

May 31 - June 2, 2013 Sheraton New Orleans Hotel New Orleans, LA

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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.



Bill Haight, president whaight@magnapubs.com



MaryAnn Mlekush, conference manager *mmlekusb@magnapubs.com*



Katie Christianson, senior marketing planner *katie.christianson@magnapubs.com*



Rob Kelly, editor robkelly@magnapubs.com



David Burns, vice president and publisher *dburns@magnapubs.com*



Catherine Stover, managing editor *catherine.stover@magnapubs.com*



Mary Bart, editor, Faculty Focus mary.bart@magnapubs.com



Tom Vodak, technology coordinator tom.vodak@magnapubs.com

Welcome!



The Teaching Professor Conference is a highlight of my year, primarily because of the cordial, talented, and dedicated people I meet.

I hope you'll return to your campus with renewed enthusiasm for your profession, some new ideas, and maybe even a few new friends.

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.

Thanks and best wishes for a most rewarding learning experience in this historic city.

Sincerely,

William H. Haight

William Haight

President of Magna Publications, producer of The Teaching Professor



Introduction



A warm welcome to the 10th Annual *Teaching Professor* Conference!

It has been my pleasure to watch this conference grow from its early stages to the grand event it is today. I remember being in Illinois with small groups of dedicated teachers talking about how amazing our experience at that 2005 conference was, how much we learned, how invigorated we felt, and how we wished that more of our colleagues could share this experience. Well they have! Educators from around the country and the world are coming together this year to share ideas, create communities of practice, and talk about the future of teaching.

We all know the college classroom is changing in new and exciting ways. But with change comes challenge, and that is why this gathering of talented teachers is so important. The sessions this year address some of these challenges. There are many sessions on topics that are new to our field but which we have all been thinking about, such as inclusive excellence, integrating technology, and engaging students in their own learning in deeper ways.

I encourage you to take some time during the conference to meet someone new, sit in on a session on a topic you may not be familiar with, and attend the poster sessions to learn from the rich research and innovative ideas of colleagues.

New Orleans is a city coming back from devastation, and I can imagine no better location to think about teaching and learning in new ways than in a city that has had to think in new ways about its future.

The Conference Advisory Board, Magna staff members, and I believe you will have a memorable and invigorating experience to energize you for the coming academic year. We hope you'll join us next year in Boston.

After the conference you will receive a link to an online evaluation form, please take the time to fill it out as your feedback is what enables *The Teaching Professor* Conference to grow and develop. Meanwhile, if you see me walk by, please stop and say hello, and share your experience as a conference attendee, but more importantly as a caring and committed teacher.

Warmly, Donna Qualters, Ph.D. Conference Chair



2013 Teaching Professor Conference Advisory Board

We appreciate the advisory board's participation in a blind review of the conference 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 2013 Teaching Professor Conference.



Conference Chair: Donna Qualters, director, Center for the Enhancement of Learning and Teaching, Tufts University, *donna.qualters@tufts.edu*



Past Chair: Ken Alford, associate professor, Brigham Young University, *ken_alford@byu.edu*



Conference Advisor: Ike Shibley, associate professor, Penn State Berks, *ias1@psu.edu*

Advisory Board Members:



Gerald Kobylski, associate professor, United States Military Academy, Gerald.Kobylski@usma.edu



Teri Stein, professor, Judson University, *tstein@judsonu.edu*



Nicki Monahan, faculty facilitator, Staff & Organizational Development, George Brown College, nmonahan@georgebrown.ca



Catherine Stover, managing editor, Magna Publications, *catherine.stover@magnapubs.com*



Lolita Paff, associate professor, Penn State Berks, *lap21@psu.edu*



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



Conference Information

Networking opportunities: Attend as many conference events as possible to maximize your opportunity to learn from your peers. In addition to the sessions, consider these other activities:

- Attend the opening reception and poster sessions. It's a great way to meet other attendees and learn about the latest trends in teaching and learning.
- Looking for someone to share ideas with? Check out the dinner sign-up sheet at the conference registration area.
- Sit with someone you don't know at breakfast and lunch!

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

Email list: Please stop by the registration desk to make sure we have your email address on file. In doing so, you will be the first to receive the conference survey, future event information, and discounted registration information.

Social media for program

Twitter — The official hashtag of the 2013 *Teaching Professor* Conference is #TPC13. Be sure to follow us @TeachProf and @FacultyFocus.

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

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.

Folder: Please write your name inside your folder and program. Extras are not available.

Staying elsewhere? Please let your family and/or office know where you can be reached in case of an emergency.

Photos: We may be photographing or videotaping functions. Please let us know if you would prefer not to be photographed or videotaped.

Resources: Visit the conference registration foyer to view and purchase a variety of teaching and learning resources. Be sure to stop by the Magna booth to enter a drawing for a chance to win a variety of items!

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



Program-at-a-Glance

Friday, May 31

7:00 a.m. - 8:30 a.m. Registration Open - Morning Preconference Workshops Only Room: Grand Registration Desk, 5th Floor

8:30 a.m. - 8:00 p.m. Registration Open to all Participants Room: Grand Registration Desk, 5th Floor

8:00 a.m. - 12:00 p.m. Preconference Workshop: Making Discussion Work in Support of Student Learning Preregistration and Fee Required Room: Grand Ballroom D, 5th Floor

8:00 a.m. - 12:00 p.m. Preconference Workshop: Technology for Blended Courses Preregistration and Fee Required Room: Grand Ballroom E, 5th Floor

10:00 a.m. - 8:00 p.m. Partnership Displays Open Room: Grand Registration Foyer, 5th Floor

1:00 p.m. - 4:30 p.m. Preconference Workshop: The Ins and Outs of Writing in the Quantitative Classroom Preregistration and Fee Required Room: Grand Chenier, 5th Floor

1:00 p.m. – 4:30 p.m. Preconference Workshop: What Makes Teaching Learner-Centered? Preregistration and Fee Required Room: Grand Ballroom D, 5th Floor

1:00 p.m. - 4:30 p.m. Preconference Workshop: The Brain and Learning: A User's Guide Preregistration and Fee Required Room: Grand Ballroom E, 5th Floor

1:30 p.m. - 3:00 p.m. Poster Sessions Room: Grand Ballroom Foyer, 5th Floor 5:00 p.m. - 5:15 p.m. Conference Welcome Room Grand Ballroom, 5th Floor

5:15 p.m. - 6:30 p.m. Opening Plenary Session: Higher Education in Five Years (or Sooner) Room: Grand Ballroom, 5th Floor

6:30 p.m. - 8:00 p.m. Reception, Poster Sessions, and Partner Mingle Room: Grand Ballroom Foyer, 5th Floor

8:00 p.m. Dinner on Your Own

Saturday, June 1

8:00 a.m. - 5:00 p.m. Registration Open Room: Grand Registration Desk, 5th Floor

Partner Displays Open Room: Grand Ballroom Foyer, 5th Floor

8:00 a.m. – 9:00 a.m. Continental Breakfast Room: Grand Ballroom, 5th Floor

9:00 a.m. - 9:15 a.m. Break

9:15 a.m. - 10:30 a.m. 11 Concurrent Workshops

10:30 a.m. - 10:45 a.m. Break

10:45 a.m. - 12:00 p.m. 11 Concurrent Workshops

12:00 p.m. – 1:00 p.m. Lunch Room: Grand Ballroom, 5th Floor

1:00 p.m. – 1:10 p.m. Award presentation of the 5th Annual Maryellen Weimer Scholarly Work on Teaching and Learning Award Room: Grand Ballroom, 5th Floor

The Teaching Professor Conference 2013

1:10 p.m. - 1:40 p.m. Luncheon Plenary Session: Dead Ideas and Other Tyrannies: How They Limit Teaching and Learning Room: Grand Ballroom, 5th Floor

1:40 p.m. - 2:15 p.m. Break

2:15 p.m. - 3:30 p.m. 11 Concurrent Workshops

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

3:45 p.m. - 5:00 p.m. 11 Concurrent Workshops

5:00 p.m. Dinner on Your Own

Sunday, June 2

8:00 a.m. - 12:00 p.m. Registration Open Room: Grand Registration Desk, 5th Floor

8:00 a.m. – 9:00 a.m. Continental Breakfast Room: Grand Ballroom, 5th Floor

9:00 a.m. - 9:15 a.m. Break

9:15 a.m. - 10:30 a.m. 10 Concurrent Workshops

10:30 a.m. - 10:45 a.m. Break

10:45 a.m. - 12:00 p.m. 9 Concurrent Workshops

12:00 p.m. - 1:00 p.m. Lunch and Concluding Discussion Room: Grand Ballroom, 5th Floor

1:00 p.m. Conference Adjourns



Friday, May 31

1:30 p.m. – 3:00 p.m. Grand Ballroom Foyer (5th Floor)

- 1. Can You Hear Me Now? Creating Clear Connections with Students. Pamela Langlie-Willers, *Wayne State College*
- 2. Bridging the Gap between Didactic and Clinical Education. Elizabeth Wyles, Heather McLeod, and Geoffrey Goodfellow, *Illinois College of Optometry*
- 3. From Tutors to Teachers. Ginger Jones, Ginger King, Matt Roberts, Katelyn Deville, David Humphrey, Christal Varholdt, and Faith Normand, *Louisiana State University at Alexandria*
- 4. Technological Innovations Facilitating Patient Safety Collaboration. Derrick Glymph, *Florida International University*
- 5. Use of Simulation Technology for Teaching Non-Routine Events in Anesthesia. Johanna Newman, *Florida* International University
- 6. Development and Integration of Inquiry-based Lab Modules in Undergraduate Genetics Courses. Dimuth Siritunga, University of Puerto Rico at Mayaguez.
- 7. Preparing for Success: Online Program Supports Next Generation of Teaching Excellence. Jayne McGuire and Sheila Rocker-Heppe, Humboldt State University
- 8. Managing and Maintaining an Interactive Class. Beth Hallquist, Palm Beach Atlantic University

