

May 20-22, 2011 Sheraton Atlanta Hotel Atlanta, Georgia

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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.

David Burns, vice president

and publisher

dburns@magnapubs.com

Rob Kelly, editor

Faculty Focus

mary.bart@magnapubs.com

robkelly@magnapubs.com



Bill Haight, president whaight@magnapubs.com



MaryAnn Mlekush, conference manager mmlekush@magnapubs.com



Cassandra Jewell, academic Mary Bart, editor, products marketing planner cassandra.jewell@magnapubs.com



Nancy Kern, online seminar developer nancy.kern@magnapubs.com

Welcome!

Spending the time and money to be at this conference (awesome as it is) takes commitment. I'm impressed that so many of you are truly seeking ways to improve teaching and learning. 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 experience for you.

Thanks and congratulations on your commitment!

Sincerely, William H. Haight

William Haight President, Magna Publications







Introduction



Dear Conference Participants,

Welcome to the eighth annual *Teaching Professor* Conference! And, Welcome to Atlanta! Whether this is your first time attending, your eighth, or somewhere in between, please know that your attendance is very important and greatly appreciated.

Over the next few days there will be keynote presentations, workshops, talks, informal gatherings, poster presentations, receptions, and much more to engage you, excite you, and foster the wonderful camaraderie that comes with every *Teaching Professor* Conference. And above all, the conference exposes you to hundreds of colleagues who all share the passion for teaching that makes this event such a success year after year.

The conference takes much planning and work to bring about, but there are always opportunities for improvement. Your feedback is very welcome, so please do not hesitate to speak to any member of the Magna Publications staff, the conference planning committee, or the advisory board to let them know what you like or do not like about the conference. You will receive an online evaluation form after the conference. Please complete it and send it back. We value your feedback and will use it to help select presenters to invite back another year and to determine what worked and what didn't.

There are exhibitors who provide an opportunity to see high-quality publications and teaching materials. Use this time to investigate their products, buy a book or two to enrich your teaching, and especially thank the exhibitors for their time and support of the conference.

As you move from session to session, picking and choosing from among dozens of excellent options, open yourself to new acquaintances; try topics not in your comfort zone; and generally be ready to learn, share, and come away reenergized, refreshed, and committed to taking your teaching to another level.

Marilyn H. Steinberg, MSLIS Conference Chair



2011 Teaching Professor Conference Advisory Board

We appreciate the advisory board's guidance in selecting the best sessions from an abundance of excellent proposals. The board's efforts and knowledge have helped us put together a first-rate teaching and learning conference.

We would like to thank the following individuals for their contributions to the 2011 Teaching Professor Conference.



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



Past Chair: J. Ricky Cox, professor, Murray State University, ricky.cox@murraystate.edu



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

Advisory Board Members:



Ken Alford, associate professor, Brigham Young University, ken_alford@byu.edu



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



Ed Neal, professional consultant in higher education, ed_neal@unc.edu



Donna Qualters, associate professor, Suffolk University, dqualters@suffolk.edu



Suzanne Sumner, professor, University of Mary Washington, ssumner@umw.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 workshops, consider these other activities:

- Attend the opening reception and poster sessions. It's a great way to meet delegates 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.
- Attend a roundtable discussion at breakfast on Saturday and Sunday. These are designed for networking and conversation.

Evaluation: You will receive an electronic evaluation shortly after the conference. Please complete it! Your feedback will help us improve future programs, and you will be entered into a drawing for \$50 good toward the next *Teaching Professor* Conference!

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

Messages: There is a message board at the conference registration area. Messages will be posted on the message board frequently throughout the conference. Delegates can also post messages for other conference delegates.

Nametags: Nametags are required for all conference functions. People without conference nametags will be asked to leave. Report lost nametags immediately to conference registration staff.

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

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

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

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



Maryellen Weimer Scholarly Work on Teaching and Learning Award

We are pleased to announce the winner of the third annual Maryellen Weimer Scholarly Work on Teaching and Learning Award sponsored by Magna Publications and *The Teaching Professor*. This award was created to recognize outstanding scholarly work on teaching and learning. A call for articles published between 2008 and the present appeared on *The Teaching Professor* website. Those interested were invited to nominate their own work or that of others. An award review panel has selected the winning article and two finalists. The \$1,000 stipend that accompanies the award will be presented on Saturday.

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

WINNING ARTICLE (in two parts):



Beatty, J. E., Leigh, J. S. A., and Dean, K. L., (2009). Philosophy rediscovered: Exploring the connections between teaching philosophies, educational philosophies, and philosophy. *Journal of Management Education*, 33 (1), 99-114. Find the article at: http://jme.sagepub.com/content/33/1/99.full.pdf+html

Beatty, J. E., Leigh, J. S. A., and Dean, K. L., (2009). Finding our roots: An exercise for creating a personal teaching philosophy statement. *Journal of Management Education*, 33 (1), 115-130. Find the article at: http://jme.sagepub.com/content/33/1/115.full.pdf+html

Finalists, in alphabetical order:

Dunlap, J. C. and Lowenthal, P. R. (2009). Tweeting the night away: Using twitter to enhance social presence. *Journal of Information Systems Education*, 20 (2), 129-130. Find the article at: http://jise.org/20-2-129.htm

Sum, P. E. and Light, S. A. (2010). Assessing student learning outcomes and documenting success through a capstone course. *PS: Political Science and Politics*, 43 (3), 523-31.

Many thanks to the Award Review Panel.

Ricky Cox, professor of chemistry, Murray State University

Therese Huston, founding director, Center for Excellence in Teaching and Learning, Seattle University

Barbara Mezeske, associate professor of English, Hope College

Sarah Ginsberg, associate professor, Special Education Department, Eastern Michigan University

Mary Bart, editor, Faculty Focus, Magna Publications

Competition for the fourth annual award will be announced during the summer at *www.teachingprofessor.com*. Check there for rules and selection criteria. Help us establish the credibility of this award and the work it recognizes by nominating your best work and that of others. We will be reviewing articles published between 2009 and the present.



Program-at-a-Glance Friday, May 20 6:30 p.m.

7:00 a.m. - 8:30 a.m. Registration Open - Morning Preconference Workshops Only Room: Georgia Registration Booth (Level 1)

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

Partner Displays Open Room: Georgia Prefunction (Level 1)

8:00 a.m. - 12:00 p.m. Preconference Workshop: Preregistration and Fee Required Providing Support and Encouragement for New Teachers

Room: Georgia 2-3 (Level 1)

8:00 a.m. - 12:00 p.m. Preconference Workshop: Preregistration and Fee Required Tools and Techniques to Increase Student Participation Room: Georgia 4-6 (Level 1)

1:00 p.m. - 4:30 p.m. Preconference Workshop: Preregistration and Fee Required Laughing and Learning: Infusing Humor into Any College Classroom Room: Georgia 7-8 (Level 1)

1:30 p.m. - 3:00 p.m. Poster Sessions Room: Georgia Prefunction (Level 1)

5:00 p.m. - 5:15 p.m. Conference Welcome Room: Capitol Ballroom (Level 1)

5:15 p.m. - 6:30 p.m. Opening Plenary Session: Terms of Engagement: Understanding and Promoting Student Engagement in Today's College Classroom Room: Capitol Ballroom (Level 1) 6:30 p.m. - 8:00 p.m.

Reception, Poster Sessions, and Partner Mingle Room: Georgia Prefunction (Level 1)

8:00 p.m. Dinner on Your Own

Saturday, May 21

8:00 a.m. - 5:00 p.m. Registration Open Room: Georgia Registration Booth (Level 1)

Partner Displays Open Room: Georgia Prefunction (Level 1)

8:00 a.m. - 9:00 a.m. Continental Breakfast and Roundtable Discussions Room: Capitol Ballroom (Level 1)

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

9:15 a.m. - 10:30 a.m. 12 Concurrent Workshops

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

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

12:00 p.m. - 1:00 p.m. Lunch Room: Capitol Ballroom (Level 1)

1:00 p.m. - 1:10 p.m. Award presentation of the 3rd Annual Maryellen Weimer Scholarly Work on Teaching and Learning Award Room: Capitol Ballroom (Level 1)

1:10 p.m. - 2:00 p.m. Luncheon Plenary Session: Three Mistakes to Avoid Room: Capitol Ballroom (Level 1) **2:00 p.m. - 2:15 p.m.** Break

2:15 p.m. - 3:30 p.m. 12 Concurrent Workshops

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

3:45 p.m. - 5:00 p.m. 12 Concurrent Workshops

5:00 p.m. Dinner on Your Own

Sunday, May 22

8:00 a.m. - 12:00 p.m. Registration Open Room: Georgia Registration Booth (Level 1)

8:00 a.m. - 9:00 a.m. Continental Breakfast and Roundtable Discussions Room: Capitol Ballroom (Level 1)

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: Capitol Ballroom (Level 1)

1:00 p.m. Conference Adjourns



Poster Sessions

Friday, May 20, 2011

1:30 p.m. – 3:00 p.m.

