THE Teaching PROFESSOR
CONFERENCE

2012

PROGRAM

June 1–3, 2012
Grand Hyatt Washington
Washington, D.C.

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Welcome!

I admire you for your commitment to 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 collegial friends.

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

Thanks and best wishes for a most rewarding learning experience in the nation's capital.

Sincerely,

William Haight

President, Magna Publications

Introduction

Dear Conference Participants,

It is my pleasure to welcome you to the Ninth Annual *Teaching Professor* Conference!

One of the great benefits of attending this conference is that you will find that there is something here for every teacher. In addition to great presentations, this conference is unique because it provides an opportunity to engage with a broad interdisciplinary group of faculty members who are dedicated to improving teaching and learning, just as you are.

From the opening plenary session to the closing session, you will have the opportunity to think about new ways to teach and interact with your students. This year's conference sessions feature a broad range of topics for you to experience—from hands-on practical classroom techniques to incorporating new technologies and social media, course design ideas, assessment techniques, student responsibility, humor, critical thinking, and much more. The conference schedule provides numerous ways to learn creative and effective teaching practices, meet new people, and reflect on how to integrate these ideas into the courses you teach.

Your feedback is taken seriously and is very much appreciated. Please share any ideas and suggestions you have with Conference Advisory Board or Magna staff members. You will also receive an online evaluation form after the conference. We hope you will let us know what you think about the conference and the quality of the sessions you attend. Your evaluations will also help us select invited speakers for next year's conference.

As you move from session to session, picking and choosing from among dozens of excellent learning opportunities, I encourage you to open yourself to new experiences, acquaintances, and topics outside of your comfort zone. As you're ready to learn and share, I'm confident that you will leave this conference feeling energized, refreshed, and committed to taking your teaching to the next level.

The Conference Advisory Board, Magna staff members, and I hope you have a memorable, productive, and fun experience here, and we hope you'll be able to join us next year, May 31-June 2, 2013 in New Orleans, LA.

Ken Alford, Ph.D.
Conference Chair

2012 *Teaching Professor* Conference Advisory Board

We appreciate the advisory board's participation in a blind review of our proposals. The board's efforts and knowledge have helped us put together a first-rate teaching and learning conference.

We would like to thank the following individuals for their contributions to the 2012 *Teaching Professor* Conference.

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

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Conference Information

Networking opportunities: Attend as many conference events as possible to maximize your opportunity to learn from your peers. In addition to the 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.
- Sit with someone you don't know at breakfast and lunch!

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

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

Social media for program

Twitter — The official hashtag of the 2012 *Teaching Professor* Conference is #TPC12.
Be sure to follow us @TeachProf and @FacultyFocus.

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

Messages: There is a message board at the conference registration area. Messages will be posted on the message board frequently throughout the conference. 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.

Program-at-a-Glance

Friday, June 1

7:00 a.m. – 8:30 a.m.
Registration Open — Morning
Preconference Workshops Only
Room: 5B Registration Desk (Level 5B)

8:30 a.m. – 8:00 p.m.
Registration Open to all Participants
Room: 5B Registration Desk (Level 5B)

Partnership Displays Open
Room: Independence Foyer (Level 5B)

8:00 a.m. – 12:00 p.m.
Preconference Workshop: Being
There: Establishing and Maintaining
Teaching Online Presence
Preregistration and Fee Required
Room: Independence BC (Level 5B)

8:00 a.m. – 12:00 p.m.
Preconference Workshop: Ideas and
Strategies for Developing Life Long
Learning Skills in the College
Classroom
Preregistration and Fee Required
Room: Independence DE (Level 5B)

1:00 p.m. – 4:30 p.m.
Preconference Workshop: How to
Infuse Active Learning into the
Classroom while Maximizing Student
Learning and Satisfaction
Preregistration and Fee Required
Room: Independence BC (Level 5B)

1:00 p.m. – 4:30 p.m.
Preconference Workshop:
Multimedia: A Multi-Modal
Approach to Teaching and Learning
Preregistration and Fee Required
Room: Independence DE (Level 5B)

