rely on learning tips, tricks, and techniques.
- How technology can be used to align teachers, students, and subject matter.
- How to overcome dualistic thinking about teaching, learning, and technology.

Confronting Our Own Misbehaviors: What Students Don't Like about What Teachers Say and Do

Invited presenter: Jennifer H. Waldeck, Chapman University Room: **Georgia 7 & 8, Level 1**

College professors routinely (and often without realizing it) communicate in ways that demotivate students and work against their learning. In this session, we will examine the research on instructor communication misbehavior and its relationship to student learning outcomes, gain insight into how and why students can negatively perceive both our purposeful and unintentional messages, and learn what the research has to say on avoiding the fallout from our own negative behavior.

- Overcome the resistance most faculty have to examining and confronting the communication mistakes they make with students in and out of the classroom (including in office hours and via electronic messages).
- Learn and notice in our own work the three primary behaviors students report as demotivating and counterproductive to their learning.
- Competently practice the specific kinds of communication that can replace our bad habits or neutralize their negative impact when they are unavoidable.



Contextualized Strategic Reading Instruction to Improve Underprepared Learners' Metacognition

Iris Strunc, Northwest Florida State College Room: **Georgia 9 & 10, Level 1**

Koom: Georgia 9 & 10, Level 1

Underprepared students must learn to construct meaning as they read, and they must learn to reflect on their reading when they finish the task. Students who study in a contextualized environment can learn to incorporate "strategic learning," in which they consciously use and evaluate various learning tactics to monitor their comprehension. Such deliberate learning increases the students' metacognition as they prepare to read. In this interactive session, you will work collaboratively to practice effective strategies to increase metacognition in underprepared learners.

Learning goals:

- Define "strategic instruction" and its importance to teaching for metacognition.
- Identify and apply the "triple highlighting" strategy to help underprepared students increase their comprehension of text.
- Explain the importance of helping underprepared students access their prior knowledge about a topic to make connections to a new concept.

Cultivating Cohesion: Priming Student Work Groups

David Neumann, Rochester Institute of Technology Room: Georgia 11 & 12, Level 1

We explore factors central to the study of group communication and team-based learning in this session, beginning with an overview of the Small Communication Factors model. This model illustrates the interdependence and interaction among communication, goals, norms, roles, problem solving, conflict, leadership, climate, and group development, using elements of symbolic convergence, systems, and relational dialectics theories. For most of the session, we engage in a version of the Small Group Factors Survey, exploring factors from the model and discussing ways to modify it for personal use.

Learning goals:

- Understand the interaction and interdependence of various factors affecting group cohesion and productivity.
- Illustrate priming activities designed to cultivate cohesion in student work groups.
- Assess which methods are best for individual instructors and courses across a wide variety of disciplines.

How Am I Doing? Using Teaching Observation Protocols across Disciplines

Anne Gilbert, Marsha McCartney, and Kelsey Bitting, University of Kansas

Room: Athens, Level 2

Teaching observation protocols allow us to evaluate and reinvigorate the classroom. We discuss the use of two observation protocols—RTOP and COPUS—in disciplines within the sciences, social sciences, and humanities, introducing the information yielded by each instrument, the instruments' limitations, and ways to incorporate results into meaningful changes in teaching. You will participate in activities that illustrate how classroom observation protocols can improve teaching, to provide you with a foundation for conversations on teaching among colleagues and to enable you to set goals for deepening your teaching practices.

Learning goals:

- Understand the applications and uses of research-based teaching observation protocols, as well as how they apply to different disciplines.
- Evaluate instruments to determine which will yield the appropriate information, and learn how to use that information to reflect on your own teaching practice.
- Apply teaching observation protocols to inform and improve your own teaching or that of others in your teaching community.

The Readings on the Wall: Teaching Critical Reading through Text Mapping

Lee Torda, Bridgewater State University

Room: Augusta, Level 2

A frequent complaint of faculty is that students are unable to critically read texts. Yet teaching reading as a skill can be daunting. In this session, you will participate in a color-coding, text-mapping activity that makes the work of critical reading overt by visually representing texts. Text mapping asks students (and you) to envision the intrinsic organization unique to a text. The lively experience of working in groups to color-code and map texts energizes class discussion as students become engaged, active participants in their reading through the visual re-creation of it.

- Articulate good reading practice in your discipline.
- Model habits of good readers for students visually.
- Connect the critical thinking work of writing to the critical thinking work of reading visually.

Make the Most of Your Marking Time (and Energy)

Claire Lamonica, Illinois State University

Room: Macon, Level 2

Does the sight of a stack of unmarked research papers strike fear into your heart? Are you that parent sitting in the stands with a red pen in one hand and a stack of essays in the other? Do you ever wonder whether you've spent more time grading a paper than the student spent writing it? Join the crowd! In this session, we'll explore some research-based, classroom-tested approaches to "getting the most bang for your buck" when it comes to the time spent grading student writing.

Learning goals:

- Articulate, reflect on, assess, and (if desired) revise your current grading practices.
- Understand the research relevant to grading student writing.
- Get more bang for your buck out of the time you spend grading student writing by incorporating strategies such as minimal marking, cover memos, rubrics, and student responses to instructor comments.

Examining Faculty Learning as Adult Development

Anne Benoit, Curry College

Room: Valdosta, Level 2

Have you ever wondered why faculty members don't always enact the learning offered in your faculty development programs or from external learning events? Efforts to enhance faculty teaching often neglect the important dimension of adult development, which can provide insight into how, when, why, and whether faculty members learn. This thought-provoking session examines faculty learning through an adult development lens. Through interactive dialogues and activities, you will acquire an enhanced understanding of how knowledge of adult development can inform your work with faculty members.

Learning goals:

- Articulate aspects of the major adult developmental theories.
- Apply the insights gleaned from examining faculty cases as exemplars of developmental models to your work with faculty learners.
- Integrate adult development theories with your current faculty learning and development models and approaches.

Group Retesting to Promote Learning Self-Awareness and Individual Accountability

Robbin Eppinga, Jeffrey Ploegstra, and Kayt Frisch, Dordt College

Room: Savannah, Level 2

Allowing students to retake tests in groups provides them with the immediate opportunity to learn from their mistakes while improving their perceptions of a course. We explore Group Review Advancing Content/Concept Essentials (aka GRACE), a variation on group retesting, which creates a peer learning environment and emphasizes individual metacognition, concept articulation, and accountability. Through an interactive demonstration, we introduce the process, relate some of the literature-reported benefits of group retesting, and share our experiences using GRACE in a variety of disciplines at different course levels.

Learning goals:

- Identify ways of increasing the learning value of assessments, using a critical dialogue, test-retest model.
- Understand how student perceptions of testing, the learning process, and the professor change through the use of this technique, and assess whether group retesting would be beneficial in your classroom.
- Create a plan to use GRACE (or a similar retest strategy) in your classroom.

12:30 p.m. – 1:30 p.m. Lunch

Room: Grand Ballroom, Level 3

1:30 p.m. – 1:45 p.m. Break

45-Minute Sessions

1:45 p.m. – 2:30 p.m.

Working with Test-Anxious Students

Lynn Clutter, University of Tulsa Room: Atlanta 1 – 3, Level 1

This session equips professors to better identify and guide students with test anxiety, using literature-reported strategies that teach test-anxious students how to overcome and succeed. Some strategies are easily facilitated by professors, and others are suited for students' personal self-growth or can be implemented through student academic or health support centers. The presenter has conducted research regarding test anxiety, self-report, and the biological marker of salivary cortisol. The session includes a report about two studies, the significance of test anxiety, and strategies for working with test-anxious students.



Learning goals:

- Differentiate at-risk students who have test anxiety from those who do not.
- Evaluate the use of five strategies for assessing and assisting those with test anxiety.
- · Practice using several test-anxiety resources.

10 Techniques to Invigorate Your Teaching

This session will be offered again at 3:45 p.m. Sarah Marshall, Central Michigan University

Room: Atlanta 4 & 5, Level 1

Experienced and new faculty alike can benefit from learning some new tricks. Once faculty find their rhythm in the classroom, they tend to rely on the same teaching strategies, activities, and lesson plans. Do you yearn for something a little more engaging? This session outlines techniques to inject new life into your classroom, including numerous creative teaching tips and strategies and best practices for infusing technology into the curriculum.

Learning goals:

- Be reinvigorated and inspired to enhance your teaching and adapt new techniques.
- Reframe or modify your approach to teaching by incorporating engaging and student-centered learning tools.
- Create exciting learning-centered environments driven by creativity, engagement, and the maximization of student learning.

Formative Assessment Can Be Fun

Rosalinda Haddon, Northern Arizona University

Room: Georgia 3 & 4, Level 1

Most course design includes the assessment of student learning outcomes, and these usually include evaluation at the end of the course. Although formative assessment during the course can provide valuable data for continuous improvement and can be a fun exercise for students and faculty alike, few courses include this assessment other than through midterm exams. In this session, you will explore various ways of conducting an ongoing evaluation of teaching and learning outcomes that goes beyond tests and examinations.

Learning goals:

- Identify the benefits of using formative assessment.
- Integrate formative assessment techniques that are fun and informative into your classes.

• Apply formative assessment techniques that encourage individual learning.

Faculty Development: Some Best Practices from West Coast to East Coast

Sean Glassberg, Horry Georgetown Technical College; and Ursula Sorensen, Utah Valley University

Room: Georgia 5 & 6, Level 1

Interested in learning what faculty development looks like on other college campuses? Join us for an in-depth look at what our institutions offer our full-time and adjunct faculty members. Bring your questions, challenges, and success stories to share during our discussion of the faculty development initiatives offered at participants' institutions—after all, as Mark Van Doren said, "The art of teaching is the art of assisting discovery."

Learning goals:

- Learn to apply some of the presenters' faculty development practices.
- Identify the presenters' faculty development successes and pitfalls.
- Revise current faculty development approaches at your institution to improve teaching and learning.

Instructional Strategies for Greater Student Engagement and Professor Enjoyment!