Georgia Prefunction (Level 1)

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

- 1. The Faculty Fellowship: A Vital Component of Faculty Development Initiatives — Credence Baker, Kayla Peak, and Chris Guthrie, Tarleton State University
- 2. Using Concepts and Gerontological Case Studies to Link Classroom and Clinical Practice — Fiona Jensen, The University of Manitoba, Faculty of Nursing
- 3. Intragenerational Focused Mentoring: Engaging Health Administration Graduate and Undergraduate Students — *Tina Fields and Eileen Morrison, Texas State* University—San Marcos
- 4. The Impact of Peer-Facilitated Learning Communities on Teaching and Learning in STEM Disciplines — Erin M. Curran, Mithra Marcus, Kerri Carlson, and Melissa Shepard Loe, University of St. Thomas
- 5. From Questions to Answers Lynn C. Walsh, Arkansas Tech University
- 6. Single Class Games in CS 1 Brian Brookwell, Grant MacEwan University
- 7. E-mentoring and Teaching Efficacy of Preservice Physical Educators — *Michelle Moosbrugger and Patricia McDiarmid*, *Springfield College*
- 8. Academic Service Learning in Online Classrooms — Melissa M. Lewis, Davenport University

- 9. Positive Psychology and Neuroscience: A Winning Combination for the Classroom — Bethann Bierer, Metropolitan State College of Denver
- 10. Do You Teach the Wimba Way? Fran Butler, Weber State University
- 11. Teaching Beyond Content: Faculty and Students as Course Co-Designers — David B. Naylor and Patricia J. Hambrick, Charleston Southern University

6:30 p.m. – 8:00 p.m.

Georgia Prefunction (Level 1)

- 1. Are IF-AT Practice Quizzes Superior to Traditional Paper Practice Quizzes? — Alison M. Mostrom, University of the Sciences in Philadelphia
- 2. Learning-Style Perceptual Preferences of Undergraduate and Graduate Teacher Education Students — Laura Shea Doolan and Peter Lynch, Molloy College
- 3. Simulated Hospital Rounds for Physician Assistant Students — Shelby Edwards, Samuel Merritt University
- 4. Alternative Testing Models Julie Joseph, Johnson & Wales University
- 5. Integrating Best Practices into an Orientation Course to Improve Student Success — Susan Eldred, Michael Anderson, and Harvey Hoyo, National University
- 6. The Mind, Body, and Spirit: A Transformation Process — Earl Bradford Smith, Hodges University
- 7. Mentorship in Teacher Training: A Preliminary Review of a Professional Development Program for Tertiary Teachers — Alan Soong, National University of Singapore

- 8. "In-the-Zone" with Curriculum Development and Implementation: From Game-Writing to Game-Playing — Deborah P. Vossen, St. Francis Xavier University
- 9. Two Heads are Better than One: Team Teaching Strategies in the University Classroom — Linda Sasser and Gillian Wells, Judson University
- 10. Experiences of Music Teachers in a Graduate Distance Learning Program — Juan Carlos Vega, Colegio San Ignacio de Loyola
- 11. Smartphones as a Reporting Tool — Ladonia Randle and Serbino Sandifer-Walker, Texas Southern University
- 12. Utilizing Feedback in Online Quizzes to Improve Student Learning and Retention — Melody Jewell, South Dakota State University -University Center Campus
- **13. Teaching Writing,** Lynn Varner, Betty Sylvest, Garry Jennings, and Rebecca Hochradel, Delta State University
- 14. Use of Interactive Games to Enhance Online Learning — Jennifer Pontano and Amy Giddings, Drexel University
- 15. Grading & Feedback in an Online Environment: Responding to Student Inquiry — Jennifer Valore and Amy Giddings, Drexel University
- 16. The Use of Auction Technology to Enhance Online Team Learning — Brett Burchette and Jennifer Pontano, Drexel University
- 17. Active Learning in an Anatomy and Physiology Lab — Karyn Turla, Friends University
- 18. Spellbinding Stories and Bewitching Ideas: Interdisciplinary Learning through Case Studies — Susan Nava-Whitehead, Becker College, Joan-Beth Gow, Anna Maria College, and Kerri W. Augusto, Becker College



Complete Program

Friday, May 20, 2011

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

Registration open - Preconference Workshops Only Room: Georgia Registration Booth (Level 1)

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: Georgia Registration Booth (Level 1)

Registration is open to all participants.

Partner Displays Open

Room: Georgia Prefunction (Level 1)

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

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

PRECONFERENCE WORKSHOP: PREREGISTRATION AND FEE REQUIRED

Providing Support and Encouragement for New Teachers Presenter: Ike Shibley, Penn State Berks

Room: Georgia 2-3 (Level 1)

Administrators play a critical role in helping new faculty adjust to the demands of full-time teaching. This preconference workshop will serve as a primer on how to mentor and support new teachers to help them maximize student learning. Several important aspects of learner-centered teaching will be examined during the session, including grading, student ratings, technology, student writing, and group work. Considerable time will be spent discussing ways to optimize resources to provide an environment conducive to the development of new teachers. This session is recommended for all administrators who work with new faculty. The facilitator is a full-time faculty member and part-time faculty developer. He has worked with new faculty at Penn State University for more than a decade and has written and presented widely on various aspects of teaching.

Keywords: new faculty, adjustment, learner-centered teaching, new teachers

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

Preconference Workshop: Preregistration and Fee Required Tools and Techniques to Increase Student Participation Presenter: Kenneth Alford, Brigham Young University Room: Georgia 4-6 (Level 1)

This preconference workshop will help you learn to use a wide variety of teaching tools and techniques to increase student participation and involvement in the classes you teach. Too often we let ourselves get stuck in a rut when it comes to the methods and techniques we use to involve students during classroom discussions and in-class activities. This halfday seminar will feature discussions, demonstrations and experiences to help you increase student classroom involvement and participation. Several of the ideas that will be shared can also be used when teaching online courses. Some of those methods and ideas will involve QuizShow-a nocost, copyright-free software tool. (Yes, it's really free, and there are no strings attached!) A laptop computer is not required, but if you bring a laptop, you will be able to download the QuizShow software, sample QuizShow files, and an easy-to-follow instruction manual (or you can also download it later). Seminar attendees will learn how to use numerous free Internet-based resources, QuizShow, and other classroom techniques, to increase student participation in varied classroom settings and situations. Come have fun with us! Keywords: student engagement, student participation, education software

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

PRECONFERENCE WORKSHOP: PREREGISTRATION AND FEE REQUIRED

Laughing and Learning: Infusing Humor into Any College Classroom

Presenter: John Huss, Northern Kentucky University Room: Georgia 7-8 (Level 1)

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

Keywords: humor, motivation, supportive learning environment



Continued - Friday May 20, 2011

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

Poster Sessions

Room: Georgia Prefunction (Level 1)

Get an early start by viewing a few selected poster sessions that will be on display. There will more 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: Capitol Ballroom (Level 1)

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

Opening Plenary Session Terms of Engagement: Understanding and Promoting Student Engagement in Today's College Classroom Presenter: Elizabeth Barkley, Foothill College Room: Capitol Ballroom (Level 1)

Concern over student engagement has become central to conversations regarding quality in higher education, but what does "student engagement" mean? And once we know, how do we achieve it? This plenary will integrate theory, research, and practice to offer college teachers a dynamic model for understanding student engagement as well as ideas for promoting it in today's classroom.

6:30 p.m. - 8:00 p.m. Reception, Poster Sessions, and Partner Mingle Room: Georgia Prefunction (Level 1)

Enjoy drinks and hors d'oeuvres while visiting the interactive poster sessions. Several faculty members will display visual representations highlighting content of a model or strategy for teaching and learning. Conference delegates can meet directly with the designers of each poster regarding the designer's project, program, or research. This is also a good opportunity to visit the partners that have products and services geared toward teaching and learning.

8:00 p.m.

Dinner on Your Own

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

Saturday, May 21, 2011

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

Registration Open Room: Georgia Registration Booth (Level 1)

Partner Displays Open

Room: Georgia Prefunction (Level 1)

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 and Roundtable Discussions Room: Capitol Ballroom (Level 1)

Start your day off right! Join us for an informal roundtable discussion while getting a bite to eat. Some tables will be designated with discussion topics. There will be tables with no designation in case you would like to talk informally. The roundtables are self facilitated.

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

Breal

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

Engaging Millennial Students in the Basic Course Presenter: Mona Gregory, West Texas A&M University Room: Atlanta 1-2 (Level 1)

This workshop will include the following: 1) a general discussion of the Millennial cohort and rationale of teaching activity; 2) an explanation of the activity for the basic course on the topic of audience analysis, but includes speech writing, delivery, and communication apprehension; 3) and an anecdotal relationship between communication apprehension and audience-centered speeches.

Keywords: basic course, audience analysis, active learning, Millennials, and communication apprehension

Reflective Journaling: Focused Feedback

Presenters: **Jodi Olmsted** and **Stefan Ruediger**, University of Wisconsin – Stevens Point

Room: Atlanta 3-4 (Level 1)

Looking for ways to actively engage students in learning? Using reflective journaling during the academic process provides a way to deliver formative feedback while helping students consider improving academic performance. Additionally, journaling effectively incorporates self and peer assessment while promoting academic rigor. This session's facilitators implemented reflective journaling as a means of having learners deeply consider what they were learning and its applications to life after college. They will explore best



practices for using this technique. Keywords: **reflective journaling, formative feedback**

Leveraging Space Exploration for Promoting Undergraduate Research in Engineering Presenter: Jin S. Kang, Drexel University Room: Augusta (Level 2)

Many undergraduate curricula combine laboratory and project components in order to provide students with handson education. Outside the classroom, however, undergraduate students do not participate in research opportunities as actively as they should. One reason for this is the lack of incentive. Undergraduate students are rarely paid to work in labs, and they also find it hard to fit voluntary research times into their full schedules. This presentation will introduce undergraduate research projects that focus on space exploration, projects that promote excitement among undergraduate students, resulting in higher participation in undergraduate research.

Keywords: undergraduate research, hands-on learning

Computers in the Classroom: Evidence of Student Engagement (Not Distraction)

Presenters: Kirsten Poling, Julie Smit, and Dennis Higgs, University of Windsor

Room: Georgia 11-12 (Level 1)

The presenters of this session have embraced the use of this technology in the classroom to foster its appropriate use toward learning goals and to enhance its use for engaging students. They will share their experiences with incorporating tablet computers into diverse biology courses, presenting information about how these changes affected student understanding and collaboration. They will demonstrate the interactive techniques that they used to engage students with computers so that participants with their own PCs can evaluate the student experience. Through discussions, participants will be able to develop applications for computer use in their classrooms.