- 9. Developing Interprofessional Team Communication Learning Materials for an Interprofessional Education (IPE) Event. Fiona Jensen, University of Manitoba
- **10. Problem-based Learning in Global Trade.** Michael Taku, *Dillard University*

6:30 p.m. – 8:00 p.m. Grand Ballroom Foyer (5th Floor)

- 1. Not Just Syllabus Day: Active Learning on Day 1. Nicole Carr and Philip Carr, *University of South Alabama*
- 2. Reducing Statistics Anxiety through Peer Instruction. Keith Starcher, Indiana Wesleyan University
- 3. Experiential Learning through Interdisciplinary Simulation Labs. Kathleen Hagy and Marti Kessack, University of St. Augustine
- 4. Making Online Courses Interactive. Theresa Capra, Mercer County Community College
- 5. So, What Do YOU Think? Peer Assessment at its Finest! Gillian Bonanno, City University of New York
- 6. Can Business Schools Help Restore the Trust between Employers and Employees? Phaedon Papadopoulos, *Houston Baptist University*
- 7. Metamorphosis of the Traditional Learner: Increasing Student Engagement and Ownership of Learning. Gioia Ciani, New York Institute of Technology
- 8. Capturing Students' Perceptions in a Service-Learning Travel Course. Julie Mattingly and Lisa Preston, *Methodist College*

- 9. Challenges and Results of Course Redesign at Tarleton State University. Christopher Guthrie, Kayla Peak, Barry Lambert, Philip Sudman, Douglas Hanna, *Tarleton State University*
- **10. Using Tic-Tac-Toe to Teach Blood Gases to Nursing Students.** Mary Walker, University of Texas Health Science Center at San Antonio
- 11. Examining the Relevance of Neurological Theories in Upper Extremity Rehabilitation after Stroke. Mylene Schriner, *Rockhurst* University
- 12. First Exposure Learning Using Audio-visual Web-based Exercises. Donna Ross, *Mount Ida College*
- 13. Hamlet in Hyperspace: Writing, Technology, and the Future of Ideas. David Salomon, *Russell Sage College*
- 14. Teaching Accelerated Science: Possible and Effective with Teambased Learning. Deidre Meiggs, *Life* University
- **15. Using Programmatic Assessment to Propel Alignment in a Biology Program.** Wendy Jamison, Joyce Phillips Hardy, Ann Buchmann, and Mathew Brust, *Chadron State College*
- **16. Development of Interdisciplinary First-year Inquiry Courses.** Ann Buchmann, Lisette Leesch, and Bob Knight, *Chadron State College*
- **17. Writing to Communicate.** Vandana Miller, *University of the Sciences*
- 18. Formal Active Mentoring Promotes Active Learning in the Classroom. Dana Pape-Zambito and Alison Mostrom, University of the Sciences

Poster Sessions continued on next page >>



Poster Sessions Continued

6:30 p.m. – 8:00 p.m.

19. Active Learning through Consulting Projects. Alice Levy, Mayes College, *University of the Sciences*

20. From Tutors to Teachers. Ginger Jones, Ginger King, Matt Roberts, Katelyn Deville, David Humphrey, Christal Varholdt, and Faith Normand, *Louisiana State University at Alexandria*

- 21. Using Music to Enhance Higher-Order Thinking Skills. Joseph Caniglia and Monika Czekaj, Hudson County Community College
- 22. Cross-Disciplinary and Cooperative Learning in Courses with a Travel Component. Susan Fugate Brangers and Ann Cerminaro-Costanzi, Marywood University
- 23. Hint Fiction and Vivid Grammar: Jump-Starting the Writing Imperative. Mick Charney, Kansas State University

- 24. Efficient Design of an Online Course. Grace Onodipe, Park University Online and M. Femi Ayadi, University of Houston-Clear Lake
- 25. Embracing a Blended Learning Course Design Using Self-Learning Modules. Debbie Bryant, Governors State University

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Complete Program

Friday, May 31

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

Registration open – Morning Preconference Workshops Only Room: Grand Registration Desk, 5th Floor

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

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

Registration Open Room: **Grand Registration Desk, 5th Floor** Registration is open to all participants.

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

Preconference Workshop: Preregistration and Fee Required Making Discussion Work in Support of Student Learning Room: Grand Ballroom D, 5th Floor

Presenter: Jay Howard, Butler University

Faculty often wish to engage students in discussion in class, but sometimes our efforts fall flat and we give up the effort. Why should we seek to utilize discussion in class? What classroom norms sometimes undermine discussion? Which students are most likely to participate and which ones choose not to participate? For what reasons? How can an instructor manage both dominant talkers and the non-talkers? During this preconference workshop, we will engage each of these questions utilizing a review of the research to identify ways to structure class discussion to maximize student participation and learning.

We also will work to apply insights from the scholarship of teaching and learning to address key challenges in your courses.

Discussion will include:

- Strategies for preparing students for effective and productive discussion
- Ground rules that help make students feel sufficiently safe to participate in discussion
- How to structure discussion to help achieve learning goals
- Effective uses of discussion in online courses
- Using the syllabus to communicate to students the value of discussion

Come prepared to talk about the challenges you face in using discussion in your courses and to learn from others! Keywords: **discussion**, **participation**, **scholarship of teaching and learning**, **engagement**

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

Preconference Workshop: Preregistration and Fee Required **Technology for Blended Courses**

Room: Grand Ballroom E, 5th Floor

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

Blended design provides the synergistic combination of online and face-to-face (F2F) teaching. Numerous benefits accrue to the learner and the institution. The flexibility of blended courses allows teachers to imaginatively redesign almost any course to best fit the needs of the learners, and the increased flexibility for learners provides more accessibility to higher education.

A concern for most faculty members is deciding what technology to deploy in the design of a blended course. This preconference workshop will help faculty, administrators, faculty developers, and course designers make more pedagogically informed decisions regarding the technological requirements of blended design.

Technology that will be discussed includes: learning management systems, screen capture software, clickers, collaborative technology, audio/video editing software, and the most recent animation software. Presenters will take a learnercentered approach to course design to help participants make the most pedagogically sound technology choices for their blended courses.

Keywords: blended courses, technology, blended design

10:00 a.m. - 8:00 p.m. Partnership Displays Open

Room: Grand Registration Fover, 5th Floor

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

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

Preconference Workshop: Preregistration and Fee Required The Ins and Outs of Writing in the Quantitative Classroom

Room: Grand Chenier, 5th Floor

Presenter: Patrick Bahls, University of North Carolina, Asheville

Composition scholars have argued convincingly that students require meaningful writing instruction at all stages of their college careers, and in every discipline. Although, traditionally, writing has played a minor role in courses with quantitative content, there are ways of challenging students in such classes with engaging writing activities. Workshop



Continued — Friday May 31, 2013

participants will learn how to design effective writing assignments in quantitative courses, emphasizing informal "writing-to-learn" activities. We will also discuss responding to and assessing student writing.

Specifically, participants will learn how to:

- Identify learning goals that can be met through writing,
- Design writing-to-learn activities that help students approach more involved writing projects,
- Develop effective means of providing feedback on student writing (including through peer review), and
 Assess a variety of student writing projects.

Keywords: writing, assessment, communication

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

Preconference Workshop: Preregistration and Fee Required What Makes Teaching Learner-Centered?

Room: Grand Ballroom D, 5th Floor

Presenter: Maryellen Weimer, professor emerita of Teaching and Learning at Penn State Berks and editor, *The Teaching Professor* newsletter

Interest in learner-centered teaching continues to grow. More and more faculty are working to incorporate policies, practices, techniques, and approaches that focus on learning. Is that what makes teaching learner-centered? Is there any difference between active learning, student engagement and learner-centered teaching?

During this preconference workshop, we will explore characteristics that can be used to define and differentiate learnercentered teaching. Clear thinking about what it means to be learner-centered enables teachers to better select and design experiences for students that promote their understanding of course content at the same time they develop important learning skills.

Participants will:

- be able to identify specific characteristics that make instructional strategies, courses, and teachers learner-centered
- be better able to select and design strategies with learnercentered features
- be introduced to a variety of learner-centered activities
- share experiences and use them to consider what makes strategies learner-centered
- work with colleagues to make active learning strategies more learner-centered

Keywords: learner-centered, teaching, learning

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

Preconference Workshop: Preregistration and Fee Required The Brain and Learning: A User's Guide

Room: Grand Ballroom E, 5th Floor

Presenters: Lisa K. Bloom and Kristina L. Petrocco-Napuli, New York Chiropractic College

This workshop is focused on basic knowledge of how the human brain functions during various types of learning experiences. Current teaching strategies address many of these neuroanatomical and neurochemical features, but fundamental knowledge of the brain structure and function can improve situation-specific application of these strategies for the educator.