This session will be offered again at 4:45 p.m. Roger Mackey, Liberty University

Room: Georgia 7 & 8, Level 1

Reform initiatives and research reports claim today's students require active learning opportunities to acquire more authentic knowledge and understanding. Students who spend much of their time interacting with electronic games and social media may not respond to traditional teaching approaches and need to be more active rather than passive in their learning. This session encourages you to expand your instructional repertoire and equips you with the skills to effectively deliver instruction utilizing "engagement strategies." You will learn through demonstrations and actual engagement in 12 strategies that promote higher levels of student participation and professor enjoyment.

- Clearly explain each of the 12 engagement strategies presented.
- Construct two examples of each strategy for a specific lecture topic.
- Name and explain the three most optimum times in the lecture to implement one of the 12 strategies.

Leveraging Technology to Enhance Teaching and Learning through International Faculty and Student **Collaborations**

Janet Thompson, College of Westchester Room: Georgia 9 & 10, Level 1

Universities and colleges have recognized and responded to the need for student multicultural learning competencies through study abroad, student exchange, and fellowship programs. These programs have typically involved the geographic relocation of students from U.S. and overseas institutions. However, by blending technology with instruction and cultural experiences, colleges and universities are expanding student access to the global learning milieu. This session highlights how business faculty and information technology administrators worked to implement collaborative international teaching and learning modules in a bachelor's-level technical business communications distance-learning course.

Learning goals:

- · Understand the concepts of collaborative and online international teaching and learning.
- · Assess the necessary synergies between information technology and academic units to successfully develop international teaching and learning projects.
- Identify the various technology resources that may be used to develop collaborative international teaching and learning projects.

Mini-Grants, Maximum Faculty Development

Dean Beckman and Derek Jackson, Saint Mary's University of Minnesota

Room: Georgia 11 & 12, Level 1

This session examines how one faculty development committee partners with the office of the vice president for academic affairs to support summer mini-grants that encourage interdisciplinary pedagogy. You will learn how funding is made available and how a faculty committee administers the program. Topics include putting out a call for proposals, developing a rubric for acceptance selection, creating methods for reporting results, developing ideas for interdisciplinary projects, writing successful proposals, and managing projects to completion.

Learning goals:

- · Implement a similar faculty development program and reporting strategy at your institution.
- Dialogue with faculty and administration about faculty development initiatives.
- · Develop specific rubrics and communication pieces that encourage collaboration and transparency.

Social Media: A Three-Step Framework for Effective **Classroom Use**

Scott J. Weiland, King's College Room: Athens, Level 2

"Welcome to class. Please take out your smartphones." What? Yes, you can use smartphones and social media to teach, enhance the liberal education and higher education learning environment, and engage students. According to Duggan and Brenner (2013), 83% of men and women ages 18 to 29 use social media. Social media and mobile technology are leading the digital revolution and are critical to strengthening higher education's capacity to foster global learning and collaboration. During the session, we explore a three-step framework for leveraging social media and mobile technology, which are promising digital innovations in higher education. You will learn how social media and mobile technology can increase collaboration and communication in the classroom, and administrators and department chairs will identify best practices to implement these tools across the curriculum to enhance learning and to support assessment and assurance of learning.

Learning goals:

- Define "social media" for higher education.
- Utilize social media and mobile technology to enhance the learning environment.
- Utilize social media and mobile technology for goals, objectives, and measurable learning opportunities for assurance of learning plans.

Academic-Community Partnerships for Experiential Learning, Evidence-Based Practice, and Knowledge Translation

Kimberly Ward and Eric Pelletier, University of the Sciences Room: Augusta, Level 2

This presentation outlines a model for partnerships between academic programs and local organizations. Consisting of five components-experiential learning, issue selection, literature review, development of an evidence-based project, and knowledge translation-the model combines clinically integrated teaching and the scholarship of engagement and practice, thus enabling students to become actively engaged in authentic experiences in the community. You'll learn strategies to develop, nurture, and assess outcomes from academic-community partnerships, including how to replicate the model in different disciplines.

- · Design student learning experiences using the academic-community partnership model.
- · Employ strategies to develop and nurture academic-community partnerships in your academic program.



• Appraise student and community organization experiences with the academic-community partnership model.

E-mentoring: Expanding the Reach of a Faculty Mentor Program

Sophia Kowalski, Hillsborough Community College Room: Macon, Level 2

Many faculty mentor programs stress the mentee-mentor relationship. Does your faculty mentor program reach all members interested in forming a mentor partnership? Implementing an e-mentoring presence can extend the reach of your mentor program and promote a cohesive, inclusive view. This session explores strategies for overcoming the challenges of getting an e-mentoring program up and running.

Learning goals:

- Determine whether e-mentoring provides a valid way to achieve institutional or mentor program goals.
- Identify key components of a successful e-mentoring presence.
- Consider which academic technology allows for a successful e-mentoring presence.

Google Forms for Formative Feedback: Too Hot, Too Cold, or Just Right?

Emily Dornblaser, University of New England Room: Valdosta, Level 2

This session reviews the innovative use of Google Forms as a means of collecting student homework responses and providing formative feedback in a large math-based course. Please bring a laptop, tablet, or other wireless-enabled device to the session so you can actively walk through the steps of building a Google Form and reviewing the resultant data. We will review recommendations for effective Google Form design and data analysis and discuss potential areas of novel implementation outside math-based courses.

Learning goals:

- Identify a learning process that could be improved by direct, specific formative feedback.
- Create a Google Form to capture student performance on course objectives.
- Provide formative feedback to students based on results from a Google Form submission.

Transforming Teaching Culture through an Interdisciplinary Faculty Teaching Exchange Program

Siny Joseph and Jung Oh, Kansas State University Room: Savannah, Level 2

An interdisciplinary team of three faculty members from a

rural Midwest satellite campus invited colleagues from across ranks and disciplines to participate in a voluntary faculty teaching exchange program. A pilot study was developed to assess whether or not a collaborative teaching exchange program might affect the culture of teaching and learning. This session reviews results of data collected through pre- and post-surveys, classroom observations, reflective analyses, and focus group sessions. We address the program's benefits and challenges and provide recommendations for successful development of a formative, rather than punitive, faculty teaching exchange program.

Learning goals:

- Identify the potential benefits of an interdisciplinary faculty teaching exchange program.
- Discuss the effectiveness of shared responsibility for student success.
- Develop a collaborative faculty teaching exchange program for professional development.

2:30 p.m. – 2:45 p.m. Break

45-Minute Sessions

2:45 p.m. – 3:30 p.m.

Helping Students in Their Search for Deeper Meaning–Building Mindfulness into Curriculum

Natalie Kompa and Roxanne Beard, Ohio Dominican University Room: Atlanta 1 – 3, Level 1

In this session, we explore the concept of mindfulness and connect it to students' search for deeper meaning in their lives. We examine current literature on the linkages between faculty who apply a student-centered approach and student growth that develops thanks to a broadening of the lens through which students view themselves and the world. We also illustrate specific learning modules about leadership, empathy, humanity, and lifelong happiness. You will leave with ideas for a variety of classroom settings centered on how we as faculty and administrators help students engage in their "inner work" by leveraging current events, technology, and interactive in-class exercises.

- Understand the importance of helping students with their inner work.
- Appreciate student engagement in a multifaceted way.

• Identify opportunities to apply the concepts of mindfulness, self-reflection, and contemplation in your own curriculums.

E-learning Empower: Moving Beyond Faculty Development

Lacretia Mitchell, University of Central Oklahoma Room: **Atlanta 4 & 5, Level 1**

Instructional designers devote a lot of time to providing course design resources and services, but they spend less time following up and ensuring that the services provided are adequate or that the resources encourage faculty to take ownership of their courses. As a result, faculty are often unaware of the support and services available to them once they complete a program. Even if you take pride in your faculty development program, we'll show you how you can do more to maintain relationships and empower your e-learning faculty.

Learning goals:

- Differentiate between faculty development and faculty empowerment.
- Recognize the three processes of an effective follow-up program.
- Outline initiatives to support faculty.

Meeting Faculty Where They Are: Promoting Innovative Pedagogy across Campus

Invited presenters: Ollie Dreon and Greg Szczyrbak, Millersville University

Room: Georgia 3 & 4, Level 1

In this session, we will discuss a multifaceted professional development approach to promoting innovative pedagogy across campus. Recognizing that the diverse needs of the campus community require multiple approaches to build faculty capacity, Millersville University has structured complimentary professional development opportunities to meet faculty "where they are." This session will outline each of the professional development activities and discuss how the structure and focus address different faculty needs.

Learning goals:

- Discuss different faculty professional development needs and the difficulty with a "one size fits all" approach.
- Examine how different professional development structures can build capacity for targeted faculty populations.
- Identify professional development activities that can promote campus innovation.

Five Steps to Better Instructions

Kelly Welsh and Connie Schaffer, University of Nebraska Omaha

Room: Georgia 5 & 6, Level 1

Writing clear, precise, effective instructions may take more time when planning, but the time saved in the classroom is well worth the effort: students start on tasks sooner, and everyone is less frustrated. In this session, we outline how to write and present better instructions for all activities and assignments. You will evaluate and revise ineffective instructions to make them effective. This critical strategy can be applied to any field and works well for general education and/or professional school courses.

Learning goals:

- Apply elements of good instructions to your own teaching content.
- Evaluate and assess the effectiveness of instructions using the elements of good instruction.
- Design your own effective instructions for your courses.

How to "Game" Your Course: A Recipe for Student Engagement

Tom Davis and Len Harmon, Nichols College Room: Georgia 7 & 8, Level 1

In this session, we demonstrate the use of game techniques in a team-taught, interdisciplinary course. We show how application of basic learning principles and behavior modification engaged our students by rewarding risk taking with immediate performance feedback. The session includes an interactive audience activity to illustrate paradigms from video games, such as positive failure feedback, the regime of competence, and the flow experience. Our goal is to show how this approach can be applied to any discipline to increase student engagement.