Keywords: tablet computers, student engagement, interactive learning

Pseudonymous Blogging and Student Engagement

Presenters: Scott Ellis, Southern Connecticut State University and A. Fiona Pearson, Central Connecticut State University

Room: Georgia 13 (Level 1)

Through the use of blogs, the presenters of this session have found that many students are better able to express their opinions about course topics and add their voices to class discussions. For this presentation, they will demonstrate how student use of online pseudonyms in frequent course blog posts facilitates student engagement and enriches student learning.

Keywords: pseudonymous blogging, student engagement, class participation

Teaching Tips from the Toy Box

Presenter: Charmayne Mulligan, Davenport University Room: Georgia 2-3 (Level 1)

This interactive session will encourage participants to use nontraditional teaching aids such as art supplies, board games, toys, and construction activities (such as K'Nex, Tinker Toys, and Legos) to engage students in cooperative and problem-based learning activities. The presenter will offer tips on designing, implementing, and assessing these active learning strategies to align with course outcomes to ensure meaningful learning.

Keywords: active learning; engaging students, active learning

Rejuvenate: A Fresh Approach for Creating Positive Learning Environments

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

Room: Georgia 4-6 (Level 1)

Need to be refreshed and energized? Feeling like you do the same thing in each class? Need to become armed with new instructional techniques and strategies? This activitybased session is designed to help educators help their students become more effective learners by improving the classroom learning environment. It will focus on improving and assessing three dimensions of the classroom learning environment: involvement, cooperation, and equity. A variety of practical, meaningful, and thought-provoking classroom-tested activities will be presented, including six practical strategies to teach key course vocabulary. Each participant will receive a CD with all session activities and the "What is Happening in this Class? "(WIHIC) questionnaire to assess student perceptions of the learning environment.

Keywords: positive learning environments, vocabulary, engagement

Innovative Assessment Techniques

Presenter: Adam Glesser, Suffolk University Room: Georgia 7-8 (Level 1)

This session will show two effective ways to provide meaningful feedback to students while more intensely engaging them in the learning process and providing a grade for students that more accurately reflects their knowledge and comprehension. The first method is the so-called Standards-Based Grading approach that favors precise and frequent



feedback and transparent grades that reflect current knowledge, while the second is a hybrid direct instruction approach where large lectures are turned into oral examinations of a small group of students. The techniques are useful across all disciplines, and the session will include examples of how to implement these systems.

Keywords: oral evaluation, standards-based grading

Academic Dishonesty: Defining, Detecting and Deterring Presenters: Helen E. Woodman, Virginia E. Hines, and Kristy L. Motz, Ferris State University

Room: Georgia 9-10 (Level 1)

One person's cheating is another person's collaborative learning. Student and faculty perceptions and culture are not the same. Beginning with a working definition of academic dishonesty, this session will explore: 1) the nature and prevalence of student cheating; 2) reasons for academic dishonesty—situation, disposition, and culture; 3) the technology of cheating—from cheat sheet to cell phone; 4) short-term deterrents; 5) long-term deterrents; 6) ways to promote academic integrity in online courses; and 7) how to develop an academic integrity statement for inclusion in your syllabi.

Keywords: academic integrity, academic dishonesty, assessment, honor code, learning.

Ideas and Strategies for Developing Lifelong Learning Skills in Students

Presenters: Hilary DeRemigio Fletcher, Gerald Kobylski, Kristin Arney, and Lee Evans, United States Military Academy

Room: Macon (Level 2)

This session will focus on the lifelong learning skills of developing innovative problem-solving and communication skills and effective habits of mind in our students. The presenters will introduce how they incorporate Polya's general problem-solving process into West Point's mathematics curriculum and how this process may be effective in any discipline. They also will describe how they emphasize communication in the mathematics classroom and different low-cost, high-impact strategies to promote writing in any course; discuss how individual instructors at West Point have actively sought to develop and then assess the habits of mind of their students; and lead activities that will help participants develop their own strategies for developing problem-solving and communication skills, and good habits of mind in their own students.

Keywords: problem solving, communication, habits of mind

How to Infuse Active Learning into the Classroom while Maximizing Student Learning and Satisfaction

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

Room: Savannah 1-3 (Level 2)

This session will demonstrate how to engage students while maximizing learning. Successful infusion of active learning into the classroom requires more than just handing out materials and telling the students to talk. Attendees will participate in a variety of simple exercises that demonstrate how to effectively conduct activities and manage students. These highly adaptable activities are appropriate for all subject matter.

Keywords: active learning, student learning, engaging students

Cognitive-Based Tweaks and Twists for your Course Management System

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

Room: Valdosta (Level 2)

Course management systems (CMS), such as Blackboard, have roared onto the educational scene without much in the way of guidance on how to use them effectively. Although the use of these management systems have become an accepted practice across many different instructional formats such as online, hybrid, and traditional face-to-face courses, most instructors seldom venture beyond the basic features of the provided CMS template. This session will explore the typical linearly arranged CMS template and contrast it with a proposed CMS organization based on cognitive principles that link and organize material in a way that maximizes human processing.

Keywords: course management systems, online learning, course design

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

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

Concept Mapping: An Effective Tool in Teacher Education

Presenter: **Patricia A. Smith**, Clayton State University Room: **Atlanta 1-2 (Level 1)**

This presentation will explore ways in which the peer response process aids in developing strong lesson planning strategies in teacher education methods courses. Concept mapping is a peer response tool that helps to clarify and organize ideas in such a way that lessons developed by budding teacher candidates become visual images that are used



for peer feedback. Participants in this hands-on session will develop the Understanding by Design model of lesson planning in visual formats—concept maps that are useful for promoting theoretical, informational, and procedural knowledge about lesson planning.

Keywords: lesson planning, understanding by design curriculum model, concept mapping.

Keeping Your Teaching Fresh: Are Teaching Mentor Relationships for You?

Presenters: Andrew Peterson, Phyllis Blumberg, and Alison M. Mostrom, University of the Sciences in Philadelphia

Room: Atlanta 3-4 (Level 1)

We often overlook mentoring as a relationship that can keep teaching fresh. Actively participating as either a mentor or mentee helps invigorate our teaching through the reflection and discussion of our teaching. Benefits of this relationship are the stimulation of ideas and promotion of a safe environment for the exploration of teaching ideas, leading to invigorated teaching. This session will identify the advantages of positive teaching mentoring relationships and explore the roles and responsibilities of mentors and mentees. Participants will identify resources and characteristics of a faculty member who would ideally serve as a model teaching mentor or mentee.

Keywords: mentor, mentee, invigorating teaching

Teaching the Nontraditional Adult Learner

Presenter: Jodi Hicks, Davenport University

Room: Augusta (Level 2) Who is the adult learner?

Who is the adult learner? Who is the nontraditional student? How do we maximize the classroom experience for diverse age groups? These questions and more will be discussed as participants will hopefully glean a more comprehensive understanding of adult learners, traditional vs. nontraditional students, and the various learning styles. The group will engage in active discussion in how to effectively build rapport with the diverse students in our classrooms and foster a positive learning environment for everyone.

Keywords: adult learners, learning styles, building rapport, and traditional vs. nontraditional students

Four Fabulous Free Technology Tools for Teaching, Learning, and Assessment

Presenters: **Derek Weber** and **Melanie Morris**, Raritan Valley Community College

Room: Georgia 7-8 (Level 1)

This session will help you engage students while assessing

their progress at every opportunity through the use of collaboration tools such as collaborative wikis, podcasting, and screencasting in face-to-face, online, and hybrid classrooms. All tools offer sources of feedback and create a virtual learning environment that both enhances and transcends the classroom.

Keywords: collaboration, wikis, podcasting, screencasting

Critical Thinking: Higher Cognitive Learning Levels and Improved Decision Making

Presenters: Ellen E. Bogdan, John M. Persyn and Charles D. Vance, U.S. Army Command and General Staff College Room: Georgia 13 (Level 1)

This presentation will describe how to enhance student learning through improvement of critical thinking skills. Improvement of critical thinking skills is essential for success in professions characterized by complex, multi-dimensional problem sets. Critical thinking enables students to develop the habits of mind that contribute to more intelligent decision making when confronted with problems that have no readily apparent solution. Additionally, improvement in critical thinking can help students recognize "wicked problems," apply rational problem-solving techniques, and accept when an imperfect solution must suffice.

Keywords: critical thinking, habits of mind, wicked problems, adult learning

What Does Your Syllabus Say about You?

Presenter: Cindy Decker Raynak, Penn State University Room: Georgia 2-3 (Level 1)

Does your syllabus clearly convey your learning objectives and course policies in a positive way? Do you find your students exhibiting behaviors that negatively impact the learning environment? Do your students challenge your grading of assignments or exams? You can't eliminate such issues entirely, but you can control their frequency and intensity. This session will explore how your syllabus can be restructured to engage your students in a positive, productive way. From format to language, this session will explore how to create a syllabus that engages your students and invigorates your classroom.

Keywords: syllabus, tone, classroom management

But I Can't Know Everything! Managing Your Time and Credibility

Presenter: **Therese Huston**, Seattle University Room: **Georgia 4-6 (Level 1)**

No one likes to admit it, but we all know it's true: Faculty often find themselves teaching topics beyond their expertise. Some people choose to stretch, but others find themselves forced beyond their intellectual comfort zones. How can you



manage your time when there is so much to learn (and so many other things to do)? How can you establish and maintain your credibility? We'll draw from the research to identify both practices and principles that will transform these teaching experiences.