During this workshop, the presenters will engage participants in interactive lecture with direct application and problem solving applied in small group activities, including modeling the concepts presented. Participants will work in teams to strategize and apply brain-based learning activities to classroom scenarios. They also will identify brain-based strategies that impact learning and design an implementation plan for their classrooms. After attending this workshop, participants will be able to:

- Recognize the effects of multitasking on students and adapt his/her presentation style by including these strategies in the implementation plan
- Identify key areas of the brain involved in learning and memory through individual and team work
- Identify the basic neurology of the brain's reward centers and recognize the best parameters for implementing reward systems in various educational environments through classroom scenarios
- Use basic neuroscience to select the optimal technology to match the learning needs of the students which will be included in the implementation plan

Keywords: brain, learner centered, technology, teaching effectiveness

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

Poster Sessions

Room: Grand Ballroom Foyer, 5th Floor

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

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

Room: Grand Ballroom, 5th Floor



Continued — Friday May 31, 2013

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

Opening Plenary Session Higher Education in Five Years (or Sooner) Room: Grand Ballroom, 5th Floor

Presenter: Richard M. Felder, Hoechst Celanese Professor Emeritus of Chemical Engineering, North Carolina State University

Chronic business and industry complaints about skill deficiencies in college graduates have led to calls for major reforms in how college curricula should be structured, how courses should be taught and assessed, the role technology should play, who should teach, and how instructors should be prepared. Many faculty members and administrators are less than enthusiastic about the proposed changes, arguing that the existing system functions well and needs no radical revision. This provocative talk outlines the opposing positions in this debate and offers predictions about the outcomes.

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

Reception, Poster Sessions, and Partner Mingle Room: Grand Ballroom Foyer, 5th Floor

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 partners who have products and services geared toward 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, June 1

8:00 a.m. - 5:00 p.m. Registration Open Room: Grand Registration Desk, 5th Floor

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

Partner Displays Open

Room: Grand Ballroom Foyer, 5th Floor

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

8:00 a.m. - 9:00 a.m.

Continental Breakfast Room: Grand Ballroom, 5th Floor

9:00 a.m. - 9:15 a.m. Break

9:15 a.m. - 10:30 a.m.

Online Collaborative Learning Environments Room: **Gallery, 1st Floor**

Presenters: Shadow Armfield, J. Michael Blocher, Northern Arizona University, and Dawn Armfield, University of Minnesota

Online collaborative tools have become readily available and are being used increasingly in both face-to-face and online learning environments. This session will provide participants the opportunity to practice with an online collaborative environment to create a shared product. Participants will record their collaboration using a built-in option to save sessions as YouTube videos. Finally, participants will discuss how the practice of using this environment can benefit formative and summative assessment of collaboration and learning objectives. Please bring your laptop, Droid tablet, or iPad to fully engage in the session.

Keywords: collaboration, online, multimedia, assessment

Soft Teaching for Solid Learning

Room: Rhythms 1, 2nd Floor

Presenters: Mominka Filev and Patricia Phillips, Davenport University

According to research, students value the human element and personal touch in their professors. This session bridges the personal and academic elements of teaching and learning. It defines soft teaching as a human exchange between teacher and student that creates a quality academic experience. The



goal is to show effective ways of creating a positive learning climate that promotes solid, successful learning and student retention. Participants learn strategies for providing constructive feedback on student work and for effectively dealing with students who are at-risk academically.

Keywords: constructive feedback, positive learning climate, at-risk students, retention

Managing Disruptive and Dangerous Behavior in the Classroom

Room: Rhythms 2, 2nd Floor

Presenter: Brian Van Brunt, National Center for Higher Education Risk Management

Today's classroom management challenges are numerous: misuse of technology, rude and entitled behavior, off-topic questions, poor hygiene, or veiled threats. The presenter will share research and practical techniques to reduce disruptive, annoying, and frustrating classroom behavior. The session also will review how to identify and manage potentially dangerous and violent behavior. Takeaways will include a sample chapter from the presenter's upcoming book, a list of do's and don'ts, and sample case studies, scenarios, and discussion questions. Keywords: **classroom management, disruptive, dangerous, violence**

Merging Program Assessment with Student Development to Revitalize Teaching and Learning

Room: Rhythms 3, 2nd Floor

Presenters: Karen Nulton, Drexel University, Mary Rigsby and Mary Kayler, University of Mary Washington

This session will merge three large areas into a seamless structure: Program Assessment, Adult Intellectual Development, and Significant Learning Experiences. The presenters will show how relying on a developmental model of student writing—when merged with research into learning pedagogy—can be used to assess an honors program. The presenters will show how using portfolio-based reflective analysis can track—and help students own—stages of writing and critical thinking in a program and, in turn, drive related professional development.

Keywords: learning, faculty development, portfolios, assessment, critical thinking, writing

Using Fun to Create More Effective Learning Environments Room: Waterbury Ballroom, 2nd Floor

Presenter: Steven Guthrie, Lock Haven University

The primacy of student engagement in learning has been known since John Dewey argued that the teacher is responsible for the social environment for learning as well as for the content. Extensive research has shown that students, especially shy students, can be more engaged when they know each other and feel more comfortable. This session introduces fun, easy activities, and methods to use to help build trust and interaction. The presenter will share a learning contract that focuses on positive behaviors and expectations and awareness of individual differences, and we will conclude with a discussion how to affect a positive group process.

Keywords: engagement, learning environment, interactivity, group process

Walking a Mile: Using Role-Plays to Engage Students Room: Oak Alley, 4th Floor

Presenters: Meredith Clark-Wiltz, Kristin Flora, Randall Smith, Allison Fetter-Harrott, and Shelley Nelson, Franklin College

Role-taking is a flexible, interdisciplinary teaching strategy that offers students richer learning experiences. This session will introduce a selection of activities used by faculty in psychology, political science, sociology, and history. With these assignments, students participate in perspective-taking, which allows them to examine alternative and diverse viewpoints. Role-taking activities range greatly in their method, duration, and level of intensity, but all contribute to the goal of getting students engaged in the learning process.

Keywords: role-playing, simulation, experiential learning, mock/model, perspective taking, interdisciplinary, diversity

Basic Principles and Practices for Teachers of Non-Traditional, Adult Students Room: Nottoway, 4th Floor

Presenter: Joseph Flowers, Indiana Wesleyan University

This session is intended for faculty who may have experience teaching traditional age college students, but are now transitioning to teaching non-traditional, adult students. Malcolm Knowles, known as the "father" of andragogy, and author of *The Modern Practice of Adult Education: Andragogy Versus Pedagogy*, defined *andragogy* as "the art and science of helping adults learn." The session will summarize the basic principles and practices of adult learning into what are called "The Three Radio Stations of Adult Learning": the WII-FM (What's In It For Me); the MMFG-AM (Make Me Feel Good About Myself); and the INAK-AM (I'm Not a Kid Any More).

Keywords: adult learning, motivation, andragogy

CONFERENCE

Interviewing the Text: Analysis of Learning Enhancement and Analysis of Reading

Room: Salon 817/821, 8th Floor

Presenter: Julee Russell, Valley City State University

The activity presented in this session is appropriate for all disciplines. The learners must analyze text and outside resource material to create an interview with a major figure related to the text. The proposed questions and responses must be supported by the evidence from credible resources as well as the original text. Next, they present the interview as a magazine format using Publisher or another appropriate piece of software. The text and visuals play an important role in the success of the project.

Keywords: interviewing, analysis, evidence

The Discourse of Equality and Equity: Implications for our Classrooms

Room: Salon 825/829, 8th Floor

Presenters: **Stephanie Dimech** and **Carol Appleby**, Sheridan College

Our students come from a wide variety of backgrounds and experiences. In this session, you will explore who your students are and how this impacts your teaching and learning environment. Our discussion will define and examine equity and equality and provide opportunities to be reflective, identifying your thoughts and reactions to diversity. This discussion will highlight what faculty members are already doing to create an inclusive space for students and faculty in the classroom. The session will conclude with examining strategies and techniques to support student learning in an inclusive and diverse environment.

Keywords: equality, awareness, inclusion, diversity

Simulations and Learning: What, How, and Why Do Students Change?

Room: Grand Chenier, 5th Floor

Presenters: Perri Druen and Carla Strassle, York College of Pennsylvania

We will share our experiences using simulations in three contexts: Creating a simulation when none existed; using a simulation that was developed by others but was not yet tested with college students; and coordinating an existing simulation that requires support from the originating organization. We will describe our curricular goals and the implementation and assessment issues we faced. We will provide recommendations and ask participants to discuss their methods for creating, using, and assessing the utility of their own or adopted simulations or other active learning activities for learning outcomes, behavior change, and attitude and other value-relevant effects.

Keywords: simulations, learning, assessment, attitudes, stigma reduction

How to Use "Creative Reading" to Help At-Risk Students Process Course Content

Room: Grand Couteau, 5th Floor

Presenter: Marianna Krejci-Papa, Eastern Nazarene College This session will review scholarship in media studies that frames an understanding of how reading practices impact consciousness and brain activity. Then, it will introduce "creative reading," a philosophy of relating print to oral discourse, and empowering readers to participate in that discourse. Much more than note taking or highlighting strategies, creative reading trains students to enter what they read, to observe and analyze structures, and to form responses from within those structures. When practiced, creative reading improves students' writing, both creative and academic.

Keywords: creative reading, at-risk students, underprepared students, improve student writing

10:30 a.m. - 10:45 a.m.

Break

10:45 a.m. - 12:00 p.m.