Learning goals:

- Apply the principles of successful video games to course design and everyday pedagogy.
- Leverage the power of group dynamics and competition to improve student engagement and performance.
- Use technology to quickly collect, summarize, and provide students with peer and instructor performance feedback in a constructive manner.

Games for Learning: Engaging Students in Research Methods Concepts

Eunhwa Yang, Cornell University

Room: Georgia 9 & 10, Level 1

Social science research methods is a topic that students



often find challenging. This session discusses a study in which students in several research methods classes were asked to create games designed to encourage their engagement with the course material. Students reported that playing games helped them identify concepts they did and did not understand and enhanced their comprehension of the course material. Students with a growth mindset (Dweck, 2006) rated the learning experience more positively than did those with a fixed mindset.

Learning goals:

- Give examples of how games can be used to enhance learning and engagement.
- Describe the effectiveness of game-based learning.
- Discuss the applicability of game-based learning in higher education.

Implementing a Student Development Workshop Series to Supplement a Traditional Curriculum

Jennifer Mathews and Melinda Lull, Wegmans School of Pharmacy, St. John Fisher College

Room: Georgia 11 & 12, Level 1

Preparing students to be successful in the classroom and as professionals requires more than didactic education. Academic programs primarily address the academic needs of students based on curricular and assessment goals but often fail to fully prepare students to successfully face the challenges they experience in school and after graduation. To truly prepare students, teachers must address their needs in domains outside the classroom. This session explores student development programs aimed at improving students' academic, personal, and future professional success as a supplement to the traditional didactic education.

Learning goals:

- Reflect on current teaching and advising methods.
- Use the provided tools to implement workshops aimed at improving students' academic, personal, and professional success.
- Identify students' professional development needs.

Fostering a Student-Centered Classroom: A Look at Our Words

Bill Lindquist, Hamline University; and Darla Lindquist, Anoka Ramsey Community College

Room: Athens, Level 2

The language we use impacts how our students respond in the classroom and clearly communicates our pedagogical approach. Espousing student-centered learning yet using teacher-centric language results in an incongruent classroom environment. Creating a student-centered classroom requires student-centered language. In this session, we explore our choice of words, examine their impact both on ourselves and on our students, and discuss how we can better create and maintain a focus on keeping students at the center.

Learning goals:

- Critically reflect on the language choices you use in teaching.
- Analyze the impact this language has on students.
- Create a plan for fostering and maintaining a student-centered classroom.

Can a Squid Help My Teaching? No, but a SGID Might! Patrice Morris Hudson, Portland State University

Room: Augusta, Level 2

Getting midterm feedback from students gives instructors more time for meaningful improvements in the course and in students' learning. This session looks at a midterm feedback model known as Small Group Instructional Diagnosis (SGID). During this session, you will explore the process of SGID, participate in a sample SGID, consider typical and atypical SGID results, and learn how to conduct an anonymous session in your own classroom using a Web-based application or pen and paper.

Learning goals:

- Invigorate your teaching methods.
- Engage with students in a meaningful way by seeking their honest and anonymous feedback regarding what is and isn't working.
- Gain the trust and respect of students by inviting their feedback.

Enhancing Communication Skills in Diverse Learners, with Adaptable Teaching Strategies

Andrea Morgan-Eason, Molloy College

Room: Macon, Level 2

The diversity of health care students is increasing, mirroring the changing face of the population of the United States. Educating culturally diverse students has become a major challenge for schools preparing health care professionals. Faculty in higher education have been called on to explore teaching strategies that not only enhance multicultural students' learning but also prepare them for the working environment. This session focuses on four teaching strategies (role-playing, storytelling, assigned readings, and technology) that you can use in any college setting to enhance students' communication skills.

Learning goals:

• Demonstrate the use of adaptable teaching strategies in presenting concepts to your students.

- Engage your students in the classroom setting.
- Identify adaptable teaching strategies that can accommodate your students' learning needs.

Defusing Classroom Tension and Conflict Related to Student-Veteran Issues

Miguel Fernandez, Chandler Gilbert Community College Room: Valdosta, Level 2

This session examines three common scenarios of tension, conflict, and disruption related to student-veteran issues that can occur in a classroom, including triggered PTSD, challenging the instructor's authority, and conflict with non-veteran students in group or discussion settings. Interactively learn strategies and approaches to defuse these situations and behaviors to achieve the best outcomes for all involved. You will get access to the online module "1st day/1st office hour: prepping the syllabus for student veterans and office hour scenarios."

Learning goals:

- Classify tension and conflict as standard classroom misbehavior, PTSD, or warning signs of student veterans in crisis.
- Assess conflict in classroom scenarios involving student veterans for the best level of response and action.
- Apply just-in-time strategies to smooth over incidents (conflict, triggered PTSD, etc.) with the least disruption.

Connect for ...

Linnea Lyding and Laurie Johnson, Arizona Christian University Room: **Savannah, Level 2**

Cellphone users know the importance of a strong signal. Without that connection, their phones are useless. Likewise, instructors know how essential it is to form a strong connection between new content and their students' background knowledge. Without this connection, students often become disengaged. This session is based on the concept of schema-based connections. We share strategies that can be used to quickly connect students with concepts in any content area.

Learning goals:

- Employ effective strategies to quickly link students' background knowledge to content.
- Develop active learning techniques that promote higher-order thinking.
- Synthesize information from a text to use in a collaborative visual representation.

3:30 p.m. – 3:45 p.m. Break

45-Minute Sessions

3:45 p.m. – 4:30 p.m.

Alternative Term Projects (Assignments) for Increasing Student Learning and Engagement

Kathleen Gabriel, California State University, Chico

Room: Atlanta 1 – 3, Level 1

As professors, we strive to engage our students and provide them with educationally purposeful activities that they find beneficial, relevant, and helpful for their future careers. For years, a traditional term paper has been used to accomplish these goals. This session presents alternative assignments, such as the research poster project, along with the results of a study on this project, including its design and rubric. An alternative assignment can challenge and engage students in researching, writing, and presenting their project.

Learning goals:

- Analyze the benefits and importance of students' perceptions about the relevance of a major assignment for undergraduate classes.
- Describe the validity and rigor of the research poster project, and discuss how alternative projects can replace a traditional term paper.
- Discuss ways professors can design and evaluate their own alternative assignment to increase student satisfaction, learning, and engagement.

Using Assignments to Cultivate a Reflective Mindset

Stephanie James, Jacksonville University Room: Atlanta 4 & 5, Level 1

Peer review is a mechanism for students to practice giving and receiving feedback and constructive criticism. It provides opportunities for practice in dealing with personality differences, managing emotions, communicating effectively, and solving problems. It also enables the process of critical reflection. This session highlights and recommends the use of a writing submission form and a peer-review protocol (guideline) to encourage student reflection and perspective taking and to increase the likelihood that "learned behavior" writing mistakes will be unlearned through a more conscious and present approach to writing assignments.



Learning goals:

- Describe how a writing submission form can promote behavior change, engagement, and reflection.
- Relate Mezirow's critical reflection and Goleman's tenets to your course content and learning approaches used in classes.
- Devise an action plan to incorporate student reflectivity into coursework through peer review and self-assessment.

Problem-Based Learning: Redefining Teaching and Learning

James Badger and Reza Nourbakhsh, University of North Georgia

Room: Georgia 3 & 4, Level 1

How does problem-based learning (PBL) redefine the teacher's role in a classroom and foster students' critical thinking, problem-solving skills, self-directed learning, collaboration skills, and intrinsic motivation? Adopted in many disciplines, such as medicine, law, education, mathematics, economics, business, engineering, physics, and biology, PBL is a student-centered, constructivist model of learning. This session introduces the educational foundations of PBL; addresses some of the challenging issues in a PBL class, such as the instructor's role as facilitator, and approaches to evaluate and assess students' learning; and invites you to participate in a simulated PBL class.

Learning goals:

- Evaluate the effectiveness of PBL in relation to other instructional approaches.
- Analyze the strengths and challenges of PBL.
- Apply the concepts of PBL in your face-to-face and online classrooms.

Repeat Session: 10 Techniques to Invigorate Your Teaching

Sarah Marshall, Central Michigan University Room: Georgia 5 & 6, Level 1

Experienced and new faculty alike can benefit from learning some new tricks. Once faculty find their rhythm in the classroom, they tend to rely on the same teaching strategies, activities, and lesson plans. Do you yearn for something a little more engaging? This session outlines techniques to inject new life into your classroom, including numerous creative teaching tips and strategies and best practices for infusing technology into the curriculum.

Learning goals:

· Be reinvigorated and inspired to enhance your teaching and

adapt new techniques.

- Reframe or modify your approach to teaching by incorporating engaging and student-centered learning tools.
- Create exciting learning-centered environments driven by creativity, engagement, and the maximization of student learning.

Interactive Online Teaching

This session will be offered again on Sunday at 11:15 a.m. Tara Cosco, Glenville State College

Room: Georgia 7 & 8, Level 1

This session explores students' use and perceptions of communication tools in an interactive online learning environment. Instructors who take into account students' learning styles and approaches to online communication may find increased participation, motivation, and learning in this environment. You will learn what tools students value in an online class and how to effectively incorporate those tools into your online courses. Additionally, you will learn whether the tools help students comprehend the material in relation to their learning styles. The synchronous and asynchronous tools may include video, chat, discussion forums, email, or any other communication tool currently used in online courses.

Learning goals:

- Incorporate online communication tools that students perceive as beneficial to their learning.
- Use tools that match students' learning styles.
- Use tools that help students interact in an online learning environment.

Tolerance Is Like a Pebble in Your Shoe

Ednita Wright, Onondaga Community College Room: Georgia 9 & 10, Level 1

As professors, we are preparing our students to be fully active world citizens. They, in effect, become ambassadors to their communities and the world. As facilitators of learning, we must be examples of how an individual moves beyond her or his own biases and fears to tread the tenuous, fragile balance between the protection of self-interest(s) and full community participation. Classrooms are laboratories where our students experiment with their identities, shedding pieces of themselves that no longer serve them well and cloaking themselves in new ways of being that honor their humanness. We know teachers and institutions retain students by making them feel that they are supported and that their lives matter. Thus, they feel included as a whole human being rather than simply tolerated despite their differences. This

session provides classroom exercises that create a more inclusive environment for students.