Keywords: content knowledge, time management, teaching unfamiliar subjects

Spark Learning with Online Games and Polling Presenter: Jo Ellen Jonsson, Weber State University Room: Georgia 11-12 (Level 1)

We know that Millennial students demand a different classroom experience. These "digital natives" have grown up with technology and expect to use it in every aspect of their lives. This session will demonstrate how free online review games and electronic polling can keep students engaged and having fun while learning. You will receive templates for inclass review games such as Jeopardy, Millionaire, and Pyramid. You will also leave with a list of websites for free online polling and review games such as online flash cards, matching, crossword puzzles, pick-a-letter. Bring your laptop and see how effortless adding "fun" to your class can be! Keywords: **technology, Millennials, games, student engagement**

Setting Up Your Hybrid Course for Success Presenters: Rachel Hardesty and Debbie Kaufman, Portland State University Room: Georgia 9-10 (Level 1)

Moving a course from fully face to face to partially online requires more than figuring out which activities will work online. Portland State University provides grants and training to faculty to support hybrid course development. This session's presenters have taught hybrids and will describe the PSU hybrid initiative design process, leading participants through a condensed version and sharing strategies for transforming face-to-face classes to well-structured hybrids. Learning activities include discussions; breakout groups; and use of templates to consider learner analysis and alignment of outcomes, activities, and assessment in hybrid courses. Keywords: hybrid courses, integrating technology, learning outcomes, online assessment, hybrid course design

What Did I Learn? An Introduction to Reflective Learning Pedagogy

Presenters: Jeffrey Partridge, Capital Community College and Joo Eng Lee-Partridge, Central Connecticut State University Room: Macon (Level 2)



Students who write reflectively about course material and their own learning experience retain more of what they have learned, understand the interconnecting themes and topics in a course, and increase awareness of their own educational growth. This workshop presents a brief review of research on reflective learning techniques, with specific examples used by the presenters in community college and university courses in the humanities and business. Participants will engage in reflective learning activities, share ideas, and begin the process of designing reflective activities for their own courses. Keywords: **reflective learning, reflective writing, reflective**

pedagogy.

Technology in Higher Education: An Open Forum Presenters: Ike Shibley, Penn State Berks and Dave Yearwood, University of North Dakota Room: Savannah 1-3 (Level 2)

Dave Yearwood and Ike Shibley will moderate an open session that examines the role of technology in teaching and learning. The moderators, who both have extensive experience with technology, will respond to questions by providing examples from their own practice and research and by directing question to participants to expand the scope of the discussion. This format was first tried as an ad-hoc session at last year's *Teaching Professor* Conference and was so successful that we're reprising the format. The dynamic interaction among session participants helped maintain a lively flow to the session. The moderators look forward to helping facilitate another engaging session this year.

Keywords: technology, teaching and learning, interactivity

Teaching for Student Concept Retention: The Ticket to Retention 2

Presenters: Kent Divoll and Sandra Browning, University of Houston Clear Lake

Room: Valdosta (Level 2)

Classroom assessment techniques have been used in college classrooms for more than 20 years as a method to assess student learning. The presenters developed a new teaching technique, the ticket to retention (TtR), which changes classroom assessment techniques to focus on students' long-term retention of concepts. Current research suggests that students recall between 88 and 89 percent of the information when the TtR is implemented and more information than students who do not use the TtR. This session will review research on the updated version of the ticket to retention, TtR2, explain its use, and involve participants in planning to use the TtR2. Keywords: classroom assessment techniques, student retention, student learning

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

Lunch Room: Capitol Ballroom (Level 1)

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

Room: Capitol Ballroom (Level 1)

Award presentation of the 3rd Annual Maryellen Weimer Scholarly Work on Teaching and Learning Award. Please see page 5 for information about the award.

1:10 p.m. - 2:00 p.m.

Luncheon Plenary Session Three Mistakes to Avoid Presenter: Maryellen Weimer, Penn State Berks Room: Capitol Ballroom (Level 1)

Would it surprise you to learn that college teachers make mistakes? Perhaps you've made one or two yourself. After all, we are human. But there are mistakes that college teachers make that we should work to avoid. These mistakes compromise efforts to learn, and they inhibit our growth as teachers. Find about three of them in this noontime plenary—more importantly find out how we can avoid making them.

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

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

An Active Introduction to Active Learning Presenter: Sue McMillen, Buffalo State College Room: Atlanta 1-2 (Level 1)

Designed for those who are relatively new to active learning, this workshop will be an active-learning experience in which participants will experience a variety of proven activelearning strategies as they learn how to include active learning opportunities in their teaching. Participants will engage in active learning during direct instruction to identify common obstacles and suggestions for overcoming them and examine related research and resources to support active learning. Keywords: active learning, student engagement, collaborative learning

Active-Learning Strategies for Adult Learners

Presenters: **Ruth Cox** and **Esther Swink**, Trevecca Nazarene University

Room: Atlanta 3-4 (Level 1)

The presenters of this workshop will demonstrate a variety of learning strategies and organizing techniques that have proved to be successful in engaging adult students in the university classes that they teach. These strategies include techniques for questioning, ideas for grouping, devices for reviewing content, means to develop thinking, and tasks that encourage teamwork. The presenters also will suggest online resources that enhance knowledge acquisition. Workshop attendees will be invited to actively participate in several of the demonstrations and will leave the session with a handout that identifies approximately 30 strategies with explanations of implementation procedures.

Keywords: classroom engagement, instructional toolbox, student participation, active learning, adult learners

Integrating Emerging Technology in the Classroom and Beyond

Presenter: **Donald R. Bowers,** College of Western Idaho Room: **Augusta (Level 2)**

Learn how instructors can integrate emerging technologies in current classroom environments as well as use new technologies in the development of hybrid and online courses. This session will explore the use of training videos for instruction and lab demonstrations, iPad to control and monitor classroom activity with products such as LanSchool, and Smart Board technology to aid in student interaction.

Keywords: emerging technologies, video instruction, monitoring classroom activity, student interaction

Integrating Instructional Strategies for Diverse Learners Presenters: **Lori Scrementi** and **Trina Vallone,** Trinity Christian College

Room: Georgia 11-12 (Level 1)

This interactive workshop will provide opportunities for participants to develop, share, and evaluate instructional strategies for working with diverse learners. Participants will engage in a series of group activities in which they simulate student-centered techniques, where faculty and students learn together. Many facets of diversity will be interwoven throughout the workshop. You will walk away with specific ways to engage students from various backgrounds represented in your student body.

Keywords: diverse learners, student-centered learning, student engagement

Meditation as a Classroom Tool

Presenter: Akira Odani, SUNY – Delhi Room: Georgia 13 (Level 1)

Life tends to get splintered in modern times. The younger generation is vulnerable to sensory overload of various kinds. This predicament comes from TV programs and commercials, digital social media, and other stimulation that constantly bombards their senses. Multitasking makes genuine learning and reflection more challenging than ever. One solu-



tion is the mastery of meditation: a mental skill to regain control of our focus and attention. Meditation exercises in the classroom can improve our students' ability to retain knowledge, to reflect more deeply, and improve self-awareness. Keywords: **meditation**, **focused attention**, **multitasking**, **critical thinking**

The Lively Discussion: Discussion Protocols that Improve Student Learning Presenter: Dakin Burdick, Endicott College Room: Georgia 2-3 (Level 1)

Getting students to talk can be one of the most frustrating things an instructor can encounter, even a well-intentioned instructor who supports active learning. This session will discuss how one gets students to prepare for and engage in discussion. Participants will receive handouts with 16 different discussion protocols and a description of how to adapt them for use with online classes. Participants will practice four discussion protocols (Value Line, Affinity Map, Jigsaw, & Brainstorming).

Keywords: discussion protocols, active learning

Why Don't My Students Think I'm Groovy? Engaging Millennial Learners

Presenter: Christy Price, Dalton State College Room: Georgia 4-6 (Level 1)

One thing instructors can do to increase student engagement is to create a learning environment that is in some ways linked to, and supportive of, the current student culture. It is important to recognize the characteristics of Millennial generation learners and consider how these characteristics impact teaching and learning. During this participatory session, the presenter and attendees will briefly review the literature, apply the findings of the presenter's research regarding Millennial student culture, and discuss the characteristics of Millennials' ideal learning environments, their preferences regarding assessments/assignments, and their perceptions regarding the characteristics of the ideal professor.

Keywords: Millennials, learning environments, student engagement

Creative Ways to Energize Learning and Stimulate Thinking

Presenter: Nancy L. Ryland, Bloomsburg University Room: Georgia 7-8 (Level 1)

Growing up with Google, social networking, YouTube, video games, cell phones, and reality television, Millennial students are accustomed to being fully engaged and interacting with peers. For this reason, they struggle in passive-learning environments with prolonged time periods of teachercentered instruction. Millennials thrive best in active-learning environments where they can explore, create, and talk. Through demonstrations and group activities, participants will experience effective strategies for teaching Millennials. Keywords: active learner strategies, Millennials

Modeling Writing for Developmental Learners Presenters: Teresa Marie Kelly and Sheryl Bone, Kaplan University

Room: Georgia 9-10 (Level 1)

Today's students live in a world of texting—where fewer words are better—and Twitter—where you only get 140 characters! Novice writers—especially developmental learners and lower-level writers—loathe the task of creating even short, 500-word essays. In order to overcome student apprehension of writing, instructors need to present themselves as writers and demonstrate that writing can be fun. Through the participation in National Novel Writing Month—and creating related blogs, podcasts, and widgets—educators can share the experience of writing for fun and personal growth with students in a unique, fun, and interactive way. Participants will be introduced to methods for modeling writing for students including blogging, podcasting, and creating widgets. They will also develop a plan for modeling writing for their own students using a multi-modal approach.