Teaching the Teachers: Professional Development, Pedagogy, and Technology

Room: Gallery, 1st Floor

Presenters: Aaron Gulyas, Matthew Sullivan, and Joshua Sauvie, Mott Community College

For three years, Mott Community College's Center for Teaching and Learning has provided faculty technology consultants to help faculty members integrate technologies into their pedagogy. We have overcome numerous hurdles, including effectively integrating contingent faculty (as well as permanent, full-time faculty) into the process and addressing the needs of a faculty whose responsibilities range from teaching general education subjects to highly technical occupational fields. Our presentation will detail our approach to providing technology-focused professional development at a large community college.

Keywords: pedagogy, professional development, training, technology



Defusing the Time Bomb to Rescue those Academically Adrift

Room: Rhythms 1, 2nd Floor

Presenter: Stephen Winter, SUNY Orange

Why are so many of our students not achieving their objectives, missing deadlines, and finding themselves too often in crisis mode? According to Arum and Roksa (*Academically Adrift*), many students "are spending very little time studying or attending classes...which is why they are not learning much." To deal with this challenge, we will explore the following: 1) What are the prevailing student misperceptions concerning their use of time? 2) How can students develop a sustainable time management program? 3) How can faculty assist with this process?

Keywords: Can't Manage Time, Can't Manage!

Enlivening and Democratizing Classroom Discussion Using Socratic Method

Room: Rhythms 2, 2nd Floor

Presenters: Patricia Boling and William McLauchlan, Purdue University

This presentation discusses how the Socratic Method can be used to engender lively, engaged discussions and debates about significant and controversial topics, encourage all students to participate, and help establish a respectful classroom environment where diverse viewpoints are taken seriously.

Keywords: debate, Socratic Method, mutual respect

Effective Strategies for Teaching Diversity and Cultural Competency

Room: Rhythms 3, 2nd Floor

Presenters: Jay Gabbard, Saundra Starks, Gayle Mallinger, Western Kentucky University, and Robert Luckett, Clinton Community College

In the 21st century, there is an increasing need for more culturally sensitive and relevant education of helping professionals in the United States. Consequently, more community college, undergraduate, and graduate programs in the human services require flagship courses on diversity or they infuse this content throughout the curriculum. Due to the inherently broad nature of diversity/cultural competency, teaching these courses can often pose a significant challenge for educators. The purpose of this session is to present educators at all levels with 10 battle-tested, empirically supported strategies they can use to effectively teach diversity content.

Keywords: **diversity, cultural competence, pedagogy, human services**

Keeping Introverts in Mind in Your Active Learning Classroom

Room: Waterbury, 2nd Floor

Presenter: Nicki Monahan, George Brown College

Susan Cain's New York Times bestseller "Quiet: The Power of Introverts in a World that Can't Stop Talking" reignited interest in Carl Jung's categorization of human temperament into two categories: extroverts and introverts. For educators, her work raises interesting questions about the experiences of introverted students in active learning classrooms. In this workshop, participants from all disciplines will have an opportunity to gain insight into their own learning preferences and explore the impact of temperament on our students' responses to active-learning activities. Through reflection and dialogue, participants will develop strategies they can use to ensure that while engaging students in active learning, all learners' needs are met. Introverts and extroverts welcome!

Keywords: introverts, active learning, teaching diverse students, learner-centered teaching

Building a Community of Teaching & Learning Using Cloud-Based Technologies

Room: Oak Alley, 4th Floor

Presenters: Veronica Outlaw, Kay M. Sackett, Marilyn C. Handley, Leigh Ann Chandler-Poole, and Felecia Wood, The University of Alabama, Tuscaloosa

Are you stumped with creating innovative ways to provide a robust learning environment for your online students? Are you seeing a decline in knowledge retention? If your head is not in the cloud, it should be! Embrace cloud applications and discover creative ways to provide a vigorous teaching and learning environment that will promote engagement and knowledge retention. This session will include dialogue with nursing faculty regarding their cloud experiences. It will also provide participants with the hands-on opportunity to utilize Screencast-O-Matic, a cloud-based technology tool to engage faculty and students in building communities, increasing social presence, and retaining knowledge. Participants should come prepared with an account created at screencast-o-matic.com, a laptop, a USB microphone/headset, and an introduction in PowerPoint (3 slides: name/affiliation, why you attended this session, and how you plan to use this application).

Keywords: screen capture, social presence, cloud, engage, retention

Integrating Problem-based & Active Learning in Online Learning Environments

Room: Nottoway, 4th Floor

Presenters: Leah Hardesty and Tracy Hart, University of New Mexico

This session will provide a road map to re-energize your



online class by infusing your online environment with problem-based and other active learning approaches. Problem-based learning (PBL) is an active learning approach for creating a more interesting and engaging learning environment for all learners. Come and learn how to incorporate these techniques into your online class.

Keywords: problem-based learning, active learning, online learning environment

FIG Farming: Facilitating Faculty Inquiry Groups to Revitalize Teaching

Room: Salon 817/821, 8th Floor

Presenter: Ron Bridges, Pellissippi State Community College

This session will explore the use of Faculty Inquiry Groups (FIGs) as a means of maintaining and renewing instructional vitality. Instructional vitality requires that faculty members maintain or renew their enthusiasm for teaching and obtain fresh perspectives on their practice. One way to maintain that freshness and vitality is to collaborate with other faculty members in the investigation of new teaching practices. FIGs enables faculty members to improve their individual and collective teaching practices and improve their students' learning. Participants will explore the structures of FIGs and develop plans to facilitate the development of FIGs at their institution.

Keywords: instructional vitality, collaboration, faculty inquiry groups, faculty development

Best Undergraduate Teaching Environments Roundtable Room: Salon 825/829, 8th Floor

Presenter: Warren Baker, Champlain College

We'll begin with a discussion of the qualities of the best undergraduate classroom environments. Using conclusions as a springboard, we'll divide into groups of four to compare, contrast and choose the environments in which the best teaching practices and the highest levels of student learning have flourished. Each group will choose two qualities of the best environments to present to all participants for an extended discussion. To extend the value of this session, I will create a blog so that participants can post comments and continue the dialogue throughout the summer and into the next academic year.

Keywords: environments, practices, learning, assessment

Planning for Learning: Maintaining Integrity and Interaction in Online Classrooms

Room: Grand Chenier, 5th Floor

Presenters: Marianne True and Stacey Curdie-Meade, Plymouth State University

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

Keywords: learning, online education; understanding by design, community of inquiry

Teaching that Captures the Needs of the Adult Learner Room: Grand Couteau, 5th Floor

Presenter: Cristie McClendon, Grand Canyon University

This interactive session will focus on research-based information which identifies the characteristics of adult learners, the challenges that adult learners face and their fears. Participants will also identify and discuss the characteristics that adult learners value in their instructor. The session will end with a preview of teaching strategies that engage adult learners in their own education.

Keywords: adult learners, teaching strategies

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

Lunch

Room: Grand Ballroom, 5th Floor

1:00 p.m. - 1:10 p.m.

Award Presentation

Room: Grand Ballroom, 5th Floor

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

1:10 p.m. – 1:40 p.m.

Luncheon Plenary Session

Dead Ideas and Other Tyrannies: How They Limit Teaching and Learning

Room: Grand Ballroom, 5th Floor

Presenter: Diane Pike, Augsburg College

Public historian James Burke argues, "We are what we know... and when what we know changes, we change." If what we think we know about teaching and learning is dead, then we have a serious problem. The unintended consequences of oppressive ideas can greatly limit our teaching effectiveness. In the middle of a national conversation that ranges from arguing that being a college dropout is a good thing to claiming that traditional institutions can be replaced with MOOCs, this keynote identifies three tyrannical ideas in teaching and learning and examines how we might respond.



1:40 p.m. - 2:15 p.m. Break

2:15 p.m. - 3:30 p.m.

Cheating Lessons: How Research in Academic Dishonesty Can Help Us Build Better Learning Environments Room: Gallery, 1st Floor

Presenter: James M. Lang, Assumption College

When students engage in academically dishonest behaviors, they are reacting inappropriately to a learning environment that has not inspired them or given them sufficient help to master the challenges of that environment. Hence if we can gain a better understanding of the reasons for academically dishonest behavior, we can use that knowledge to build better learning environments: ones that foster internal motivation, promote mastery over performance, boost selfefficacy, and align with the best information we have about how human beings learn and remember new information. The presentation will provide an overview of this argument, adapted from my forthcoming book, and then invite participants to share their own experiences with academic dishonesty and the lessons they have learned from it.

Keywords: cheating, academic dishonesty, motivation, mastery learning, cognitive theory

Problem-based Learning, What's the Problem? Room: Rhythms 1, 2nd Floor

Presenters: Sally Blake, Flagler College, Candice Burkett, University of Illinois Chicago, and Denise Winsor, University of Memphis

This study investigates student thinking and electronic interactions between 48 teacher education students enrolled in a licensure degree in early childhood education. The andragogical approach used with these students was Problembased Learning (PBL). Student weekly reflective journals and transcripts of assigned chat room discussions were collected. The journals and transcripts were coded inductively to identify themes relating to student perceptions of this approach, confidence levels and a matrix of identified patterns was developed for analysis. Results indicate a change in higher order thinking as PBL experience increased.