Learning goals:

- Engage in several activities that will assist you in creating inclusive classrooms.
- Define the effects of perceptions and assumptions on student learning.
- Describe the difference between tolerance and inclusion.

College Student Mental Health: What Faculty Need to Know

Jamie Bromley, Franklin College

Room: Georgia 11 & 12, Level 1

Faculty are encountering more and more students with mental health issues in their classrooms, during office hours, and in advising. According to the Association of University and College Counseling Center Directors (AUCCCD, 2013), students are reporting to college counseling centers with anxiety (46.2%) and depression (39.3%) in increasing numbers. However, few faculty members are trained to recognize mental health issues. This session facilitates discussion and role-playing to help you recognize common student mental health concerns, set appropriate limits with students, and provide helpful resources.

Learning goals:

- Gain knowledge of the common mental health issues for college students.
- Identify how mental health concerns affect student learning.
- Provide effective referrals to students for their mental health concerns.

Rereading between the Lines: Encouraging Active Learning and Student Engagement with Texts

Noel Holton Brathwaite, Farmingdale State College SUNY Room: **Athens, Level 2**

Students who give only cursory attention to the texts we assign them generally do so because they are used to teachers who "tell" them via lectures what is pertinent and meaningful within those texts. Consequently, students gain only a superficial understanding of the subject matter. This session focuses on ways to encourage deeper student reflection on texts outside the classroom in order to increase active learning within the classroom. You will learn how to maximize the use of online discussion boards by designing questions that extend the perspective and authority of the student reader and that prompt evaluation, speculation, and even sometimes re-creation of portions of texts.

Learning goals:

- Make explicit via discussion board assignments the relationship between course goals and objectives and selected course materials and texts.
- Enhance class participation and peer-to-peer interaction based on collaborative textual analysis and evaluation.
- Collapse the hierarchal structures that exist between students and teachers and between readers and authors.

Web-Based Tools: Why and How

Joan Wall, Portage College

Room: Augusta, Level 2

Web-based learning objects and features found in learning management systems are great tools for millennial learners (digital natives) in our face-to-face and online courses. However, we need to question ourselves about why we are using these fun and interactive learning objects. This session reviews a checklist that asks questions such as "Why am I using this tool?" and "What type of tool should I use?" We'll demonstrate examples of favorite faculty-created, Web-based tools (Voki, recordmp3. org, Vocaroo, Padlet, ThingLink, SpicyNodes, VoiceThread, Poll Everywhere, SurveyMonkey, Kahoot!, Animoto, Bubbl.us, PowToon, Prezi, and Bitstrips) and explain the goals achieved by using these learning objects.

Learning goals:

- Use a checklist to help assess learning objects.
- Use mobile devices to participate in Kahoot!, Poll Everywhere, SurveyMonkey, Padlet, and ThingLink (these learning objects' links will be in a QR codes handout and on-screen for easy access).

Improving Classroom Engagement Using Online Competitive Tournaments

Daniel Belliveau and Cortney Hanna, Western University Room: Macon, Level 2

Whether students are competing with others for scholarships or spots in graduate programs, or against themselves for higher grades on examinations, the competitive nature of postsecondary education is undeniable. The literature often describes using competition in a classroom setting as an effective motivator for success, both among students and within oneself. This session provides an in-depth look at a personal response system (Top Hat) that uses competitive tournaments to promote student engagement with classroom material. Bring your Wi-Fi–enabled



device for the opportunity to organize, develop, and compete in a fun, competitive tournament.

Learning goals:

- Develop and operate a tournament, mastering tasks such as question creation and tournament scheduling.
- Retrieve student responses in order to assess student outcomes.
- · Critically appraise whether this tool is a viable option for your classroom.

Objective Rubrics for Creative Works

Anne Beekman, University of Findlay

Room: Valdosta, Level 2

Throughout the humanities, instructors must provide impartial evaluation in subjects where there are no absolutes. This session offers methods for devising a multi-criteria system of scoring creative works-evaluating technical skill, aesthetics, originality, communication, and resourcefulness-that gives students individualized feedback, lessens grade disputes, makes the grading process more efficient, and provides measurable outcomes for assessment. You will explore examples of rubrics for self-, peer, instructor, and external expert evaluation that enhance learning, and you will create a unique rubric applicable to your field.

Learning goals:

- Identify measurable standards in a creative assignment.
- Prepare an objective rubric specific to your discipline.
- Evaluate work of a subjective nature impartially.

Engaging Students in the Community: How Does CBL Influence Learning?

Nancy Carlson and Kerri Hample, Elizabethtown College Room: Savannah. Level 2

Why do we send our students into the community? Does this practice really support student learning, or is it the current "in" thing in higher education? In this session, you will explore theoretical frameworks and methods that guide community-based learning (CBL) experiences. You'll learn helpful pedagogical practices, pragmatic tips, and effective outcome measurement strategies.

Learning goals:

- · Analyze the factors that encourage or inhibit student learning in a community-based learning assignment.
- · Select a pedagogical CBL model that promotes effective learning for your own CBL course.
- · Critique methods of assessing student learning in CBL assignments, and apply methods to your own course.

4:30 p.m. – 4:45 p.m. **Break**

45-Minute Sessions

4:45 p.m. – 5:30 p.m.

Standards-Based Grading in the College Classroom

Michael Scarlett, Augustana College

Room: Atlanta 1 – 3, Level 1

This session introduces you to the basic practices of standards-based grading, a reform movement in K-12 education that involves moving away from basing students' grades on completion of assignments and assessments and toward using grades that reflect students' levels of understanding of course objectives. While this movement has not made many inroads in postsecondary education, it potentially can transform the way professors think about teaching and learning. You will explore basic practices of standards-based grading and the results of a research study focused on students' reactions to standards-based grading.

Learning goals:

- · Identify the differences between standards-based grading and traditional grading.
- Evaluate the advantages of using standards-based grading.
- · Create your own plan for implementing elements of standards-based grading in your classrooms.

New Faculty: Learning to Teach for Success

Betina Brandon and Angela Bryan, Mississippi Community College Board

Room: Atlanta 4 & 5, Level 1

Whether you are an administrator or a professor, you play a key role in leading the learning process for students. Attend this session to learn how to build professional development models for faculty that enhance teaching and learning. Topics center on practices for promoting professional development that produces effective faculty. We discuss integrating technology to accommodate schedules and demonstrate a model that is currently used in the state of Mississippi.

- Identify characteristics of effective instructors.
- Demonstrate a new faculty training model.
- Integrate technology to accommodate schedules.



Lecturing? Let Your Students Do the Work!

Carole Kendy, Lansing Community College Room: Georgia 3 & 4, Level 1

Over 30 years of research consistently indicate that students of all ages who experience active learning benefit tremendously over students who do not. Research indicates that these students develop a community of learners through active learning activities and that they attend class more often, score higher on exams, and ultimately have higher end-of-term grades than other students. This session provides strategies for incorporating easy active learning activities into lectures for all disciplines. You will experience active learning activities that enhance student learning and generate additional source material, such as study guides, lecture notes, and quiz questions.

Learning goals:

- Understand that short lectures of 10 to 12 minutes are highly effective learning tools.
- Use active learning to produce study guide questions, quizzes, or tests.
- Understand that active learning can be small scale and effective and does not require much prep time.

Repeat Session: Instructional Strategies for Greater Student Engagement and Professor Enjoyment!

Roger Mackey, Liberty University Room: Georgia 5 & 6, Level 1

Reform initiatives and research reports claim today's students require active learning opportunities to acquire more authentic knowledge and understanding. Students who spend much of their time interacting with electronic games and social media may not respond to traditional teaching approaches and need to be more active rather than passive in their learning. This session encourages you to expand your instructional repertoire and equips you with the skills to effectively deliver instruction utilizing "engagement strategies." You will learn through demonstrations and actual engagement in 12 strategies that promote higher levels of student participation and professor enjoyment.

Learning goals:

- Clearly explain each of the 12 engagement strategies presented.
- Construct two examples of each strategy for a specific lecture topic.
- Name and explain the three most optimum times in the lecture to implement one of the 12 strategies.

Screencasts for Improving Instructor-Student Communication in Online Courses

Alan Sebel and Laurie Bobley, Touro College Room: Georgia 7 & 8, Level 1

Advances in technology are providing a variety of communication options that can be used in online and blended-learning environments. These sophisticated but easy-to-use tools increase communication between instructors and students. This workshop includes a demonstration of screencast technologies and guides you through the process of making your own screencasts. Additionally, we cite research related to the use of screencasts in online education and provide an overview of our experience using screencasts to effectively increase online communication and improve instructor-student connections. We also share evidence of student satisfaction with the use of instructor-made screencasts.

Learning goals:

- Compare and contrast available screencasting technologies.
- Review the method of creating and recording a screencast, uploading it as a Web link, and incorporating it into a course management system.
- Identify how and when to use screencasts in your own practice, either to improve instructor presence or as a student alternative to written responses to assignments.

Problems, Music, and Popular Culture: How I Teach Theory and Practice to the Next Generation

Camille Davidson, Charlotte School of Law; and Karen Smith, University of Mississippi

Room: Georgia 9 & 10, Level 1

We discuss what makes a great teacher. The methods outlined represent approaches that we use to encourage active learning. We use visual aids, music, problems, and simulated activities to show rather than tell in the classroom. Our approach promotes rigor rather than fear. We make cold-calling fun by using relevant stories from newspaper headlines and using song lyrics as the basis for oral arguments.

- Identify how to use music and popular culture in the classroom.
- Discover how to engage those who are not highly motivated self-starters.
- Learn how to design a course so that students see its relevance.