Keywords: modeling, developmental learners, teaching with technology, collaborative learning

Welcome to the Wiki-Wonderland

Presenters: Alexandra Kurtz and Candace Timpte, Georgia Gwinnett College

Room: Macon (Level 2)

This session will offer a technological twist on the standard research paper through the use of a Web-based format that has been successfully adopted in three different biology classes and has potential for use in other disciplines. Since the outcome goals for many classes include both written communication and technology usage, the presenters have coupled these skills by requiring development of a wiki website instead of student research reports.

Keywords: wiki, research assignment

Collaborative and Competitive Learning Environments: Mutually Exclusive or Synergistic?

Presenters: **Betty Hoge**, Bridgewater College and **Paul Ewell**, Virginia Wesleyan College

Room: Savannah 1-3 (Level 2)

While it may seem counterintuitive that a learning environment could be simultaneously collaborative and competitive, the presenters of this session will describe the underlying



theory for enhancing learning outcomes by more effectively engaging students through the use of collaborative but competitive teams for course projects. The presenters will model the pedagogical method, including instant assessment for onthe-spot extension of previous assessment data. The presenters will conclude with an interactive discussion, including examples of their own success stories using competitive teams for course projects to provide participants with both knowhow and motivation to incorporate this pedagogy in their own teaching.

Keywords: engagement, collaborative learning, active learning

Keeping Teaching Invigorated through Self-assessment and Scholarship of Teaching/Learning

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

Room: Valdosta (Level 2)

The process of continual self-examination of one's teaching leads to vital teaching throughout one's career. This session provides opportunities for critical self-reflection and a venue to invigorate teaching through discussions and the use of self-assessment rubrics. Participants will reflect on the quality of their teaching by considering the impact of specific teaching practices and policies on student learning. They will then use new self-assessment rubrics to plan ways to change their teaching to promote its vitality. Further, participants will learn how they can use evidence from scholarly teaching (a systematic review of teaching processes) to renew themselves.

Keywords: faculty self-assessment, evaluation of teaching, invigorating teaching

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

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

Read Chapter 2 For Tuesday! Presenter: Kimberly Martinez, University of Wisconsin – Stout

Room: Atlanta 1-2 (Level 1)

One of the major sources of information for students is the course textbook. However, getting students to read the textbook is a struggle that many instructors face. They typically feel that students should be able to read and adequately comprehend the course text, but the reality is that students don't always have adequate background knowledge to make sense of the text. Furthermore, the text itself often fails to engage the reader. Strategies presented in this session will aid instructors in choosing engaging and effective textbooks and in motivating students to read and respond to assigned material.

Keywords: textbook selection, reading assignments, student motivation

"Lose that Bulging Book Bag": E-books in the Academic Setting

Presenter: Cheryl Torok Fleming and John Johnson, Indiana Wesleyan University

Room: Atlanta 3-4 (Level 1)

This session will focus on the current uses and future possible uses of e-books in the academic setting. The presenters will use qualitative and quantitative data derived from student and faculty surveys as a basis for the session. Issues will include faculty attitudes about the use of e-books, challenges in transitioning to new forms of technology, new capacities for textbook authors regarding creation and distribution of their work, implications of e-book use for online and onsite courses, and potential ramifications of e-book use in academic libraries.

Keywords: e-books, technology

Outcomes Assessment in Baccalaureate Nursing Education

Presenter: Christine Cloutier Mihal, Felician College Room: Augusta (Level 2)

Outcomes assessment is a key component of higher education. It is not only a criterion for accreditation, but also a critical element of curriculum evaluation. The assessment plan must be comprehensive, measurable, and also "userfriendly" for the faculty. Additionally, it is imperative that the outcomes plan be competency based. This presentation will outline the steps involved in formulating an outcomes assessment plan also known as a systematic plan of evaluation. The presenter will show models from three baccalaureate nursing programs, outline the specific plan used at Felician College, and offer a template for use by the participants.

Keywords: outcomes assessment, accreditation, evaluation

Get Up, Get Off That Thing!

Presenter: **Sean J. Glassberg,** Horry Georgetown Technical College

Room: Georgia 11-12 (Level 1)

Following a review of the seven multiple intelligences, this session will highlight the following teaching strategies: Numbered Heads Together, Diversity Day, Talking Chips, and Find Someone Who. These exercises are collaborative learning mechanisms that can increase the energy level in the classroom. The purpose of sharing these strategies with fellow instructors is to show what they can do to lecture less and



allow for a more student-centered approach to learning. Keywords: **multiple intelligences, collaborative learning, student-centered learning**

Effective Teaching Strategies for Large Classrooms: Using a Mix to Blend the Past, Present, and Future Presenter: Jane Leach, Midwestern State University Room: Georgia 13 (Level 1)

The presenter of this session will show how she combined lecture, an online discussion contest, simple prizes, a video, a game, and in-class discussion to find connections between nursing's past and present while pondering possible challenges of the future.

Keywords: online discussion, humor, competition, effective teaching strategies, gaming

When TED Talks, Everyone Learns

Presenter: Wendy Wagner, Johnson & Wales University Room: Georgia 2-3 (Level 1)

TED Talks epitomize the goals of liberal arts education: to discuss "ideas worth spreading." These talks deliver ideas in a genre (video) that students engage on a daily basis. The presenter uses TED Talks to promote intellectual curiosity and exploration of ideas, qualities that research paper assignments do not always encourage. In this workshop, she will show a TED Talk and demonstrate some of the assignments and projects she has designed to reward inquiry, curiosity, and passion for a topic while at the same time develop many of the critical thinking, research, and writing skills we want students to acquire.

Keywords: teaching and learning, student engagement, research

Everything-but-the-Kitchen-Sink Pedagogy: Redesigning a One-Semester Chemistry Course for Nursing Students

Presenter: J. Ricky Cox, Murray State University Room: Georgia 4-6 (Level 1)

By their very nature, some courses can be difficult to design and implement. This session will present a case study on the redesign of a one-semester chemistry course required for nursing students. Two years ago, at the request of the nursing department, the two semesters of chemistry required for admission to the nursing program were reduced to one semester. This required the creation of a new course that covered many of the same topics addressed in the two-semester sequence. This course quickly earned a bad reputation based on several factors related to the amount of content covered and the design of the course. This session will engage the audience in a discussion on why this course may have earned its bad reputation and possible strategies to improve the course delivery and student outcomes. The audience will then learn and evaluate the numerous pedagogical approaches actually used in the course redesign. Successes and failures will be identified and evaluated in the context of current research on effective methods in teaching and learning. This session will benefit faculty members and administrators interested in exploring inexpensive ways to redesign courses in such a way that increases instructional diversity, student satisfaction and possibly student success.

Keywords: instructional diversity, course redesign, student participation

Looking for Mr. Wright ... and Finding Him on Facebook

Presenter: W. Mick Charney, Kansas State University Room: Georgia 7-8 (Level 1)

Social networking has been much maligned as a major distraction. This session will demonstrate the educational value inherent in closed networks assembled on Facebook and clustered around a fan page for the renowned architect Frank Lloyd Wright. Seminar students created avatars for Wright associates, "friended" each other, and constructed an impressive interconnected repository of information. Facebook redeems itself as a valuable pedagogical tool when focused on a common educational goal. Social networking sites manifest profound power in coming to terms with multifaceted problems whenever the medium's hyperlinking versatility is perfectly attuned to the sorts of answers that complex problems demand.

Keywords: Facebook, social networking, digital technology.

How Do Tablet Computers Facilitate Social Interaction in the Classroom?

Presenters: **Timothy Lucas** and **Brian Fisher**, Pepperdine University

Room: Georgia 9-10 (Level 1)

This workshop will focus on creating an environment where technology can be used to foster the forms of social interaction that contribute to a vibrant learning community. Participants will join in sample activities in which the use of networked tablet computers and iPads contribute to such an environment. This will be accompanied by evidence from ongoing classroom studies and a discussion of the appropriate use of currently available or new technology to promote cooperative learning within one's discipline.

Keywords: cooperative learning, tablet computers, role of technology



Rediscovering the Joy of Learning through Cross-Disciplinary Learning Activities Presenters: Carolyn Ann Galantine, Marilyn B. Misch, Jon Burke, and Dana L. Zurzolo, Pepperdine University Room: Macon (Level 2)

Participates will "learn to learn" in new ways through experiencing active learning and, as a result, be inspired to design their own activities. This will be a hands-on, fast-paced, interactive workshop where three presentations will be given concurrently to small groups within one room. The three groups will rotate at a set time so that all attendees experience each activity. Each presenter will teach subject matter from their disciplines using a different active-learning technique. Keywords: active learning, learning activities

Peak Performing Professors: Vital Teaching from Vital Teachers

Presenter: **Susan Robison,** College of Notre Dame of Maryland

Room: Savannah 1-3 (Level 2)

Do you sometimes feel so overwhelmed by all of your responsibilities that you don't teach as well as you would like? This practical, interactive workshop based on studies on faculty productivity, peak performance, work-life balance, and work satisfaction will distill the work habits and practices of the most successful, vital, and engaged academics. Learn how to design and manage your career and your life. Track all of your professional and personal goals in one place. Take charge of those to-do lists so you can teach well, produce the research that your institution requires, contribute meaningful service, and achieve life balance.

Keywords: work-life balance, productivity, work effectiveness, peak performance, vital teachers.