Keywords: problem-based learning, higher order thinking, early childhood education

Team Work: Team-Building Activities for Students and Teachers

Room: Rhythms 2, 2nd Floor

Presenters: Jan Miller and Denise Knight, University of West Alabama

Everyone knows that "Together Everyone Achieves More" (TEAM)! This session will foster trust, team work, and team building. If you need to add an element of team building in your course, this is the session for you. The activities demonstrated will take less than 15 minutes to implement and are great warm-ups or classroom activities designed to foster positive relationships. Busy instructors do not have hours and hours to spend working on building teams. These quick activities are fun, to the point, and bring results (improved team work).

Keywords: team work, actively engaged, positive climate

"Secrets" of a Good Peer Review: Enhancing Your Teaching Community

Room: Rhythms 3, 2nd Floor

Presenter: Cindy Decker Raynak, Penn State University

Why do the words "peer review" strike fear into the hearts of so many faculty members? Whether the observation is part of a promotion and tenure process or simply part of an ongoing teaching review process, many faculty are traumatized by the very idea. During this session we will discuss and evaluate a comprehensive peer review approach to help guide and describe the observation and letter writing process in a positive and formative way. Creating an atmosphere of trust and collegiality through the peer review process engages everyone in the practice of improving teaching and learning. Keywords: **peer review, observation, evaluation**

Technology, Pedagogy, and Content: Bringing It All Together

Room: Waterbury, 2nd Floor

Presenters: Janelle Heineke, Lauren Hess, Kacie Cleary, and Domenic Screnci, Boston University

With more technologies emerging to support teaching and learning, it is easy for faculty to become overwhelmed. Using the theoretical models of Bloom's Cognitive Taxonomy and the Technology, Pedagogy and Content Knowledge (TPACK) model, participants will be able to identify ways that they can align the vast technological possibilities with their pedagogical goals. Facilitators of the session will engage participants in a hands-on activity that will give them the skills that they can immediately begin to apply in their classrooms.

Keywords: Bloom's Taxonomy, TPACK, technology, pedagogy



Faculty Fellowships: Foundation for Building a Thriving Faculty Development Initiative

Room: Oak Alley, 4th Floor

Presenters: Kayla Peak, Christopher Guthrie, Philip Sudman, and Javier Garza, Tarleton State University

A major challenge for those charged with the formation of faculty development programs is gaining faculty buy-in. This panel presentation will highlight a focused initiative designed to provide faculty with expanded support services in the area of teaching innovation. Strategies for the implementation of the initiative will be presented and include examples of the formation of in-house faculty fellowships representing each college within the university, the faculty-driven model, communication mechanisms, programs for stimulating and celebrating creative teaching in an active-learning environment, and the need for services to be housed in a trusted center or department.

Keywords: faculty development initiative, faculty learning communities, teaching innovations, faculty fellowship

The Cultural Awareness Game

Room: Nottoway, 4th Floor

Presenter: Kelly Mutter, Lakeland College

Participants recognize and experience the difficulties and importance of understanding social and cultural contexts of classrooms. Misunderstandings happen and sometimes, given the milieu of academic life, misunderstandings are culturally and linguistically based. This session places participants into a simulated sociocultural setting and allows them to experience the realities of being misunderstood at a personal level based on cultural and social norms. Participants will be asked to reflect and share experiences garnered from the simulation. This is a fun and engaging learner-focused experiential activity designed to help educators overcome cultural bias, group think, and in-group mentality.

Keywords: sociocultural, cultural bias, simulation

Design-based Learning: Teaching with Scratch Room: Salon 817/821, 8th Floor

Presenter: MingTsan Lu, University of Texas at Brownsville

This session will introduce Scratch, a user-friendly programming language developed by the MIT Media Lab, to teachers who have not thought about incorporating an easy-tolearn programming language in their classrooms to motivate and enhance their students' learning and creativity. Examples of how educators may use Scratch to help students learn mathematics and a foreign language will be illustrated. Effectiveness of the use of Scratch in educational practice will be discussed. Participants will gain hands-on experience and start using Scratch to design and develop a self-made video game. Keywords: **design-based learning, Scratch, motivation**

UW Flexible Degree Initiative Room: Salon 825/829, 8th Floor

Presenter: **Gregory Trudeau**, UW Extension, Continuing Education Online & E-Learning

In June 2012, the governor's office in Wisconsin announced the new Flexible Degree Initiative. This online, competencybased, open-source content, start anytime, and low-cost degree is new in Wisconsin, but similar degrees are being considered across the nation. This interactive session will engage the audience to discuss this new degree format, starting with an explanation of the concept and then reaching out to attendees to discuss their experience or impressions regarding this model.

Keywords: competency-based education, MOOCs, online education, flexible degree

Journaling as a Teaching Tool Room: Grand Chenier, 5th Floor

Presenters: Erika Frenzel and Gabriela Wasileski, Indiana University of Pennsylvania

This session presents the use of journals as an inductive learning tool. Through this tool students are provided with "real life" scenarios that allows them a "lived" experience. Students are provided with case-based problems they have to solve and then reflect on their own experiences and the deeper meaning of the assignment. Journals provide the opportunity for critical thinking and override students' dualistic thinking about their case study. Journals are a point of discussion when the class comes together and prompts student questions, collaborative learning, and oral and formal writing skills. Keywords: inductive learning, journaling, "lived" experience, collaborative learning, writing skills

Turning Your Teaching into Scholarship Room: **Grand Couteau, 5th Floor**

Presenter: Donna Qualters, Tufts University

This session will address the scholarship of teaching and learning. Participants will go through a five-step process to begin to identify areas in their teaching that would be a valuable contribution to the literature on teaching and learning. The session will involve exercises and reflections to identify possible topics, discuss various methodologies that could be used, and review institutional research procedures as well as identify possible journals. We will also explore the challenges involved in SoTL. By the end, participants will have identified a topic, outlined a research method, planned the necessary resources, and identified possible journals for publication.

Keywords: teaching, learning, scholarship of teaching and learning



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

Break

3:45 p.m. - 5:00 p.m.

Learning Can Be Fun When You Teach it Quick and Make it Stick

Room: Gallery, 1st Floor

Presenters: D'Nita Andrews Graham and Dorothy Jones, Norfolk State University

Interactive activities open the door to new possibilities in teaching and learning. Engaging activities capture and maintain students' attention, which allows the learners to apply what they have learned. Breaking up the lecture with these techniques allows the learner to immediately apply content and provide feedback to the instructor on student understanding.

"I hear and I forget. I see and I remember. I do and I understand." - Confucius

Keywords: interactive activities, engaged, student-centered, facilitator

How to SCALE UP Your Traditional Classroom Room: Rhythms 1, 2nd Floor

Presenter: Dave Yearwood, University of North Dakota

In a SCALE-UP classroom, pedagogical practices are reversed from the norm and students, not teachers, do most of the talking and also learn more as a result. Current SCALE-UP classrooms often use elaborate technological systems for both teachers and students. However, idea generation and knowledge construction, features of SCALE-UP classrooms, can be achieved on a SCALE DOWN budget. Learn how to make key pedagogical changes that will encourage students to become active participants in their own education and use three inexpensive technologies to turn your classroom into an environment that promotes collaboration, peer instruction, and discussion

Keywords: SCALE UP/flipped classrooms, efficient, effective small-budget technologies

When the Thrill is Gone: Finding Your Way to More Joyful Teaching

Room: Rhythms 2, 2nd Floor

Presenter: Patty Phelps, University of Central Arkansas

Be honest, are there days when you coast or just go through the motions? Does the phrase "these students today" roll off your tongue a little too easily? If you've lost your joy of teaching and want to get it back, this session will offer practical tips for becoming and staying excited about teaching again. From building connections with students to celebrating even minor victories, participants will engage in activities designed for reflection, rejuvenation, and renewal.

Keywords: teaching renewal, faculty development, job satisfaction

Closing the Gap: Increasing Persistence and Success of Struggling Students

Room: Rhythms 3, 2nd Floor

Presenter: Kathleen Gabriel, California State University, Chico

Colleges have many diverse students, with increasing numbers of struggling students. The graduation gap remains among various student groups (i.e., first-generation, students of color, and traditional students). Professors can make a difference in "closing the gap" without lowering their standards. By using learner-centered pedagogy and motivational strategies (including "tough-mindedness"), we can help all students become engaged and improve their performance. Hence, peripheral students will have more than a mere chance of success in college.

Keywords: underprepared students, struggling students, persistence, student success, diverse students, firstgeneration students, motivation, engagement

Flipping and Flopping in the Classroom Room: Waterbury, 2nd Floor

Presenters: Robert Wright, Alicia Book, and Anne Chevalier, Louisiana State University at Alexandria

The purpose of this presentation is to share experiences in flipping the classroom: the good and the bad. Presenters will share lessons learned in flipping the classroom in three different disciplines, strategies to overcome barriers, faculty challenges, proven approaches, and student feedback related to the flipped classroom. The presenters will work with participants to strategize for future attempts at classroom flipping without flopping.

Keywords: flipped classroom, active learning, teaching strategies

Blending the First-year Learning Experience: Focus on Student Engagement

Room: Oak Alley, 4th Floor

Presenters: John Doherty and Kevin Ketchner, Northern Arizona University

The presenters discuss how an emphasis on critical design in college first-year learning courses can provide a place for the appropriate placement of technology, specifically Blackboard Learn, in the teaching and learning experience. Through practical examples and shared experiences, they suggest that a blended learning approach using Bb Learn tools can maximize



student engagement, better align outcomes to activities and assessments, and focus students on the learning process through a community of inquiry framework.