Grocery Store Teachers: Using Self-Disclosure to **Enhance Rapport and Learning**

Brad Bull, Tennessee Technological University Room: Georgia 11 & 12, Level 1

Positive teacher-student rapport enhances learning. Rapport building accelerates when teachers and students share appropriate autobiographical narratives at the beginning of a course. Appropriate self-disclosure humanizes the professor and provides insight into where students are at the moment. You will engage in activities that increase (1) the sharing of your own appropriate personal/professional information and (2) the

gathering of relevant information about your students.

Learning goals:

- · Appreciate the importance and vitality of teacher-student contextualizing self-disclosure.
- · Distinguish between appropriate contextualizing self-disclosure as opposed to inappropriate verbal exhibitionism.
- · Develop a personalized contextualizing autobiography and a student-aimed contextualizing questionnaire consistent with course content and professor personality.

Take Note! Synergistic Effects of Metacognition and the Flipped Classroom

Kelly Butzler, Pennsylvania College of Technology Room: Athens, Level 2

The flipped classroom is a learning environment that reverses the locations where students acquire knowledge and where they actively engage in content. Although the flipped classroom is gaining momentum at the high school level, few college professors have adopted this approach and even fewer have at open-enrollment colleges. Yet the flipped classroom provides an ideal venue for students to learn how to take good notes, become active learners, and eventually think about their own learning processes by summarizing the content in their own words. This session provides an overview of experiences and challenges in flipping a general chemistry class at an open-enrollment college. Join this session to view data that resulted from different pre-class activities and to discover the self-regulated learning strategies employed in all iterations of a flipped classroom.

Learning goals:

PROFESSOR

- Recognize how student differences in academic preparedness influence learning in a constructivist learning environment such as the flipped classroom.
- · Apply self-regulated learning strategies such as prescribed pre-class activities, directed note-taking, and exam wrappers.

· Discuss the attitudinal changes in student perceptions of the flipped classroom that implements self-regulated tools.

Googling in the Classroom: Integrating the Handheld Library into Pedagogy

Wendy Roth and Kelly Grace, Georgia State University Room: Augusta, Level 2

Information availability is changing the role of the professor. With a few clicks of the mouse, students are able to locate information previously available only from a textbook, their professor, or the library. In this new paradigm of easily available information, instructors are responsible for integrating these sources into the classroom and teaching students how to efficiently locate and evaluate them. In this session, we present ways to use Google in the classroom to improve students' information literacy.

Learning goals:

- Employ instructions and exercises to improve search skills.
- · Identify opportunities to integrate Google searches in the classroom.
- · Evaluate improvement in students' skills and understanding when using Internet information.

Activating a Teaching Philosophy Statement: Articulation, Implementation, and Evaluation

Erlene Grise-Owens, Spalding University; and Larry W. Owens, Western Kentucky University

Room: Macon. Level 2

A strong teaching philosophy can help guide accountable, relevant, and meaningful teaching and learning. We describe how to develop a comprehensive teaching philosophy, from articulation to implementation to evaluation. Using literature and our experiences, we discuss pragmatic steps for using a teaching philosophy to inform, engage, and evaluate teaching and learning. You will begin to apply these steps through interactive exercises. We also describe practical uses of an activated philosophy in promotion and tenure processes.

- Recognize the value of a comprehensive teaching philosophy for accountable, relevant, and meaningful teaching-learning.
- · Identify the three core phases of teaching philosophy development: articulation, implementation, and evaluation.
- · Learn practical strategies and tools for developing an integrated and organic teaching philosophy.

"Quick Writes" to Engage, Learn, and Assess

Noelle Won, California State University, Stanislaus Room: Valdosta, Level 2

Learn how "quick writes," or low-stakes writing tasks, can help students process new knowledge, provide assessment data, and inform future instruction. During this session, we consider various examples of quick-write tasks designed for making connections, explaining new theories or concepts, problem solving, asking questions, and communicating confusion. We also explore how quick writes can provide formative assessment throughout a course and how student responses can inform instruction. The session concludes with recommendations for implementation.

Learning goals:

- Examine how you can apply low-stakes writing tasks in your courses.
- Develop quick writes that you can use for discussion and/or formative assessment.
- Evaluate student learning on a more ongoing basis.

Empathic Teaching by Design? ID Processes across Disciplines and Experience

Alanna Williams, Vancouver Island University Room: Savannah, Level 2

Teaching is difficult, no matter the approach, because teaching is a complex human activity. So how does someone with no formal training in teaching make decisions about what to teach and how to teach it? What has the most impact, the faculty member's discipline, experience, or empathy? In this session you will be able to reflect on your curriculum development process as you explore a visualization of the instructional design processes of 18 postsecondary teachers from a teaching-intensive university.

Learning goals:

- Identify the various steps faculty use in creating their curriculum and how these differ across disciplines and experience levels.
- Analyze visual data to draw meaning about how faculty members create curriculum, how empathy can be used in ID, and the factors that influence postsecondary ID.
- Compare your own processes with those of other faculty members in similar or different disciplines and across levels of experience.

5:30 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, May 31

7:30 a.m. – Noon

Registration Open Room: Georgia Registration Booth, Level 1

7:30 a.m. – 8:30 a.m.

Continental Breakfast Room: Grand Ballroom, Level 3

8:30 a.m. – 9:30 a.m.

Breakfast Plenary Session Introversion and Extroversion: Implications for Teaching and Learning

Nicki Monahan, Faculty Facilitator, George Brown College, Toronto, Canada

Room: Grand Ballroom, Level 3

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, Cain's work raises interesting questions about the experiences of introverted students in our classrooms. In this plenary address, Nicki Monahan will engage audience members from all disciplines to explore their own learning preferences and to consider the impact of temperament on teaching and learning.

Through reflection and active learning, participants will gain insight into the strengths and challenges facing students across the introversion/extroversion spectrum and consider practical strategies to create more inclusive learning environments. Our goal is not to turn introverts into extroverts, or vice versa, but to maximize learning for all students and to help them develop the skills often identified by potential employers—teamwork, problem solving, and interpersonal communication.

9:30 a.m. – 9:45 a.m. Break



75-Minute Sessions

9:45 a.m. – 11:00 a.m.

Repeat Session: Staying on Target: Aligning Classroom Activities with Objectives

Jody Weaver and David Liller, Hillsborough Community College

Room: Atlanta 1 – 3, Level 1

The flipped classroom teaching method provides content outside of the classroom setting while focusing on classroom activities that promote the application of knowledge. However, this significant change calls for a course redesign, and when the parts are assembled, often the classroom activities can fail to align with the outcomes and objectives set for the course. This workshop provides an overview and specific methods to ensure that we meet educational goals when flipping the classroom.

Learning goals:

- Identify the components of the flipped classroom: out-of-class activities, out-of-class assessment, and in-class activities.
- Develop an understanding of the critical need for aligning the aforementioned components with lesson objectives.
- Complete an alignment document for a flipped classroom lesson, and create out-of-class and in-class components based on that document.

Beyond Cultural Competence: Meeting the Learning Needs of Today's International Students

Invited presenters: Ranya Khan and Carol Appleby, Sheridan College

Room: Capitol South, Level 1

The increasing presence of international students on college campuses calls for educators who are sensitive and responsive to the unique differences of each student and have the ability to demonstrate a willingness to view instruction, communication, and learning through varied cultural lenses and educational approaches. We will explore how culture, language, and prior educational experiences can impact an international student's adjustment and how faculty can support and accommodate students through various pedagogical strategies and techniques.

Learning goals:

- Identify the cultural and linguistic challenges that multilingual and international students face in the college classroom.
- · Consider ways to adapt methodology and teaching practice

that better support learners from diverse cultural and linguistic backgrounds.

• Incorporate language learning strategies into the academic (content-focused) classroom.

Helping Students Succeed in a Large Classroom

Invited presenter: Ken Alford, Brigham Young University Room: Georgia 3 & 4, Level 1

Teaching large sections affects everything from course design to content delivery to class flow to assignments and grading. This presentation focuses on what works and what doesn't work in a large-class setting. While the majority of this presentation will explore how to succeed during the semester, we'll also examine best practices to use both before and after the semester.

Learning goals:

- Alleviate fear and anxiety about teaching in a large-classroom setting.
- Effectively integrate proven principles and practices to make your teaching in a large class more effective.
- Evaluate existing course design and syllabus to identify areas of possible improvement.
- Properly address future challenges that will arise in large-classroom settings.

Doodling and Drabbling: Enhancing Deep Learning in Your Classroom Too

Mick Charney, Kansas State University

Room: Georgia 5 & 6, Level 1

Doodling improves information retention. Writing requires practice to improve. Yet we chastise doodlers in class, and many students never face the prospect of substantial writing assignments. We can enhance deep learning with low-stakes exercises such as doodled "vivid grammar" quizzes and drabbled "hint fiction" assignments that are suitable for any class, especially large lectures. Doubling as antidotes to millennials' distractedness, these brief learning interventions take little time in class, are easily assessed, leverage students' innate creative urges, and engage even the most jaded students.

- Learn to interpret millennials' generational norms as strengths in classroom exercises.
- Explain how doodling and drabbling exercises, when aligned with millennnials' learning habits, enhance cognitive skills such as critical thinking and deep information processing.
- Explain the pedagogical potentialities and merits of various types of low-stakes doodling and drabbling exercises.

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

Invited presenters: Julie Schrock and Steven Benko, Meredith College

Room: Georgia 7 & 8, Level 1

Do you wish your students had stronger critical thinking skills? Participants in this session 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 student difficulty in thinking critically about course content? How can I facilitate student critical thinking and learning by using essential questions and fundamental and powerful concepts?

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.