Creating Creative Lesson Plans that Inform and Inspire Presenter: Gillian Stewart-Wells, Judson University Room: Valdosta (Level 2)

College educators know that they need to capture their students' attention, present material in an engaging way, create dynamic reinforcement activities, and make connections to their students' lives. With the ever-changing needs of today's generation of college students, faculty members are finding these goals to be more essential than ever. This workshop will model strategies for faculty to use in their classes. The presenter will share techniques that demonstrate how to break down the typical class session into one that is captivating, engaging, and purposeful. Special attention will be paid to creating in-class reinforcement activities.

Keywords: engagement, Millennial generation, in-class activities

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, May 22, 2011

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

Registration Open Room: Georgia Registration Booth (Level 1)

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

Continental Breakfast and Roundtable Discussions Room: Capitol Ballroom (Level 1)

Join us for an informal roundtable discussion while getting a bite to eat. Some tables will be designated with discussion questions. There will be tables with no designation in case you would like to talk informally. The roundtables are self facilitated.

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

Break

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

Busting Walls and Overcoming Blahs: Knotty Problems and Speed Dating

Presenters: Suzanne Sumner and Mary Rigsby, University of Mary Washington

Room: Atlanta 1-2 (Level 1)

Good programs for keeping teaching and learning fresh and invigorated invite engagement with all faculty groups, from eager new faculty, to adventurous mid-career faculty, to Ithink-I-have-seen-everything senior faculty. The best activities bring a mix of faculty to the same table. Our academic lives and schedules are not often conducive to human interaction, sometimes to the detriment of authentic learning communities. We will introduce faculty to two well-tested strategies for sparking creative engagements with teaching-related issues and for building learning communities among faculty (Knotty Problem Roundtables and Speed Dating). Furthermore, these strategies are easily adapted to classroom use.

Keywords: mentoring, faculty development, addressing teaching dilemmas, faculty learning communities

Mentoring Authorship: How to Bring New Scholars into the Conversation

Presenters: Julia S. Austin and Jennifer L. Greer, University of Alabama at Birmingham Room: Atlanta 3-4 (Level 1)

Many faculty are weary, and wary, of preach-and-police approaches to plagiarism. Through the use of real-life decision-making activities, instructors can capture a valuable teaching moment that reinforces the social contract scholarly writers have within the academic community. The presenters will demonstrate a four-part instructional framework and engage participants in activities to raise sensitivity to authorship issues, to sharpen judgment by distinguishing ethical paraphrase from mosaic plagiarism, to better understand the role of motivation in ethical action, and to articulate their own ideas of scholarly character.

Keywords: academic integrity, plagiarism, ethical paraphrase, scholarly writing, mentoring

Developing Positive Interventions that Improve Learning

Presenter: Marsha Huber, Otterbein College Room: Augusta (Level 2)

This session will review the literature on "positive" interventions in education and help faculty to design interventions for their own classes. Often, when we hear the word "intervention," we think of helping students who struggle. "Positive" interventions, on the other hand, are designed to help the "average" thrive. This session will review the latest research from the field of positive psychology and model an intervention that is designed to help students do what they want to do. Participants will have the opportunity to work on interventions that are designed to help students thrive.

Keywords: **positive psychology, self-regulation, motivation, engagement**

Straight Talk on Curving Grades: Optimizing Grading and Maximizing Learning

Presenter: Jim Konopack, Monmouth University Room: Georgia 11-12 (Level 1)

Grading on a curve is a controversial practice, drawing opposing views that reflect underlying differences in grading philosophy. Unfortunately, the results can often be divisive for faculty and administrators alike. This interactive session will involve discussion of several philosophical perspectives related to the practice of grading on a curve at the undergraduate level. The presenter will share input from current undergraduate students to introduce their voice to the conversation. Participants in this session will analyze a series of case studies and have the opportunity to share their own grading experiences and philosophies.

Keywords: grading, philosophy, best practices

Vygotsky This! Developing Critical Lenses through Reflection and Collaborative Discussions

Presenter: **Stephanie Andre,** Raritan Valley Community College

Room: Georgia 2-3 (Level 1)

Collaborative discussions and daily reflections are practical gateway activities to prepare students for the task of creating, developing, and applying critical lenses to their analysis of literature. This workshop will focus on using discussion and



Continued - Sunday May 22, 2011

reflection to foster student ownership of the writing process. When students feel a sense of control, it makes it easier for them to feel comfortable with using their own ideas to frame a text. Participants will acquire strategies to help students reach this stage of ownership and foster students' development as writers and thinkers.

Keywords: collaborative discussions, student reflection, student ownership, writing process

Finding a Way to Joy in Teaching

Presenter: **Patricia H. Phelps,** University of Central Arkansas

Room: Georgia 4-6 (Level 1)

Have you ever lost your way in teaching? Have you gotten "off track" or fallen into a rut? Do you work with faculty who may be experiencing these feelings? Would you like to help yourself or others restore teaching satisfaction? If you answered yes to any of these questions, this session can help. It is designed to help faculty find a way to joy in teaching. The focus will be on suggested activities to keep teaching fresh and offers various tools to strengthen one's commitment to teaching.

Keywords: teaching renewal, faculty development, job satisfaction

Fostering Student Engagement in Online Learning Environments

Presenters: **Sara Coble Simmons** and **Irene Pittman Aiken**, The University of North Carolina at Pembroke Room: **Georgia 7-8 (Level 1)**

Do you believe that active engagement is a key element of student learning, no matter what the course format? Are you seeking ways to design your online or Web-enhanced courses so that students are actively involved in the learning process? The presenters of this session will share findings from their research, insights from their teaching experiences, and information gleaned from current professional literature related to fostering student engagement. Participants will examine specific strategies that can be implemented to encourage communication, develop a sense of community, and promote student engagement. Join this interactive session to share ideas and learn from each other.

Keywords: student engagement, online learning, hybrid courses, Web-based education

Let Them Do It: Turning Every Student into a Teaching Assistant

Presenter: Marianna Krejci-Papa, Eastern Nazarene College

Room: Georgia 9-10 (Level 1)

This workshop will model ways to turn a general education class (or any class) into a community of mutually accountable co-participants in search of "generative topics" that link the classroom to the world beyond. From learningcentered to a learning center for a corporate body devoted to the "profit motive" of mutual education, this approach builds a community in which each member of the class is simultaneously a teaching assistant. Wouldn't you like help from 10, 20, or more assistants? Using this approach, you can have it each term, and each class day can harnesses the talents, interests, even the dissents, or dissatisfactions, of individual students.

Keywords: general education, teaching assistants, community

I Capture the Classroom: Enhancing Learning through Video and Lecture Capture

Presenter: Ellen Smyth, Austin Peay State University Room: Macon (Level 2)

This session will demonstrate how to capture your classroom through lecture capturing and instructional video tutorials that mirror and reinforce classroom content. Employing educational video design principles and recording tools such as the tablet PC, SMART Board, webcams, Flips, Camtasia Studio and Relay, Jing, and YouTube, instructors can create quality videos that students will watch over and over. Videos provide the perfect platform of anytime access to classroom content for absent students, online students, and students needing to see difficult content more than once. Not surprisingly, research suggests that students overwhelmingly prefer courses with a lecture capturing component to those without. Keywords: video, lecture capture, Camtasia

Developing an Academic Honesty Program that Works! Presenter: Jann Weitzel, Lindenwood University Room: Valdosta (Level 2)

Academic honesty is the foundation of any educational institution, and students, professors, and administrators all have a responsibility to uphold the honor of the institution by acting honestly and truthfully in all situations. To that end, a task force of faculty members and administrators on the presenter's campus worked to develop a policy on academic honesty, and after seven years of crafting and reshaping the program, the steps taken have resulted in a more honest and ethical educational environment.

Keywords: academic honesty, integrity, accountability

CONFERENCE

Continued - Sunday May 22, 2011

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

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

Freshmen: From Unprepared and Conditional to Engaged and Scholarly Presenters: Joan E. Silver, Joan Curtis, and Shawn Robertson, St. Joseph's College Room: Atlanta 3-4 (Level 1)

This session will focus on freshmen who are conditionally admitted to college and who display stereotypical characteristics in both maturity and academic preparedness. St. Joseph's College has instituted a program to enhance the first-year experience and help students achieve the attitudes, behaviors, and study habits needed for academic success. Throughout this interactive workshop, the participants will identify the student factors that create barriers to college achievement. They will engage in strategies currently used with unprepared students. Motivation, time-management, goal setting, and community building are a few of the activities that will be incorporated into this presentation.

Keywords: unprepared students, engagement strategies, community

Designing Educational Experiences That Promote Deep Learning

Presenter: **Pamela Pinahs-Schultz**, Carroll University Room: **Augusta (Level 2)**

Most faculty have no formal training in instructional design and organize their classes around undergraduate textbooks. Unfortunately, most textbooks are organized deductively, moving from general principles to specific examples; however, teachers who promote deep-learning environments help students to learn inductively, moving from fascinating and important questions to general principles of the discipline. This session will focus on the characteristics of faculty and courses that promote deep learning and the six steps necessary in course design to move from a teacher-centered environment to one that is student focused and learner oriented. Keywords: **deep learning, surface learning, assessment, collaborative learning techniques**

What Brain Research Reveals: Increasing Student Comprehension and Retention

Presenter: Theresa L. Ast, Reinhardt University Room: Georgia 11-12 (Level 1)

In this session participants will review what brain research reveals about the limits of concentrated attention and how this impacts student learning and retention. The presenters



will discuss teaching approaches that expand those limits to increase student retention of lecture material in 60- to 90minute classes. Each workshop participant will use a brain research-based model to redesign a course lecture in order to maximize both student comprehension and long-term student retention of the lecture material.