Keywords: first-year experience, engagement, technology, blended learning, community of inquiry

Faculty as Leaders for Implementing Institutional Pedagogical Change

Room: Nottoway, 4th Floor

Presenters: Ike Shibley, Lolita Paff, Penn State Berks, and Lisa Shibley, Millersville University

Whether driven by external demands or an innate desire to improve students' learning experiences, faculty often assume leadership roles in order to change the undergraduate curriculum. This interactive session will encourage faculty to explore how to deploy leadership strategies to make improvements to the curriculum. Changes to the curriculum have more impact when the change occurs across an institution. As a critical leadership component, strategies will be shared for using information to help inform changes and communicating the changes to both students and colleagues. Faculty will apply strategies to a curricular change project and draft an outline for their desired change.

Keywords: curriculum, leadership

Building Successful Habits for Course and Career with Course Redesign

Room: Salon 817/821, 8th Floor

Presenters: Sandra Sego and Anne Stuart, American International College

Even students that placement tests deem "college-ready" may lack the habits that keep them motivated, help them persist in the face of adversity, and keep them focused on their goals. What if, in the process of redesigning our courses for significant learning, we could also help students build habits that impact the rest of their courses and future careers? Synthesizing ideas from the organizational change literature with Fink's taxonomy, this session will guide participants through course design with an emphasis on soft skills and attitudes necessary for student success across courses and into careers.

Keywords: course design, habits for success, significant learning, student motivation, under-prepared students

Connecting Students and Stakeholders through Teaching and Learning

Room: Salon 825/829, 8th Floor

Presenter: Margaret Dagenais, Saskatchewan Institute of Applied Science and Technology This session will focus on the relationships between stakeholder needs, student learning, instructional design, and meaningful assessment. These relationships are exemplified through a systems approach to instructional/learning needs assessment, selection of teaching methodology, and assessment planning; and they are presented as models for instructional planning and design. The key focus of the session is on relationships between instructional goals, teaching and learning strategy, assessment, and building congruence into instructional plans.

Keywords: instructional and assessment strategy, relationships

Writing from/for Knowledge: Designing Assignments that Foster Academic Inquiry

Room: Grand Chenier, 5th Floor

Presenter: Corinne Nicolas, University of Tennessee

Discussions about students' struggles with the use of sources in academic writing typically focus on informationliteracy skills, leaving out the matter of what using sources to create new knowledge entails. Yet, epistemology theory has shown that students' and faculty's personal beliefs about knowledge shape their research writing strategies and research instruction, respectively. Participants in this session will identify common beliefs about knowledge that shape students' strategies for using sources, examine the personal epistemologies woven into their research assignments, and explore how to design assignments that teach students to position themselves as creators of meaning through their use of sources.

Keywords: research paper, personal epistemology, sources, knowledge

Interdisciplinary Approaches to Service-Learning Room: Grand Couteau, 5th Floor

Presenters: Carolina Simon and Milagros Loreto, Florida Memorial University

The 21st century student is engaged in a variety of modalities. The college classroom can no longer be a space for intellectual conversation devoid of practical application, nor can subjects exist in isolation. Interdisciplinary approaches to higher learning allow faculty and students to solve real-world problems in realtime. Service-learning or community-based learning allows students to apply theories and skills while they are still learning. Such an approach provides faculty, students, and communities the ability to foster a network of professionals at a variety of levels to work toward common goals both academically and civically.

Keywords: service-learning, community-based learning



5:00 p.m.

Dinner on Your Own

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

Sunday, June 2

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

Registration Open Room: Grand Registration Desk, 5th Floor

8:00 a.m. - 9:00 a.m.

Continental Breakfast Room: Grand Ballroom, 5th Floor

9:00 a.m. - 9:15 a.m. Break

9:15 a.m. - 10:30 a.m.

Keeping the Garage Door Open: Implications of Neuroscience and Learning Room: Gallery, 1st Floor Presenters: Leslie Myers, Chestnut Hill College and Melissa

Presenters: Leslie Myers, Chestnut Hill College and Melissa Terlecki, Cabrini College

This session provides faculty members with information about recent findings in neuroscience and their implications for teaching and learning. Participants will be given the opportunity to engage in several metacognitive strategies that can be utilized within the higher education classroom to enhance student learning and engagement. Effective methods of interaction and delivery will be modeled as a part of the structure of the session.

Keywords: neuroscience, engagement, learning

An Approach to Rejuvenating our Teaching — and Ourselves

Room: Rhythms 1, 2nd Floor

Presenter: Joan Flaherty, University of Guelph

This session addresses one of teaching's occupational hazards: emotional fatigue that undermines our motivation to teach effectively and, consequently, the intrinsic satisfaction we derive from teaching. Whether this fatigue is caused by increasing workload, an unsupportive administration, or boredom from repeatedly teaching the same material, the result is the same: we become derailed from pursuing what poet Mary Oliver describes as our "one wild and precious life." And yet the classroom offers rich opportunities to pursue that life by fostering our intellectual, social, and spiritual development. This session explains the why – and, most importantly, the how – of that statement.

Keywords: burn out, faculty renewal, learner-centeredness

Promoting Increased Student Learning and Engagement through Digital Collaboration

Room: Rhythms 2, 2nd Floor

Presenters: Ray Francis and Mary Jo Davis, Central Michigan University

The issues of teaching in large-class settings have presented ongoing problems with enormous implications for both student learning and faculty performance. However, there are strategies available to effectively engage students to promote effective instruction and promote increased student classroom performance through digital collaboration. In this session, four effective solutions to ongoing instructional issues are presented through participation in digital collaboration strategies. The solutions modeled include digital storytelling, collaborative wikis/blogs, polling, and quests. Each strategy will be modeled and demonstrated through active participation by the audience. Keywords: **digital storytelling, polling, digital**

collaboration, large classes, engagement

Why Group Work Does Not Work

Room: Rhythms 3, 2nd Floor

Presenter: Catherine Anstrom, Olivet Nazarene University

This session will address the need for a formal model to teach group work. This will be accomplished through incorporating the five essential elements of group work originally investigated by Johnson and Johnson in the '70s. The five essential elements is a concept that brings a renewed interest to group work as a more effective teaching and learning practice. By actively participating in an interactive scenario, the session audience will experience how to incorporate the five essential elements to enhance the learning outcomes they expect when assigning group work.

Keywords: group work, five essential elements, learning outcomes, interactivity

Teaching Unprepared Students: Strategies that Work Room: Waterbury Ballroom, 2nd Floor

Presenters: Ken Alford and Tyler Griffin, Brigham Young University

Believe it or not, some professors occasionally have students who show up for class unprepared. These are the students



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whose reading assignments remain partially or completely unread ... whose homework is incomplete or not even started ...and whose course assignments have been finished sloppily or ignored completely. This session will share an assortment of ideas, based on effective course design principles and teaching experiences in a wide variety of disciplines (from the humanities to engineering) to help you provide: (1) learning opportunities for students who choose to be unprepared, and (2) motivation for your students to be prepared for future lessons. Come join the fun!

Keywords: **student motivation, unprepared students, assignment strategies**

I Am Afraid To Tell You This: Students' Fear of Authentic Racial Dialogue in the Classroom Room: Southdown, 4th Floor

Presenter: Melanie Hulbert, George Fox University

This session will explore the challenges and realities of facilitating open and authentic racial/ethnic dialogue in the classroom today. Based on in-depth qualitative interviews, focus group data, and content analysis of over 100 individual student journal entries, this session will bring to light the feelings, fears, and experiences that students have when taking courses on race, ethnicity, and diversity.

Keywords: racism, racial attitudes, college students, multicultural education

Decoding the Disciplines: Student Difficulties and Disciplinary Ways of Knowing

Room: Salon 817/821, 8th Floor

Presenters: Leah Shopkow, Arlene Díaz, and David Pace, Indiana University

Faculty are often surprised and dismayed by errors that students make repeatedly in their assignments. While these errors are often attributed to a lack of student attention, many times students simply do not understand why they should follow certain procedures because they don't understand the epistemic guidelines of the disciplines. In this session, each participant will examine the connection between one persistent student error and the underlying ways of knowing of the discipline. We will then discuss how to present these ways of knowing explicitly to students and give them an opportunity to practice using them.

Keywords: epistemology, decoding the disciplines, robust misconceptions

Ideography in the Classroom: Before, During and After "The Lecture"

Room: Salon 825/829, 8th Floor

Presenters: Robert M. Gray and Genevieve M. Dardeau, University of South Alabama

As many institutions are embracing electronic learning as a viable teaching methodology, the integrity of this redesigned course material must be carefully considered. This session will address strategies for replacing in-class time with online activities and resources that enhance learning and maintain course integrity. Using the communication theories of Dance and the literary theories of Barthes, instructors can better engage students by providing appropriate underpinnings for the redesigning and restructuring of their course content for blended courses. This session is appropriate for faculty or faculty developers interested in more engaging and effective instructordeveloped video materials and strategies for using them.

Keywords: online activities, engagement, redesign, blended courses

Promoting Excellence through Course-Integrated Undergraduate Research Experiences Room: Grand Chenier, 5th Floor

Presenters: Ashley Hagler, Melissa Armstrong, Jim Mottonen, and Susan Whittemore, Gaston College

Science, technology, engineering, and math (STEM) faculty at Gaston College recognize the need to involve students actively in the learning process to promote a higher level of preparedness, motivation, retention, and persistence; and are committed to changing educational practices in introductory classes to be more inquiry-based and authentic. To do this, program faculty have developed an initiative known as SPARC3 (STEM Persistence and Retention via Curricula, Cohorts, and Centralization). This presentation will focus on the implementation of new instructional strategies (inquiry-based learning and course-integrated undergraduate research), and will outline the steps taken at Gaston College to implement this initiative.