Got Game? A Case Study for "Gaming" Faculty Development

Mary Kayler, University of Mary Washington Room: **Georgia 9 & 10, Level 1**

Game-based learning is gaining recognition as a pedagogical model to increase engagement. In this session, you will learn about and experience "faculty game camp," designed to support curricular integration of game-based pedagogy using an interdisciplinary approach. Game camp incorporates multiple game elements to create a meaningful learning experience for faculty from a variety of disciplines and career stages. Two qualitative studies found that game camp participants came away with (1) personalized learning, (2) deepened content understanding, and (3) enhanced collaboration skills. Resources will be available.

Learning goals:

- Participate in a mini faculty game camp designed to support transformative learning.
- Develop an argument for the immersion of game-based pedagogy to support active engagement and learning.
- Analyze and design a curricular experience that incorporates game elements.

Easy ADA: Revising Your Course Materials for Compliance

Wren Mills, Western Kentucky University Room: Georgia 11 & 12, Level 1

Have you wondered how to make your learning materials ADA-compliant so your courses are user friendly for all students? In this hands-on session, you'll learn simple steps to improve the accessibility of materials and enhance their clarity and professional appearance using Microsoft's accessibility checker. You will leave knowing why and how to incorporate the changes in all your materials and with tutorials for you to complete after the session. Bring your laptop with Word 2010 or higher to participate.

Learning goals:

- Identify the most common ADA errors in teaching materials.
- Discuss why being proactive about ADA compliance is the best approach for both faculty and students.
- Revise noncompliant course materials and create ADA-compliant materials.

Warming the Brain: A Crucial Component of a Quality Lesson

Cynthia Alby, Georgia College and State University Room: Athens, Level 2

Warm-up activities stimulate the parts of the brain where existing knowledge resides so that new information can connect to this prior knowledge. This session reveals how to use warm-up activities to activate students' brains, understand students' misconceptions, help students recognize their own preconceptions, help you decide whether to move forward with a lesson or back up and review, and interest students in the subject matter.

- Explain the importance of understanding students' prior knowledge.
- Implement warm-up activities that will provide useful data to both professor and student.
- Select warm-up activities that will be a good fit for one's objectives, discipline, and students.



Staying on the Bicycle: Teaching as a Balancing Act

Patty Phelps, University of Central Arkansas

Room: Augusta, Level 2

Do you have difficulty maintaining balance among your various faculty roles? How well are you handling all the demands placed on you as teaching faculty? Is burnout inevitable, or is it avoidable? This session offers encouragement and practical strategies for creating balance in your teaching life. Small-group and individual activities focus on discussion and self-examination, with an emphasis on learning useful approaches to overcoming burnout in your professional life.

Learning goals:

- Analyze and evaluate various faculty perspectives of balance relative to professional roles.
- Apply the strategies of using a "daily five" and a teaching "bucket list" to create a more balanced approach to faculty roles.
- · Identify and clarify one's primary purpose as a takeaway reminder.

Academic Integrity for the Digital Professor

Thomas Tobin, Northeastern Illinois University

Room: Macon, Level 2

Faculty members must foster academic integrity in their own courses and across campus; it's much more effective than having to catch cheaters after the fact. This session shares concrete practices you can use tomorrow to communicate expectations clearly for ethical conduct. You will learn three key practices to use immediately in your class, regardless of discipline or level of difficulty.

Learning goals:

- Define "originality" as it relates to the sciences, humanities, and social sciences.
- Understand how to select and customize academic integrity tools and techniques based on the discipline taught and the level of rigor expected of learners.
- · Learn how to create and sustain a climate of ethical behavior.

Virtual Simulation in the Online Classroom

Evelyn Martin, West Virginia University Room: Valdosta, Level 2

Virtual simulation increases student engagement with course content. It encourages increased critical thinking, learner self-reflection of competency, and overall evaluation of learning attainment. This presentation discusses how the successful implementation of a virtual patient can augment a traditional



online nursing course. You will leave this session with ideas for incorporating virtual simulations across disciplines and student levels.

Learning goals:

- · Explain the benefits of incorporating virtual simulations into the online classroom.
- · Examine how to enhance online student engagement with course content through the use of virtual simulations online.
- · Describe the types of virtual simulations available across different disciplines and student levels.

Old Habits Die Hard

Summer Trazzera, Chris Borglum, Marilyn Curall, and Lauren Grant, Valencia College

Room: Savannah, Level 2

Do you teach developmental students? Do you struggle to engage your students while addressing course outcomes? Having faced these challenges, a team of rebel faculty at Valencia College went rogue and experimented with curriculum design, transforming how they deliver English and reading instruction at their institution. This interactive learning session teaches you how to address the needs of underprepared and unmotivated students in developmental reading and writing courses, exploring new ways to address basic competencies without the use of a traditional textbook.

Learning goals:

- · Identify the learning competencies most essential in preparing students for college-level reading and writing.
- Evaluate the benefits of utilizing a common read.
- · Employ an alternative method of instructional delivery to achieve learning goals.

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

45-Minute Sessions

11:15 a.m. – Noon

Engaging, Teaching, and Understanding International Students in a Multicultural U.S. Classroom

Jeannette Monaco, New York University

Room: Atlanta 1 – 3, Level 1

Teaching international students is an increasingly important skill as our universities become more multicultural. To be

effective teachers in the diverse, multicultural classroom, we must learn to adapt our teaching pedagogy. Using role-playing and group work, this session provides practical, hands-on tips on topics such as understanding body language and eye contact, reaching out to very shy students, engaging students in class discussions, recognizing family pressure for grades, and more. You will leave the session with the skills to effectively engage and teach international students in a challenging and dynamic learning environment.

Learning goals:

- · Learn how to effectively engage and teach international students.
- Discover how you can create a comfortable and challenging learning environment.
- · Learn ways to create a fun, dynamic, and cohesive classroom.

Helping Internationally Educated Academics Become **Teachers in North American Colleges**

Valerie Scovill and Patricia Robinson, George Brown College Room: Capitol South, Level 1

In our multicultural institutions, how can we help our internationally educated and experienced academic colleagues become more successful teachers in the North American college classroom? In this session, we describe the evolution of a unique two-semester postgraduate program focused on providing active teaching and learning methods and professional communication strategies, which sees more than 80% of its graduates become successfully employed in the field of higher education.

Learning goals:

- · Categorize common challenges faced by internationally educated and experienced professors.
- · Apply best practices arising from lessons learned to the support of your own internationally educated faculty.
- Determine the relevance of such a program to your own situation.

Seven-Minute Stretch: One Activity Engaging Students at Multiple Cognitive Levels

Connie Schaffer and Kelly Welsh, University of Nebraska Omaha

Room: Georgia 3 & 4, Level 1

We demonstrate an instructional strategy known as the seven-minute stretch. Like baseball's seventh-inning stretch, during which fans stand, stretch, and sing along with others, this teaching strategy actively engages college students, stretches their thinking, and has them working cooperatively with their

classmates. You will participate in seven activities that center on a single unifying concept but are purposefully designed to gradually move you through various levels of cognitive engagement. The strategy can be applied to any field and works well when teaching new and complex topics within general education and/or professional school courses.

Learning goals:

- · Apply the seven-minute stretch activity within your teaching context.
- · Evaluate and assess student understanding of a concept using the seven-minute stretch activity.
- · Design instruction to improve student participation and enhance class discussion.

Digital Storytelling and e-Portfolios, from First-Year to **Graduate Students**

Donald Orth, Virginia Tech

Room: Georgia 5 & 6, Level 1

The e-portfolio is a purposeful collection of work that demonstrates self-understanding via reflective writing. This session demonstrates practices to improve the narrative writing of first-year and advanced students and the use of digital storytelling. The "Invent the Sustainable Future" first-year experience incorporates reflective writing, e-portfolios, and peer mentors. One major challenge can be students' questioning about the value of writing activities. Storytelling, with its emphasis on values, emotions, and actions, helps students develop self-understanding and the motivation to act on their values.

Learning goals:

- Create a storytelling exercise to test students' ability to apply course content to some aspect of their life.
- Develop a collection of student works that may be used for assessment or personal student development in an e-portfolio.
- Employ the essential elements of stories to develop better storytelling and reflective writing prompts that encourage students to write about values, beliefs, emotions, and actions.

Getting Students to Read Like Scholars

Dana Karraker, Illinois State University

Room: Georgia 7 & 8, Level 1

In this session, we discuss the challenges of the reading material and reading skills required in college courses, what it means to "read deeply," and how we want students to read in our specific content areas. You will identify specific complexities



and demands of the texts you require (or desire) students to read, acquire strategies that help scaffold students' ability to read like scholars, and learn how to use these strategies with students in your courses.

Learning goals:

- · Describe the reading demands of your specific content areas or courses.
- · Describe strategies that help students read course content purposefully.
- Develop a plan to teach reading strategies in your courses.

New Kids on the Block

Debi Mink, Jacque Singleton, and Cathy Johnson, Indiana University Southeast

Room: Georgia 9 & 10, Level 1

Are you new to higher education? Are you a veteran faculty member who has moved to a new institution? Are you a former administrator who has moved to a faculty position? Are you a faculty member mentoring new faculty? This session is designed to help faculty members face the challenges of a new work environment. We highlight our own first-year experiences teaching in a new university setting and provide examples of a variety of practical and meaningful strategies that will help all faculty members face the challenges of the transition to a new educational environment.

Learning goals:

- · Begin implementing strategies to assist in promoting a more positive learning environment in your own institution.
- · Identify tools that will help promote a more cohesive work environment.
- · Model best-practice strategies to help faculty develop and/ or maintain a classroom environment that is conducive to increasing student motivation and achievement.

Beyond Plagiarism Detection: Peer Review and Paperless Grading with Turnitin Corrected

Margaret Christian, Karen Kackley, and Eileen Grodziak, Penn State Lehigh Valley

Room: Georgia 11 & 12, Level 1

Writing is key to learning. Teachers across disciplines create assignments in various genres, leading students through drafts, peer review, and revision, and then they respond to the final submissions. The work involved is daunting; the number of trees sacrificed, disquieting. This session explores the non-plagiarism-related features of Turnitin (available at most campuses through an institutional license) that help our students, their peer groups, and us-their teachers-stay organized and communicate in a meaningful way. Bring your laptop or tablet, and let's explore!