Keywords: brain research, concentrated attention, lectures, student comprehension

How Learning Works: Seven Research-Based Principles for Smart Teaching

Presenter: Michele DiPietro, Kennesaw State University Room: Georgia 2-3 (Level 1)

A tenet of learner-centered teaching is that learning is the litmus test of any pedagogy. Therefore, one of the most important investments professors can make is to understand the learning process so that their teaching is intentionally learning-oriented. The presenter and his co-authors have reviewed 50 years of research on learning from the cognitive, metacognitive, motivational, developmental, and inclusiveness perspectives and synthesized their findings into seven integrated principles. This very interactive workshop will illustrate the seven principles with demonstrations, discussions, and reflections that highlight how each of the principles might enhance participants' teaching.

Keywords: learner-centered teaching, learning process, student motivation

The Psychology of Active Learning: From Theories to Strategies

Presenter: **Suzanne M. Swiderski,** University of Wisconsin – Parkside

Room: Georgia 4-6 (Level 1)

Active approaches to learning often dominate discussions about appropriate classroom pedagogy for college students. However, within these discussions, the cognitive rationale for and the cognitive strategies underlying active learning often remain unexplored. In this session, participants will engage in simulated "experiences" from psychology to understand the theories and research supporting a cognitive active learning approach to teaching and learning. Additionally, participants will consider ways to incorporate cognitive active learning strategies into their classroom instruction.

Keywords: active learning, psychology, classroom pedagogy

Transitioning to Learner-Centeredness through Active Learning and Student Engagement

Presenters: **Catheryn J. Weitman** and **Jill B. Farrell**, Barry University

Room: Georgia 7-8 (Level 1)

Active-learning environments are not new; yet faculty are reluctant and remain uneasy in transforming their teaching methodology toward environments that are truly actively engaging. When accomplished, however, the benefits are long-lasting, reap exceptional rewards, and motivate both the faculty and student to learn more. While a continuum of active-learning strategies can be constructed, moving beyond the easy to implement traditional methods pushes faculty in ways that they find jarring to their comfort levels. Yet, moving toward strategies that are truly engaging, learner-centered, rather than teacher-centered, can be exciting, fulfilling, and mystifying to attain.

Keywords: active learning, student engagement, learnercenteredness

Front Loading Your Students: Increasing Reflection, Critical Thinking and Participation

Presenter: **Kyla Macario**, The University of Arizona Room: **Georgia 9-10 (Level 1)**

Readings prior to class are often briefly skimmed or not read at all by many students. During class time it is difficult to pull students into deeper levels of processing because they lack the background and have not had adequate time to reflect on the meaning and relevance of the readings. This interactive workshop will model the process the presenter uses to enforce reading and reflection prior to class and will include samples of written reflections to illustrate the depth and breadth of thinking this process has encouraged in the presenter's students.

Keywords: reading, reflection, critical thinking

Finding a Voice: Podcasting and Student Engagement Presenter: Lillian Craton, Lander University Room: Macon (Level 2)

This session will introduce participants to student podcasting and highlight its benefits for student engagement, such as an enhanced sense of audience for written assignments and community-building through sharing of podcasts. This session also will consider benefits for writing and communication skills, particularly a new awareness of writing style. By examining sample podcast assignments for freshman composition courses at Lander University, experimenting with recording technology, and brainstorming for applications of podcasting in other disciplines, participants will engage with both the "why" and the "how-to" of instructional podcasting. Keywords: **podcasting, student engagement, student communication skills**

Surveying with iPods to Connect Students with the Research Process

Presenters: Amy Giddings, Jennifer Pontano, and Douglas Turco, Drexel University

Room: Valdosta (Level 2)

Field research collaborations using iPod technology is gaining in popularity among students and faculty. iPods can be used to quickly gather data in an efficient manner and seamlessly present results from massive data collections. This session describes a variety of research applications using iPod technology. The presenters will demonstrate previously completed iPod-based data collection techniques, including examples from Lincoln Financial Field with the Philadelphia Eagles, Pocono 500 NASCAR, and the U.S. Open Women's Golf Championships. Participants will have the opportunity to use each of the discussed iPod applications in this presentation.

Keywords: iPod applications, field research

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

Lunch and Concluding Discussion Presenter: J. Ricky Cox, Murray State University Room: Capitol Ballroom (Level 1)

During our final time together, past conference chair Ricky Cox will begin this session by sharing his perspective of the conference—new ideas, good strategies, interesting questions, and good examples of what we have learned these past few days. After his remarks, he will open the session for others to share reactions, questions, concerns, lessons learned, and hopes for the future. The goal of this session is to 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. Have a safe trip home and we hope to see you next year June 1-3, 2012 at the Grand Hyatt Washington in Washington, D.C.



Preconference Presenters

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

See page number in parenthesis for their session description.

Kenneth Alford, Brigham Young University, ken_alford@byu.edu, (p. 8)
John Huss, Northern Kentucky University, hussj@nku.edu, (p. 8)
Ike Shibley, Penn State Berks, ias1@psu.edu, (p. 8, 13)

Plenary Presenters

Elizabeth Barkley, Foothill College,

e_barkley@sbcglobal.net, (p. 9)

Maryellen Weimer, Penn State Berks, grg@psu.edu, (p. 14)

Invited Presenters

Our conference program lineup is a combination of invited and selected presenters. Each year, we invite outstanding presenters from the previous conference so that more conference attendees can learn from them. We also invite experts, including those who've written books, had experiences with special programs, or possess recognized knowledge about a particular instructional area. We would like to thank the following individuals for their expertise and outstanding contributions to *The Teaching Professor* Conference. See page number in parenthesis for their session description.

Ricky Cox, Murray State University, ricky.cox@murraystate.edu (p. 17, 22)
Therese Huston, Seattle University, drtheresehuston@yahoo.com, (p. 12)
Patricia H. Phelps, PattyP@uca.edu (p. 20)
Mary Rigsby, University of Mary Washington, mrigsby@umw.edu (p.)
Ike A. Shibley, Jr., Penn State Berks, ias1@psu.edu, (p. 8, 13) Suzanne Sumner, University of Mary Washington, ssumner@umw.edu, (p. 19)

Keith Whittington, Rochester Institute of Technology, kjwics@rit.edu, (p. 11)

Dave Yearwood, University of North Dakota, yearwood@und.edu, (p. 13)

Selected Presenters

We make a call for proposals that generates a significant number of session proposals. The conference advisory board reads through every proposal and selects the best for presentation at the conference. We would like to thank the following presenters for their outstanding contributions to *The Teaching Professor* Conference.

See page number in parenthesis for their session description.

Stephanie Andre, Raritan Valley Community College, sandre@raritanval.edu, (p. 19) Kristin Arney, United States Military Academy, Kristin.Arney@usma.edu, (p. 11) Theresa L. Ast, Reinhardt University, TLA@reinhardt.edu, (p. 21) Julia S. Austin, University of Alabama at Birmingham, jaustin@uab.edu, (p. 19) Phyllis Blumberg, University of the Sciences in Philadelphia, p.blumbe@usp.edu, (p. 12, 16) Ellen E. Bogdan, U.S. Army Command and General Staff College, ellen.bogdan@us.army.mil, (p. 12) Sheryl Bone, Kaplan University, sbone@kaplan.edu, (p. 15) Donald R. Bowers, College of Western Idaho, donbowers@cwidaho.cc, (p. 14) Margo Bowman, Wayne State University, mbowman@wayne.edu, (p. 11) Sandra Browning, University of Houston Clear Lake, Browning@uhcl.edu, (p. 13) Dakin Burdick, Endicott College, dburdick@endicott.edu, (p. 15) Jon Burke, Pepperdine University, Jon.Burke@pepperdine.edu, (p. 18) W. Mick Charney, Kansas State University, charney@ksu.edu, (p. 17) Christine Cloutier Mihal, Felician College, mihalc@felician.edu, (p. 16) Sara Coble Simmons, The University of North Carolina at Pembroke, sara.simmons@uncp.edu, (p. 20) Ruth Cox, Trevecca Nazarene University, rcox@trevecca.edu, (p. 14)



Selected Presenters (continued)

Lillian Craton, Lander University, lcraton@lander.edu, (p. 22) Joan Curtis, St. Joseph's College, jcurtis@sjcny.edu, (p. 21) Cindy Decker Raynak, Penn State University, cdr1@psu.edu, (p. 12) Hilary DeRemigio Fletcher, United States Military Academy, hilary.deremigio@usma.edu, (p. 11) Michele DiPietro, Kennesaw State University, mdipietr@kennesaw.edu, (p. 21) Kent Divoll, University of Houston Clear Lake, divoll@uhcl.edu, (p. 13) Scott Ellis, Southern Connecticut State University, elliss3@southernct.edu, (p. 10) Lee Evans, United States Military Academy, Lee.Evans@usma.edu, (p. 11) Paul Ewell, Virginia Wesleyan College, pewell@vwc.edu, (p. 15) Jill B. Farrell, Barry University, jfarrell@mail.barry.edu, (p. 22) Brian Fisher, Pepperdine University, brian.fisher@pepperdine.edu, (p. 17) Debra L. Frame, University of Cincinnati, Raymond Walters College, framedr@ucmail.uc.edu, (p. 11) Carolyn Ann Galantine, Pepperdine University, carolyn.galantine@pepperdine.edu, (p. 18) Amy Giddings, Drexel University, Giddings@drexel.edu, (p. 22) Sean J. Glassberg, Horry Georgetown Technical College, sean.glassberg@hgtc.edu, (p. 16) Adam Glesser, Suffolk University, aglesser@suffolk.edu, (p. 10) Jennifer L. Greer, University of Alabama at Birmingham, jlgreer1@uab.edu, (p. 19) Mona Gregory, West Texas A&M University, mgregory@wtamu.edu, (p. 9) Rachel Hardesty, Portland State University, hardesty@pdx.edu, (p. 13) Jodi Hicks, Davenport University, jodi.hicks@davenport.edu, (p. 12) Dennis Higgs, University of Windsor, dhiggs@uwindsor.ca, (p. 10) Virginia E. Hines, Ferris State University, hinesv@ferris.edu, (p. 11) Betty Hoge, Bridgewater College, ehoge@bridgewater.edu, (p. 15) Marsha Huber, Otterbein College, mmhuber@ysu.edu, (p. 19)