1:30 p.m. – 3:00 p.m.
Poster Sessions
Room: Independence Foyer (Level 5B)

5:00 p.m. – 5:15 p.m.
Conference Welcome
Room: Independence A (Level 5B)

5:15 p.m. – 6:30 p.m.
Opening Plenary Session
Evidence-based Teaching: Just the
Facts or Thinking Like Scientists?
Room: Independence A (Level 5B)

6:30 p.m. – 8:00 p.m.
Reception, Poster Sessions, and
Partner Displays
Room: Independence Foyer (Level 5B)

8:00 p.m.
Dinner on Your Own

Saturday, June 2

8:00 a.m. – 5:00 p.m.
Registration Open
Room: 5B Registration Desk (Level 5B)

Partner Displays Open
Room: Independence Foyer (Level 5B)

8:00 a.m. – 9:00 a.m.
Continental Breakfast
Room: Independence A (Level 5B)

9:00 a.m. – 9:15 a.m.
Break

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

10:30 a.m. – 10:45 a.m.
Break

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

12:00 p.m. – 1:00 p.m.
Lunch
Room: Independence A (Level 5B)

1:00 p.m. – 1:10 p.m.
Award presentation of the 4th
Annual Maryellen Weimer Scholarly
Work on Teaching and Learning
Award
Room: Independence A (Level 5B)

1:10 p.m. – 1:40 p.m.
Luncheon Plenary Session
Why Don't They Talk? Using
Discussion to Facilitate Student
Learning
Room: Independence A (Level 5B)

1:40 p.m. – 2:15 p.m.
Break

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

3:30 p.m. – 3:45 p.m.
Break

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

5:00 p.m.
Dinner on Your Own

Sunday, June 3

8:00 a.m. – 12:00 p.m.
Registration Open
Room: 5B Registration Desk (Level 5B)

8:00 a.m. – 9:00 a.m.
Continental Breakfast
Room: Independence A (Level 5B)

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.
10 Concurrent Workshops

12:00 p.m. – 1:00 p.m.
Lunch and Concluding Discussion
Room: Independence A (Level 5B)

1:00 p.m.
Conference Adjourns

Poster Sessions

Friday, June 1, 2012

1:30 p.m. – 3:00 p.m.
Independence Foyer (Level 5B)

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

1. Community Collaboration - The Impact of Anthropology Student Projects with a Migrant Community, **Susan R. Dauria,** *Bloomsburg University*

2. Effects of Format Changes on Student Performance, **Deb Huntley** and **Dustin Coyle,** *Argosy University, Twin Cities Campus*

3. Developing an Interdisciplinary Course in Literature and Mathematics, **Deborah Lawrence** and **David A. Salomon,** *The Sage Colleges*

4. Engaging Practical Nursing Students in Leadership and Management in Health Care, **Gail Orr,** *Loyalist College*

5. Pocket Video Cameras as a Tool for Students and Teachers, **Jacqueline Owens** and **Sondra Wolfe,** *Ashland University, Schar College of Nursing*

6. Sink or Swim? Students Swim when Thrown into Real World, **Kathleen Pratt,** *Harrisburg Area Community College*

7. Breaking Down Walls: Professorial Tutoring, **Glenna Kay Pulley,** *Trinity Valley Community College*

8. From Theory to Practice: Bringing Your Students into the Fold, **Cynthia L. Wilson,** *University of Illinois at Springfield*

9. Sustainability Education: Teachable Moments and Strategies in Historic Preservation, **Ann Marie Legreid** and **Tauna Cole,** *Shepherd University*

10. Using Collaborative Technologies to Enhance Faculty & Student Learning Across Locations, **Kathy D. Geller** and **Allen C. Grant,** *Drexel University*

6:30 p.m. – 8:00 p.m.
Independence Foyer (Level 5B)

1. Meeting the Needs of the iY Generation through Differentiated Instruction, **Nancy Cherry** and **Michele Atkins,** *Union University*