Learning goals:

- · Create frequently used local comments you can drag and drop onto an image of a student's essay, as well as audio responses.
- Explore ways to organize peer review without photocopying.
- Migrate rubrics to an online format that will calculate grades and (if available) record them in the LMS gradebook.

Craft(y) Faculty Development Workshops: Teachers as Learners

Suzanne Sumner, Debra Hydorn, Angela Pitts, and Marie Sheckels, University of Mary Washington; and Kathryn Cooke, University of Virginia

Room: Athens, Level 2

The best programs for keeping teaching and learning fresh and engaging bring together a mix of junior, midcareer, and senior faculty from various departments/fields with diverse needs and experiences to learn from one another. We introduce a well-tested strategy to spark creative engagements and to build learning communities among faculty and staff. You will make crafts in order to experience learning something unfamiliar, as we often ask our students to do. You can easily adapt for classroom use the lessons you learn about yourself as a learner and a teacher.

Learning goals:

- Re-experience being a student, and reflect on your learning process and how that informs your teaching.
- · Contrast the roles of learners and teachers, and reflect on the following statement: "Being a student (teacher) is frustrating and difficult, and the learning curve is STEEP. But learning (teaching) is rewarding."
- · Integrate your learning experiences into your own teaching.

Keeping the Fire Burning: A Study of Senior Faculty Vitality

Laura Cruz and Mary Jean Herzog, Western Carolina University Room: Augusta, Level 2

Researchers have long recognized that instructors face distinctive challenges at different career stages. While much work has been done on developing best practices around early-career faculty, the Scholarship of Teaching and Learning literature pays only scant attention to senior faculty. The most common teaching challenges cited by senior faculty are those of vitality, including coping with burnout, waning interest, and growing disengagement from their fields. This interactive presentation



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uses the results of an institution wide study that asks participants an important question: What strategies and processes do senior faculty use to maintain and regain creativity and passion in their teaching?

Learning goals:

- Compile a set of best practices and successful strategies for maintaining or regaining creativity and passion in your own teaching.
- Evaluate strategic options for facilitating the vitality and engagement of senior faculty at your institution.
- Plan programs for increasing the vitality, engagement, and recognition of the role of senior faculty at your institution.

Repeat Session: Interactive Online Teaching

Tara Cosco, Glenville State College

Room: Macon, Level 2

This session explores students' use and perceptions of communication tools in an interactive online learning environment. Instructors who take into account students' learning styles and approaches to online communication may find increased participation, motivation, and learning in this environment. You will learn what tools students value in an online class and how to effectively incorporate those tools into your online courses. Additionally, you will learn whether the tools help students comprehend the material in relation to their learning styles. The synchronous and asynchronous tools may include video, chat, discussion forums, email, or any other communication tool currently used in online courses.

Learning goals:

- Incorporate online communication tools that students perceive as beneficial to their learning.
- Use tools that match students' learning styles.
- Use tools that help students interact in an online learning environment.

Collaborative Curriculum Development with Academic Support Services

Jean Cook, Mary Bishop, Susan Welch, and Dianne West, University of West Georgia

Room: Valdosta, Level 2

Last year, nursing faculty and staff collaboratively designed cohesive online orientation courses for their nursing education programs. By implementing curriculums in which students authentically and continually engaged with their faculty, librarian, writing associate, and instructional designer, these programs better prepared adult learners for the rigors of online graduate education. As part of this discussion, we encourage you to share your own challenges and successes in working with academic support services.

Learning goals:

- Identify campus partners who address the common issues faced by your students.
- Develop strategies to incorporate academic support services authentically into your curriculum.
- Collaborate more effectively with faculty and staff from across campus.

Using High-Engagement Strategies in a Writing-Intensive Course

Patricia Huskin, Texas A&M University, Kingsville; and Ronald Huskin, Del Mar College

Room: Savannah, Level 2

In writing-intensive courses, students read and write actively to achieve the student learning outcomes that have been defined by faculty for their courses. Students enrolled in these courses struggle to meet course demands and achieve a positive outcome. In this session, we demonstrate numerous strategies that you can employ to increase student success in a writing-intensive course. We discuss and demonstrate the design and structure of the course and its assignments as well as high-engagement strategies. These strategies can support students in achieving success in these demanding courses and improve students' overall writing skills.

Learning goals:

- Develop a course structure for the best student outcomes in your writing-intensive course.
- Experience and be able to develop multiple course-writing activities to increase students' learning and engagement.
- Experience and be able to incorporate multiple strategies for use in your own writing-intensive course.

Noon – 1:00 p.m. Lunch

Room: Grand Ballroom, Level 3

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, June 3-5, 2016, at the Renaissance Washington in Washington, D.C.

Have a safe trip home!



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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 parenthesis for their session description.

John J. Doherty, Northern Arizona University, (p. 8) **Ollie Dreon**, Millersville University, (p. 9) Nicki Monahan, George Brown College, (p. 8) Linda Nilson, Clemson University, (p. 9) Lolita Paff, Penn State Berks, (p. 8) **Donna Qualters**, Tufts University, (p. 9) Linda K. Shadiow, Northern Arizona University, (p. 8) **Ike Shibley**, Penn State Berks, (p. 9) Jim Sibley, University of British Columbia, (p. 8) Annie Soisson, Tufts University, (p. 9) Maryellen Weimer, The Teaching Professor newsletter, (p. 8)

Plenary Presenters

See page number in parentheses for their session description.

Diane F. Halpern, Keck Graduate Institute, (p. 10) Mark A. McDaniel, Washington University in St. Louis, (p. 10) Nicki Monahan, George Brown College, Toronto, Canada, (p. 28) Henry L. Roediger, III, Washington University in St. Louis, (p. 10)

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.

Ken Alford, Brigham Young University, (p. 29) **Carol Appleby**, Sheridan College, (p. 29) Steven Benko, Meredith College, (p. 30) Ollie Dreon, Millersville University of Pennsylvania, (p. 20) Gary R. Hafer, Lycoming College, (p. 12)

Ranya Khan, Sheridan College, (p. 29) Alison Lewis, Northern Alberta Institute of Technology (NAIT), (p. 11) Colleen Lowe, Northern Alberta Institute of Technology (NAIT), (p. 11) Christopher Price, SUNY Brockport, (p. 14) Julie Schrock, Meredith College, (p. 30) Ike Shibley, Penn State Berks, (p. 13) Greg Szczyrbak, Millersville University of Pennsylvania, (p. 20) Jennifer H. Waldeck, Chapman University, (p. 14)

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.

Cynthia Alby, Georgia College and State University, (p. 30) Carey Andrzejewski, Auburn University, (p. 13) James Badger, University of North Georgia, (p. 23) **Roxanne Beard**, Ohio Dominican University, (p. 19) Dean Beckman, Saint Mary's University of Minnesota, (p. 18) Anne Beekman, The University of Findlay, (p. 25) Daniel Belliveau, Western University, (p. 24) Anne Benoit, Curry College, (p. 16) Mary Bishop, University of West Georgia, (p. 34) Kelsey Bitting, University of Kansas, (p. 15) Laurie Bobley, Touro College, (p. 26) Chris Borglum, Valencia College, (p. 31) Betina Brandon, Mississippi Community College Board, (p. 25) **Jamie Bromley**, Franklin College, (p. 24) Angela Bryan, Mississippi Community College Board, (p. 25) Brad Bull, Tennessee Tech University, (p. 27) Kelly Butzler, Pennsylvania College of Technology, (p. 27) Nancy Carlson, Elizabethtown College, (p. 25) Mick Charney, Kansas State University, (p. 29) Faye Chechowich, Taylor University, (p. 14) Margaret Christian, Penn State Lehigh Valley, (p. 33) LeNessa Clark, Auburn University, (p. 13) Lynn Clutter, The University of Tulsa, (p. 16) Jean Cook, University of West Georgia, (p. 34) Kathryn Cooke, University of Virginia, (p. 33) Tara Cosco, Glenville State College, (p. 23, 34) Laura Cruz, Western Carolina University, (p. 33) Marilyn Curall, Valencia College, (p. 31)



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Mary Daniels, Centre College, (p. 11) Camille Davidson, Charlotte School of Law, (p. 26) Tom Davis, Nichols College, (p. 20) Cindy Decker Raynak, Pennsylvania State University, (p. 14) Emily Dornblaser, University of New England, (p. 19) Robbin Eppinga, Dordt College, (p. 16) Marianne Feller, Auburn University, (p. 13) Miguel Fernandez, Chandler Gilbert Community College, (p. 22) Kelly Flores, City University of Seattle, (p. 12) Kayt Frisch, Dordt College, (p. 16) Kathleen Gabriel, California State University-Chico, (p. 22) Vincent Genareo, Iowa State University, (p. 12) Anne Gilbert, University of Kansas, (p. 15) Sean Glassberg, Horry Georgetown Technical College, (p. 17) Kelly Grace, Georgia State University, (p. 27) Lauren Grant, Valencia College, (p. 31) Erlene Grise-Owens, Spalding University, (p. 27) Eileen Grodziak, Penn State Lehigh Valley, (p. 33) Rosalinda Haddon, Northern Arizona University, (p. 17) Kerri Hample, Elizabethtown College, (p. 25) Cortney Hanna, Western University, (p. 24) Len Harmon, Nichols College, (p. 20) Mary Jean Herzog, Western Carolina University, (p. 33) Lisa Hibbard, Spelman College, (p. 12) Noel Holton Brathwaite, SUNY-Farmingdale College, (p. 24) Patricia Huskin, Texas A & M University, Kingsville, (p. 34) Ronald Huskin, Del Mar College, (p. 34) Debra Hydorn, University of Mary Washington, (p. 33) Derek Jackson, Saint Mary's University of Minnesota, (p. 18) Stephanie James, Jacksonville University, (p. 22) **Cathy Johnson**, Indiana University Southeast, (p. 33) Laurie Johnson, Arizona Christian University, (p. 22) Sara Johnson Allen, Endicott College, (p. 13) Siny Joseph, Kansas State University, (p. 19) Karen Kackley, Penn State Lehigh Valley, (p. 33) Dana Karraker, Illinois State University, (p. 32) Mary Kayler, University of Mary Washington, (p. 30) Carole Kendy, Lansing Community College, (p. 26) Natalie Kompa, Ohio Dominican University, (p. 19) Sophia Kowalski, Hillsborough Community College, (p. 19) Claire Lamonica, Illinois State University, (p. 16) David Liller, Hillsborough Community College, (p. 11, 29) Bill Lindquist, Hamline University, (p. 21) Darla Lindquist, Anoka Ramsey Community College, (p. 21) Melinda Lull, Wegmans School of Pharmacy, St. John Fisher College, (p. 21)Linnea Lyding, Arizona Christian University, (p. 22) **Renee Lyons**, Clemson University, (p. 12) Roger Mackey, Liberty University, (p. 17, 26) Sarah Marshall, Central Michigan University, (p. 17, 23) Evelyn Martin, West Virginia University, (p. 31) Jennifer Mathews, Wegmans School of Pharmacy, St. John Fisher College, (p. 21)