John Johnson, Indiana Wesleyan University, john.johnson@indwes.edu, (p. 16) Jo Ellen Jonsson, Weber State University, jjonsson@weber.edu, (p. 13) Jin S. Kang, Drexel University, jinkang@drexel.edu, (p. 10)Teresa Marie Kelly, Kaplan University, Tkelly@kaplan.edu, (p. 15) Debbie Kaufman, Portland State University, kaufmand@pdx.edu, (p. 13) Gerald Kobylski, United States Military Academy, Gerald.Kobylski@usma.edu, (p. 11) Jim Konopack, Monmouth University, jkonopac@monmouth.edu, (p. 19) Marianna Krejci-Papa, Eastern Nazarene College, marianna.krejci-papa@enc.edu, (p. 20) Alexandra Kurtz, Georgia Gwinnett College, lkurtz@ggc.edu, (p. 15) Jane Leach, Midwestern State University, jane.leach@mwsu.edu, (p. 17) Joo Eng Lee-Partridge, Central Connecticut State University, leepartridge@ccsu.edu, (p. 13) Timothy Lucas, Pepperdine University, timothy.lucas@pepperdine.edu, (p. 17) Kyla Macario, The University of Arizona, kylam@email.arizona.edu, (p. 22) Kimberly Martinez, University of Wisconsin - Stout, martinezk@uwstout.edu, (p. 16) Sue McMillen, Buffalo State College, mcmillse@buffalostate.edu, (p. 14) **Debi Mink**, Winthrop University, minkd@winthrop.edu, (p. 10) Marilyn B. Misch, Pepperdine University, Marilyn.Misch@pepperdine.edu, (p. 18) Melanie Morris, Raritan Valley Community College, mrbmesq@gmail.com, (p. 12) Alison M. Mostrom, University of the Sciences in Philadelphia, a.mostrom@usp.edu (p.12) Kristy L. Motz, Ferris State University, motzk@ferris.edu, (p. 11) Charmayne Mulligan, Davenport University, cmulligan@davenport.edu, (p. 10) Akira Odani, SUNY - Delhi, odaniaa@delhi.edu, (p. 14) Jodi Olmsted, University of Wisconsin - Stevens Point, jolmsted@uwsp.edu, (p. 9) Jeffrey Partridge, Capital Community College, jpartridge@ccc.commnet.edu, (p. 13) A. Fiona Pearson, Central Connecticut State University, pearsonaf@mail.ccsu.edu, (p. 10)



Selected Presenters (continued)

John M. Persyn, U.S. Army Command and General Staff College, john.persyn@us.army.mil, (p. 12) Andrew Peterson, University of the Sciences in Philadelphia, a.peters@usp.edu (p. 12). Linda Pickett, Winthrop University, pickettl@winthrop.edu, (p. 10) Pamela Pinahs-Schultz, Carroll University, pschultz@carrollu.edu, (p. 21) Irene Pittman Aiken, The University of North Carolina at Pembroke, irene.aiken@uncp.edu, (p. 20) Kirsten Poling, University of Windsor, kpoling@uwindsor.ca, (p. 10) Jennifer Pontano, Drexel University, jennifer.l.pontano@drexel.edu, (p. 22) Christy Price, Dalton State College, cprice@daltonstate.edu, (p. 15) Shawn Robertson, St. Joseph's College, srobertson@sjcny.edu, (p. 21) Susan Robison, College of Notre Dame of Maryland, Susan@ProfessorDestressor.com, (p. 18) Stefan Ruediger, University of Wisconsin - Stevens Point, sruedige@uwsp.edu, (p. 9) Nancy L. Ryland, Bloomsburg University, nryland@bloomu.edu, (p. 15) Lori Scrementi, Trinity Christian College, lori.scrementi@trnty.edu, (p. 14) Joan E. Silver, St. Joseph's College, jsilver@sjcny.edu, (p. 21) Julie Smit, University of Windsor, jsmit@uwindsor.ca, (p. 10) Patricia A. Smith, Clayton State University, patriciasmith@clayton.edu, (p. 11) Ellen Smyth, Austin Peay State University, smythe@apsu.edu, (p. 20) Gillian Stewart-Wells, Judson University, astewartwells@judsonu.edu, (p. 18) Suzanne M. Swiderski, University of Wisconsin -Parkside, suzanne.swiderski@uwp.edu, (p. 21) Esther Swink, Trevecca Nazarene University, eswink@trevecca.edu, (p. 14) Candace Timpte, Georgia Gwinnett College, ctimpte@ggc.edu, (p. 15) Cheryl Torok Fleming, Indiana Wesleyan University, cheryl.fleming@indwes.edu, (p. 16) Douglas Turco, Drexel University, douglasmicheleturco@gmail.com, (p. 22)

Trina Vallone, Trinity Christian College, trina.vallone@trnty.edu, (p. 14) Charles D. Vance, U.S. Army Command and General Staff College, charles.vance@us.army.mil, (p. 12) Wendy Wagner, Johnson & Wales University, wwagner@jwu.edu, (p. 17) Derek Weber, Raritan Valley Community College, dweber@raritanval.edu, (p. 12) Catheryn J. Weitman, Barry University, cweitman@mail.barry.edu, (p. 22) Jann Weitzel, Lindenwood University, jweitzel@lindenwood.edu, (p. 20) Helen E. Woodman, Ferris State University, woodmanh@ferris.edu, (p. 11) Dana L. Zurzolo, Pepperdine University, dana.zurzolo@pepperdine.edu, (p. 18)

Poster Session Presenters

From our significant number of poster session proposals, the conference advisory board selected the best for the conference. We would like to thank the following poster session presenters for their outstanding contributions to *The Teaching Professor* Conference.

Please see page 7 for poster session information.

Michael Anderson, National University, manderso@nu.edu Kerri W. Augusto, Becker College, kerri.augusto@becker.edu Credence Baker, Tarleton State University, cbaker@tarleton.edu Bethann Bierer, Metropolitan State College of Denver, bierer@mscd.edu Earl Bradford Smith, Hodges University, esmith2@hodges.edu Brian Brookwell, Grant MacEwan University, brookwellb@macewan.ca Brett Burchette, Drexel University, bb399@drexel.edu Fran Butler, Weber State University, fbutler@weber.edu Kerri Carlson, University of St. Thomas, kerri.carlson@stthomas.edu Erin M. Curran, University of St. Thomas, curr4490@stthomas.edu Shelby Edwards, Samuel Merritt University, sedwards@samuelmerritt.edu



Poster Session Presenters (continued)

Susan Eldred, National University, seldred@nu.edu Tina Fields, Texas State University - San Marcos, TFields@txstate.edu Amy Giddings, Drexel University, Giddings@drexel.edu, Joan-Beth Gow, Anna Maria College, jgow@annamaria.edu Chris Guthrie, Tarleton State University, cguthri@tarleton.edu Patricia J. Hambrick, Charleston Southern University, phambric@csuniv.edu Rebecca Hochradel, Delta State University, rhochradel@deltastate.edu Harvey Hoyo, National University, hhoyo@nu.edu Garry Jennings, Delta State University, jennings@deltastate.edu Fiona Jensen, The University of Manitoba, Faculty of Nursing, Fiona_Jensen@Umanitoba.ca Melody Jewell, South Dakota State University -University Center Campus, melody.jewell@sdstate.edu Julie Joseph, Johnson & Wales University, jjoseph@jwu.edu Melissa M. Lewis, Davenport University, melissa.lewis@davenport.edu Peter Lynch, Molloy College, plynch@molloy.edu Mithra Marcus, University of St. Thomas, beik6264@stthomas.edu Patricia McDiarmid, Springfield College, pmcdiarm@spfldcol.edu Michelle Moosbrugger, Springfield College, mmoosbrugger@spfldcol.edu Eileen Morrison, Texas State University - San Marcos, EMorrison@txstate.edu Alison M. Mostrom, University of the Sciences in Philadelphia, a.mostrom@usp.edu Susan Nava-Whitehead, Becker College, susan.whitehead@becker.edu David B. Naylor, Charleston Southern University, dnaylor@csuniv.edu Kayla Peak, Tarleton State University, peak@tarleton.edu Jennifer Pontano, Drexel University, jennifer.l.pontano@drexel.edu Ladonia Randle, Texas Southern University, randlelc@tsu.edu Serbino Sandifer-Walker, Texas Southern University, serbino@windstream.net Linda Sasser, Judson University, lsasser@judsonu.edu

Laura Shea Doolan, Molloy College, lsheadoolan@molloy.edu Melissa Shepard Loe, University of St. Thomas, msloe@stthomas.edu Alan Soong, National University of Singapore, alan.soong@nus.edu.sg Gillian Stewart-Wells, Judson University, astewartwells@judsonu.edu Betty Sylvest, Delta State University, bsylvest@deltastate.edu Karyn Turla, Friends University, kturla@friends.edu Jennifer Valore, Drexel University, jav28@drexel.edu Lynn Varner, Delta State University, lvarner@deltastate.edu Juan Carlos Vega, Colegio San Ignacio de Loyola, jvega@sanignacio.org Deborah P. Vossen, St. Francis Xavier University, dvossen@stfx.ca Lynn C. Walsh, Arkansas Tech University, lwalsh@atu.edu





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