Keywords: undergraduate research, inquiry-based learning, active student engagement, community college, motivation, retention, persistence, introductory courses

Beyond the Résumé: Encouraging Personal Growth through Internship Journals

Room: Grand Couteau, 5th Floor

Presenter: Lolita Paff, Penn State Berks

The focus of this session is on improving student interns' self-assessment of their learning and professional development during a business internship. The session will begin with a series of pair-and-share questions to gauge the audience's experience with internships and/or reflective journaling. A



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brief presentation will lead participants through a set of internship program requirements in which students develop internship learning objectives, write reflectively on their experiences, provide self-assessment, and reflect on the similarities and differences between their supervisors' evaluations and their own. Then, we'll use an open discussion format to consider alternate journal themes and to pose extensions of reflective journals to service learning and alternative classroom environments.

Keywords: reflection, internship, assessment

10:30 a.m. - 10:45 a.m.

Break

10:45 a.m. - 12:00 p.m.

Want to Engage Students in Effective Groups? Educate Them!

Room: Gallery, 1st Floor

Presenter: Claire Lamonica, Illinois State University

In this session, participants will identify and address some of the challenges that face teaching professors who engage students in collaborative group undertakings. We will do this by using a theoretically grounded, classroom-tested, collaborative process that can then be applied in any classroom in any discipline. When the process is used in a classroom, the result is student groups that can solve group problems on their own. When the process is used in this session, the result will be professors who feel more confident designing and implementing effective collaborative learning experiences. This session is highly participatory. Come prepared to think and work!

Keywords: collaborative learning, cooperative learning, small group assignments, group work

Hands On, Minds On: The Benefits of Hands-On Learning Room: Room: Rhythms 1, 2nd Floor

Presenters: Jan Miller and Denise Knight, University of West Alabama

"Hands On, Minds On" will provide participants with the opportunity to experience the benefits of true hands-on learning. A wide variety of common, everyday items (Play-Doh, Legos, aluminum foil, pipe cleaners, etc....) will be utilized to teach concepts, theories, and/or skills. Additionally, a variety of strategies will be demonstrated to show creative ways to successfully incorporate cooperative learning strategies within a college setting.

Keywords: hands-on, cooperative learning, student engagement

From Flipped Class to Re-Claimed Course: Technologyenhanced Teaching

Room: Rhythms 2, 2nd Floor

Presenter: Daniel Quigley, New York Institute of Technology

Participants will explore advantages to using technology to reclaim class time for planned active-learning activities, group projects, and guided problem solving. In addition, participants will learn how to select appropriate mobile and web apps, as well as cloud-based services to best address different learning outcomes, how to structure course websites to aid student navigation, and ways to engage student participation outside of the classroom through their adoption of readily available technology.

Keywords: flipped, engagement, technology

Exploring the Implications of Stories that Shape Our Teaching

Room: Rhythms 3, 2nd Floor

Presenter: Linda Shadiow, Northern Arizona University

Growth in our teaching, no matter at what stage in our career, can be fueled by reflection on some of the stories that subconsciously influence our work. How might we reflect on our teaching in order to understand patterns that undergird how we teach? This session pursues that question through a series of steps, each aimed at illuminating key and often unacknowledged facets of the choices and expectations we bring into classrooms. Reflexive attention, moving back and forth between memories and actions, and between influences and impacts, participants will (re)consider their current professional practices.

Keywords: reflection, stories, renewal

Increasing Student Engagement: Strategies and Techniques to Reinforce Learning

Room: Waterbury Ballroom, 2nd Floor

Presenter: Sarah Marshall, Central Michigan University

The art of teaching is complex, challenging, and ever changing. Effective teaching requires knowledge of the discipline and a commitment to student engagement. In this session, participants will learn how to build a safe learning environment, engage students, use interactive activities to reinforce learning, and implement a student-centered classroom. Numerous creative teaching techniques to reinforce learning will be shared.

Keywords: student engagement, reinforce learning, teaching techniques, learning environment, interactivity





Continued — Sunday June 2, 2013

Application of Adult Learning Theory in Understanding Student Resistance

Room: Southdown, 4th Floor

Presenters: Carol Jo Evans and Leah Jones, College of the Albemarle

Resistance is the act of opposing, which may be viewed as defiance. Resistance often manifests itself in a classroom situation. Examples of this type of behavior range from refusing to participate in class activities to hostile actions. Other examples include cell phone use, tardiness, or other inappropriate activities. This session explores how resistance theory relates to classroom discipline issues and how adult learning theory and an understanding of resistance can assist in classroom management and create a space conducive to learning. Participants will be able to understand resistance theory, recognize resistance in classroom behavior, and apply strategies for preventing class disruptions.

Keywords: resistance theory, adult learning theory, classroom resistance

Bridging the Divide: Facilitating Difficult Dialogues to Enhance Student Learning Room: Salon 825/829, 8th Floor

Presenters: Renee White-Clark, Diane Sherlip, and Lynn McGoey, St. Joseph's College

Effective educators facilitate and structure classroom environments that are conducive to cooperative learning and quality intellectual discourse. Classroom discussion illuminates the voices of our students in diverse college classrooms. Quality dialogue permits all students to widen their views and gain a better understanding of relevant issues through the eyes of others — the true essence of teaching and learning. This session is intended to increase faculty's knowledge base of the essential elements of difficult dialogues. The key principles of group dynamics will equip the participants with the necessary tools to create effective climates for learning. Keywords: **discussion, dialogue, diversity**

The Flipped English Classroom and Group Peer Review

Room: Grand Chenier, 5th Floor Presenter: Kristen Westrick, Georgia Piedmont Technical College

Instead of taking the traditional lecture class approach to essay writing, a composition instructor should recognize that the course is instruction in a process. Arranging the class to follow that process, with immediate instructor feedback and peer comments, motivates students to improve their writing skills and participate fully more than a lecture could. The instructor engages the students, and they're engaging each other. The class peer review assignment, as published in NISOD's Innovations Abstracts October 2012 issue, will be highlighted as it allows instructors to stay fresh and students to edit together while becoming comfortable with technology in the classroom.

Keywords: flipped classroom, peer review, feedback, writing skills, engagement, technology

Discourse on Reflective Learning through Video Assessment of Teaching

Room: Grand Couteau, 5th Floor

Presenters: Jana Fallin and Manpreet Rai, Kansas State University

This session will demonstrate the use of repeated reflection in evaluating one's own performance as a teacher. On my campus, graduate students videotape themselves teaching. After completing the video, the students watch and reflect on their project, then share it with a colleague, and finally the team meets with the professors to reflect again. These three layers of reflection heighten the process of metacognition, resulting in both a powerful learning experience and an improvement of teaching effectiveness. Video interspersed with statements from students demonstrating the reflective practice and the resulting learning experience will be shared. Keywords: **reflection, teaching effectiveness, video observation**

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

Lunch and Concluding Discussion Room: Grand Ballroom, 5th Floor

During our final time together, we will begin by sharing our perspective of the conference—new ideas, good strategies, interesting questions, and good examples of what we have learned these past few days. We will then open the session for others to share reactions, questions, concerns, lessons learned, and hopes for the future. The goal of this session is to highlight how the conference has focused attention on many different aspects of teaching and learning.

1:00 p.m.

Conference Adjourns

Thank you for a great conference. Please take the tools and connections you've made at *The Teaching Professor* Conference and utilize them on your campus. We hope to see you next year May 30-June 1, 2014 in Boston.

Have a safe trip home!



Preconference Presenters

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

See page number in parentheses for their session description.

Patrick Bahls, University of North Carolina, Asheville, (p. 9)
Lisa K. Bloom, New York Chiropractic College, (p. 10)
Ollie Dreon, Millersville University of Pennsylvania, (p. 9)
Jay Howard, Butler University, (p. 9)
Kristina L. Petrocco-Napuli, New York Chiropractic

College, (p. 10) **Ike Shibley**, Penn State Berks, (p. 9, 19)

Maryellen Weimer, Penn State Berks and editor, *The Teaching Professor* newsletter, (p. 10)

Tim Wilson, University of Western Ontario, (p. 9)

Plenary Presenters

See page number in parentheses for their session description.

Richard M. Felder, North Carolina State University, (p. 11) Diane Pike, Augsburg College, (p. 15)

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. 20)
Tyler Griffin, Brigham Young University (p. 20)
James M. Lang, Assumption College, (p. 16)
Nicki Monahan, George Brown College, (p. 14)
Lolita Paff, Penn State Berks, (p. 19, 21)
Patty H. Phelps, University of Central Arkansas, (p. 18)
Donna Qualters, Tufts University, (p. 17)
Brian Van Brunt, National Center for Higher Education Risk Management, (p. 12)

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.