Marsha McCartney, University of Kansas, (p. 15) Wren Mills, Western Kentucky University, (p. 30) **Debi Mink**, Indiana University Southeast, (p. 33) Lacretia Mitchell, University of Central Oklahoma, (p. 20) Jeannette Monaco, New York University, (p. 31) Andrea Morgan-Eason, Molloy College, (p. 21) Patrice Morris Hudson, Portland State University, (p. 21) David Neumann, Rochester Institute of Technology, (p. 15) **Reza Nourbakhsh**, University of North Georgia, (p. 23) Jung Oh, Kansas State University, (p. 19) **Donald Orth**, Virginia Tech, (p. 32) Larry W. Owens, Western Kentucky University, (p. 27) Eric Pelletier, University of the Sciences, (p. 18) Diane Persellin, Trinity University, (p. 11) **Patty Phelps**, University of Central Arkansas, (p. 31) Angela Pitts, University of Mary Washington, (p. 33) Jeffrey Ploegstra, Dordt College, (p. 16) Crystal Ramsay, Pennsylvania State University, (p. 14) Patricia Robinson, George Brown College (p. 32) Wendy Roth, Georgia State University, (p. 27) Kristin L. Roush, Central New Mexico Community College, (p. 11) Jennifer Russell, Barton College, (p. 12) Nathalie Saltikoff, Endicott College, (p. 13) Michael Scarlett, Augustana College, (p. 25) Connie Schaffer, University of Nebraska at Omaha, (p. 20, 32) Valerie Scovill, George Brown College, (p. 32) Alan Sebel, Touro College, (p. 26) Marie Sheckels, University of Mary Washington, (p. 33) Jacque Singleton, Indiana University Southeast, (p. 33) Karen Smith, University of Mississippi, (p. 26) Ursula Sorensen, Utah Valley University, (p. 17) Iris Strunc, Northwest Florida State College, (p. 15) Suzanne Sumner, University of Mary Washington, (p. 33) Janet Thompson, The College of Westchester, (p. 18) **Thomas Tobin**, Northeastern Illinois University, (p. 31) Lee Torda, Bridgewater State University, (p. 15) Summer Trazzera, Valencia College, (p. 31) Joan Wall, Portage College, (p. 24) Kimberly Ward, University of the Sciences, (p. 18) Jody Weaver, Hillsborough Community College, (p. 11, 29) Scott J. Weiland, King's College, (p. 18) Susan Welch, University of West Georgia, (p. 34) Kelly Welsh, University of Nebraska at Omaha, (p. 20, 32) Dianne West, University of West Georgia, (p. 34) Lisa White-McNulty, University of St. Francis, (p. 13) Alanna Williams, Vancouver Island University, (p. 28) Sara Wolf, Auburn University, (p. 13) Noelle Won, California State University-Stanislaus, (p. 28) Ednita Wright, Onondaga Community College, (p. 23) Eunhwa Yang, Cornell University, (p. 21)



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 6 and 7 for poster session information.

Francine Adams, Southern New Hampshire University Erik Alanson, University of Cincinnati Maria R. Altobello, Franklin Pierce University Kristy Altongy-Magee, MCPHS University, School of Physician Assistant Studies - Manchester/Worcester Cheryl Babin, MCPHS University, School of Physical Therapy Sherri Bernier, Goodwin College Christine Bezotte, Elmira College Ruth Brown, University of Kentucky Kym Burrows, Felician College Michael Callahan, Michigan State University Prashant J. Chikhale, South College School of Pharmacy Morgan Comee, MCPHS University, School of Pharmacy -Worcester/Manchester Claire DeCristofaro, Ashford University, College of Health, Human Services, and Science Michael Dianovsky, South Dakota State University Jennifer L. Donovan, MCPHS University, School of Pharmacy - Worcester/Manchester Emily Dornblaser, University of New England Brianne Dunn, SC College of Pharmacy - University of South Carolina Campus Belinda Eggen, Mars Hill University Patricia Fabel, SC College of Pharmacy - University of South Carolina Campus Marcoux Faiia, Rivier University Catherine Flippen, Georgia Gwinnett College Julie Freeman, Auburn University at Montgomery Robin Gosdin Farrell, Troy University Derrick C. Glymph, Florida International University Tammy Gravel, MCPHS University, School of Nursing -Worcester/Manchester, Tanya Gupta, South Dakota State University Cam Hamilton, Auburn University at Montgomery Evan R. Horton, MCPHS University, School of Pharmacy -Worcester/Manchester JiChul Kim, University of Maryland Eastern Shore

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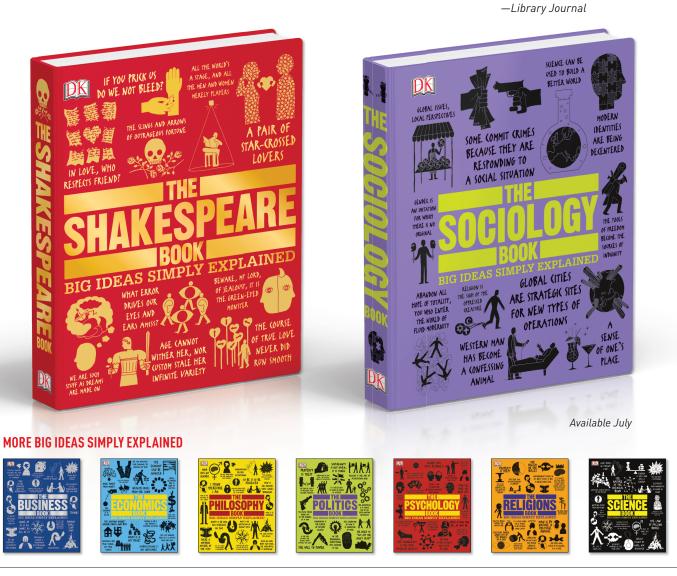
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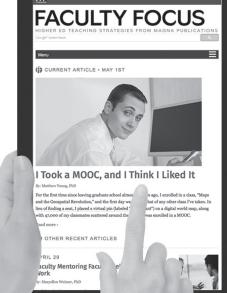
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Maryellen Weimar, Ph.D., has been the guiding hand and constant voice behind *The Teaching Professor* since 1987. She is an award-winning professor emerita of teaching

and learning, and for nearly 30 years she has ensured that this newsletter serves as a resource for instructors who, like herself, are passionate about teaching. It is a newsletter written by teaching professors for teaching professors.

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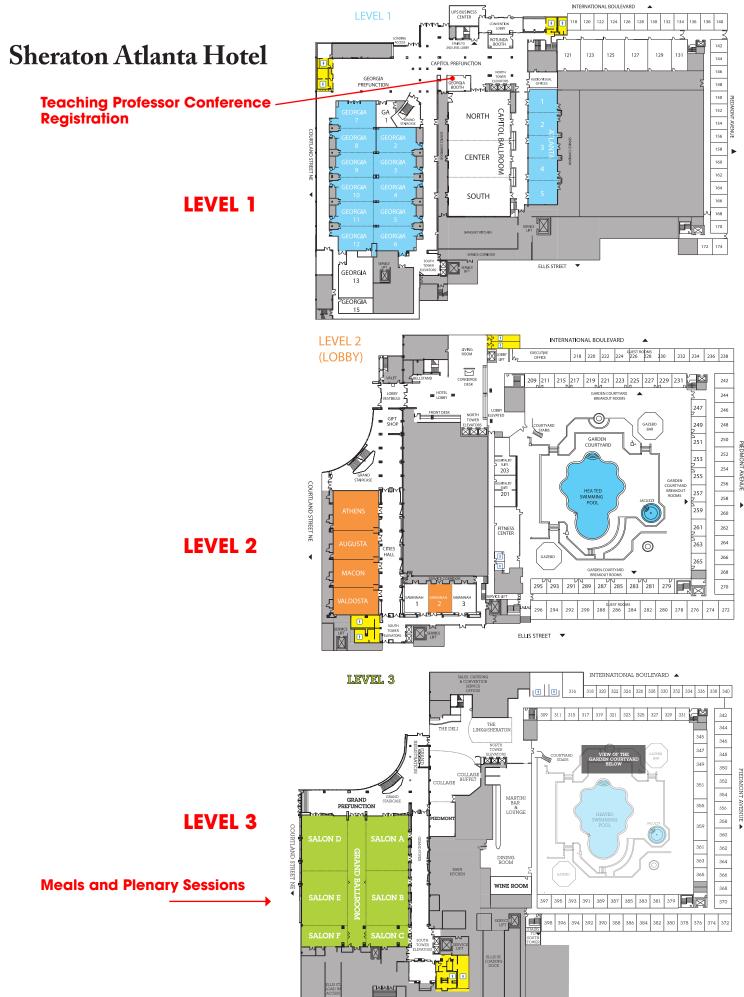
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