D'Nita Andrews Graham, Norfolk State University, (p. 18) Catherine Anstrom, Olivet Nazarene University, (p. 20) **Carol Appleby**, Sheridan College, (p. 13) **Dawn Armfield**, University of Minnesota, (p. 11) Shadow Armfield, Northern Arizona University, (p. 11) Melissa Armstrong, Gaston College, (p. 21) Warren Baker, Champlain College, (p. 15) Sally Blake, Flagler College, (p. 16) J. Michael Blocher, Northern Arizona University, (p. 11) Patricia Boling, Purdue University, (p. 14) Alicia Book, Louisiana State University at Alexandria, (p. 18) Ron Bridges, Pellissippi State Community College, (p. 15) Candice Burkett, University of Illinois Chicago, (p. 16) Leigh Ann Chandler-Poole, The University of Alabama, Tuscaloosa, (p. 14) Anne Chevalier, Louisiana State University at Alexandria, (p. 18) Meredith Clark-Wiltz, Franklin College, (p. 12) Kacie Cleary, Boston University, (p. 16) Stacey Curdie-Meade, Plymouth State University, (p. 15) Margaret Dagenais, Saskatchewan Institute of Applied Science and Technology, (p. 19) Genevieve M. Dardeau, University of South Alabama, (p. 21) Mary Jo Davis, Central Michigan University, (p. 20) Cindy Decker Raynak, Penn State University, (p. 16) Arlene Díaz, Indiana University, (p. 21) Stephanie Dimech, Sheridan College, (p. 13) John Doherty, Northern Arizona University, (p. 18) Perri Druen, York College of Pennsylvania, (p. 13) **Carol Jo Evans**, College of the Albemarle, (p. 23) Jana Fallin, Kansas State University, (p. 23) Allison Fetter-Harrott, Franklin College, (p. 12) Mominka Filev, Davenport University, (p. 11) Kristin Flora, Franklin College, (p. 12) Joan Flaherty, University of Guelph, (p. 20) **Joseph Flowers**, Indiana Wesleyan University, (p. 12) Ray Francis, Central Michigan University, (p. 20) Erika Frenzel, Indiana University of Pennsylvania, (p. 17) Jay Gabbard, Western Kentucky University, (p. 14) Kathleen Gabriel, California State University, Chico, (p. 18)



Selected Presenters (continued)

Javier Garza, Tarleton State University, (p. 17) Robert M. Gray, University of South Alabama, (p. 21) Aaron Gulyas, Mott Community College, (p. 13) Christopher Guthrie, Tarleton State University, (p. 17) Steven Guthrie, Lock Haven University, (p. 12, 17) Ashley Hagler, Gaston College, (p. 21) Marilyn C. Handley, The University of Alabama, Tuscaloosa, (p. 14) Leah Hardesty, University of New Mexico, (p. 14) Tracy Hart, University of New Mexico, (p. 14) Janelle Heineke, Boston University, (p. 16) Lauren Hess, Boston University, (p. 16) Melanie Hulbert, George Fox University, (p. 21) Dorothy Jones, Norfolk State University, (p. 18) Leah Jones, College of the Albemarle, (p. 23) Mary Kayler, University of Mary Washington, (p. 12) Kevin Ketchner, Northern Arizona University, (p. 18) Denise Knight, University of West Alabama, (p. 16, 22) Marianna Krejci-Papa, Eastern Nazarene College, (p. 13) Claire Lamonica, Illinois State University, (p. 22) Milagros Loreto, Florida Memorial University, (p. 19) MingTsan Lu, University of Texas at Brownsville, (p. 17) **Robert Luckett**, Clinton Community College, (p. 14) Gayle Mallinger, Western Kentucky University, (p. 14) Sarah Marshall, Central Michigan University, (p. 22) Cristie McClendon, Grand Canyon University, (p. 15) Lynn McGoey, St. Joseph's College, (p. 23) William McLauchlan, Purdue University, (p. 14) Jan Miller, University of West Alabama, (p. 16, 22) Jim Mottonen, Gaston College, (p. 21) Kelly Mutter, Lakeland College, (p. 17) Leslie Myers, Chestnut Hill College, (p. 20) Shelley Nelson, Franklin College, (p. 12) **Corinne Nicolas**, University of Tennessee, (p. 19) Karen Nulton, Drexel University, (p. 12) Veronica Outlaw, The University of Alabama, Tuscaloosa, (p. 14) David Pace, Indiana University, (p. 21) Kayla Peak, Tarleton State University, (p. 17) Patricia Phillips, Davenport University, (p. 11) Daniel Quigley, New York Institute of Technology, (p. 22) Manpreet Rai, Kansas State University, (p. 23) Mary Rigsby, University of Mary Washington, (p. 12) Julee Russell, Valley City State University, (p. 13) Kay M. Sackett, The University of Alabama, Tuscaloosa, (p. 14) Joshua Sauvie, Mott Community College, (p. 13) **Domenic Screnci**, Boston University, (p. 16) Sandra Sego, American International College, (p. 19) Linda Shadiow, Northern Arizona University, (p. 22) Diane Sherlip, St. Joseph's College, (p. 23)

Lisa Shibley, Millersville University, (p. 19) Leah Shopkow, Indiana University, (p. 21) **Carolina Simon**, Florida Memorial University, (p. 19) Randall Smith, Franklin College, (p. 12) Saundra Starks, Western Kentucky University, (p. 14) Carla Strassle, York College of Pennsylvania, (p. 13) Anne Stuart, American International College, (p. 19) **Philip Sudman**, Tarleton State University, (p. 17) Matthew Sullivan, Mott Community College, (p. 13) Melissa Terlecki, Cabrini College, (p. 20) Gregory Trudeau, University of Wisconsin Extension, Continuing Education Online & E-Learning, (p. 17) Marianne True, Plymouth State University, (p. 15) Gabriela Wasileski, Indiana University of Pennsylvania, (p. 17) Kristen Westrick, Georgia Piedmont Technical College, (p. 23) Renee White-Clark, St. Joseph's College, (p. 23) Susan Whittemore, Gaston College, (p. 21) Denise Winsor, University of Memphis, (p. 16) Stephen Winter, SUNY Orange, (p. 14) Robert Wright, Louisiana State University at Alexandria, (p. 18) Felecia Wood, The University of Alabama, Tuscaloosa, (p. 14)

Dave Yearwood, University of North Dakota, (p. 18)

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 7 for poster session information.

M. Femi Ayadi, University of Houston Clear Lake, (p. 8) Gillian Bonanno, City University of New York, (p. 7) Mathew Brust, Chadron State College, (p. 7) Debbie Bryant, Governors State University, (p. 8) Ann Buchmann, Chadron State College, (p. 7) Joseph Caniglia, Hudson County Community College, (p. 8) Theresa Capra, Mercer County Community College, (p. 7) Nicole Carr, University of South Alabama, (p. 7) Philip Carr, University of South Alabama, (p. 7) Ann Cerminaro-Costanzi, Marywood University, (p. 8) Mick Charney, Kansas State University, (p. 8) Gioia Ciani, New York Institute of Technology, (p. 7) Monika Czekaj, Hudson County Community College, (p. 8) Katelyn Deville, Louisiana State University at Alexandria, (p. 7, 8)

Susan Fugate Brangers, Marywood University, (p. 8)



Poster Session Presenters (continued)

Derrick Glymph, Florida International University, (p. 7) Geoffrey Goodfellow, Illinois College of Optometry, (p. 7) **Christopher Guthrie**, Tarleton State University, (p. 7) Kathleen Hagy, University of St. Augustine, (p. 7) **Beth Hallquist**, Palm Beach Atlantic University, (p. 7) Douglas Hanna, Tarleton State University, (p. 7) David Humphrey, Louisiana State University at Alexandria, (p. 7, 8) Wendy Jamison, Chadron State College, (p. 7) Fiona Jensen, University of Manitoba, (p. 7) Ginger Jones, Louisiana State University at Alexandria, (p. 7, 8) Marti Kessack, University of St. Augustine, (p. 7) Ginger King, Louisiana State University at Alexandria, (p. 7, 8) **Bob Knight**, Chadron State College, (p. 7) Barry Lambert, Tarleton State University, (p. 7) **Pamela Langlie-Willers**, Wayne State College, (p. 7) Lisette Leesch, Chadron State College, (p. 7) Alice Levy, Mayes College, University of the Sciences, (p. 8) Julie Mattingly, Methodist College, (p. 7) Deidre Meiggs, Life University, (p. 7) Jayne McGuire, Humboldt State University, (p. 7) Heather McLeod, Illinois College of Optometry, (p. 7) Vandana Miller, University of the Sciences, (p. 7)

- Alison Mostrom, University of the Sciences, (p. 7) **Johanna Newman**, Florida International University, (p. 7) Faith Normand, Louisiana State University at Alexandria, (p. 7, 8) Grace Onodipe, Park University Online, (p. 8) Phaedon Papadopoulos, Houston Baptist University, (p. 7) Dana Pape-Zambito, University of the Sciences, (p. 7) Kayla Peak, Tarleton State University, (p. 7) Joyce Phillips Hardy, Chadron State College, (p. 7) Lisa Preston, Methodist College, (p. 7) Matt Roberts, Louisiana State University at Alexandria, (p. 7, 8) Sheila Rocker-Heppe, Humboldt State University, (p. 7) **Donna Ross**, Mount Ida College, (p. 7) David Salomon, Russell Sage College, (p. 7) Mylene Schriner, Rockhurst University, (p. 7) Dimuth Siritunga, University of Puerto Rico Mayaguez, (p. 7) Keith Starcher, Indiana Wesleyan University, (p. 7) **Philip Sudman**, Tarleton State University, (p. 7) Michael Taku, Dillard University, (p. 7) Christal Varholdt, Louisiana State University at Alexandria, (p. 7, 8) Mary Walker, University of Texas Health Science Center at San Antonio, (p. 7)
- Elizabeth Wyles, Illinois College of Optometry, (p. 7)



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