2. Make your Course a Student Engagement Paradise, **Rick Bonsall,** *McKendree University*

3. A Model for Evaluating Effective Teaching and Instructional Vitality, **Phyllis Blumberg,** *University of the Sciences*

4. A Study of Technology Integration in Our Classrooms, **Fattaneh G. Cauley** and **L. Keith Whitney,** *Pepperdine University*

5. Commonplaces: Getting Your Students to Write Twenty Pages a Semester, **Mick Charney,** *Kansas State University*

6. Learning Without Borders: An Interdisciplinary Approach to Course Development, **Joan Flaherty** and **Michael von Massow,** *University of Guelph*

7. Beyond the Virtual Classroom: Engaging Students Individually Online Improves Performance, **Bob Harbort,** *Southern Polytechnic State University*

8. Strategies for Implementing Course Redesign, **Christopher E. Guthrie, Kayla Peak, Credence Baker,** and **Jason Sharp,** *Tarleton State University*

9. An Exploration of Boyer's Model of Scholarship: a Self-Study, **Dariel Jacobs,** *Lourdes University*

10. To Dare to Teach Across Disciplines, **Toby Klinger,** *Johnson County Community College*

11. Application of Motor Learning Principles in Advanced Wheelchair Skill Acquisition, **Susan Joy Leach,** *East Carolina University*

12. First-Year Success Award-Winning Strategies, **Nancy Nicole Meyer,** *Metropolitan State College of Denver*

13. Engagement Makes a Difference, **Debi Mink** and **Linda Pickett,** *Winthrop University*

14. Revising Scientific Laboratory Experiences to Effect Scientific Literacy, **Joyce Phillips Hardy,** *Chadron State College*

15. Utilizing High-Fidelity Simulation to Enhance Problem-Based Learning, **Joanna Pierazzo** and **Iris Mujica,** *McMaster University, School of Nursing*

16. Engaging Students through Technology, **Julee A. Russell,** *Valley City State University*

17. Course Redesign: Tips and Tools for Effective Instruction, **Brian Smentkowski,** *Southeast Missouri State University*

18. Critical Assessment for Improvement in Written Communication, **Diane Sopko,** *Tarleton State University*

Complete Program

Friday, June 1, 2012

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

Registration open — Preconference Workshops Only
Room: **5B Registration Desk (Level 5B)**

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: **5B Registration Desk (Level 5B)**

Registration is open to all participants.

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

Preconference Workshop: Preregistration and Fee Required
Being There: Establishing and Maintaining Teaching Online Presence
Room: **Independence BC (Level 5B)**
Presenters: **Larry Ragan**, Penn State University and **Kim Eke**, University of North Carolina at Chapel Hill

A critical issue for retaining learners in the online classroom is helping them feel "connected" to their peers, the institution and most importantly, to their instructor. The role of the online instructor is crucial as the primary bond between the learner and the learning system. Establishing and maintaining a teaching presence serves to create both an instructional and personal connection that can greatly facilitate student completion of the online class. This interactive workshop will engage participants in identifying various dimensions of "teaching presence" and generate strategies towards methods and techniques for creating and maintaining both instructional and personal presence in the online classroom. Technologies such as software tools and social networking applications will be reviewed as support mechanisms that can be used to reduce the barrier of time and location in the online classroom.

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

Preconference Workshop: Preregistration and Fee Required
Ideas and Strategies for Developing Lifelong Learning Skills in the College Classroom
Room: **Independence DE (Level 5B)**
Presenters: **Jerry Kobylski, Hilary Fletcher,** and **Lee Evans**, United States Military Academy at West Point

The student learning goals of many collegiate academic programs include producing graduates who have developed lifelong learning skills. These graduates are effective communicators, confident and competent problem solvers, and pos-

sess the habits of mind to persevere when faced with a complex problem that has no immediate answer. This workshop will focus on methods for developing lifelong learning skills in our students. In this interactive session, participants will:

- Define and understand the idea of "lifelong learning skills."
- Define and understand problem solving and habits of mind, as related to the participant's discipline.
- Develop effective course-specific activities to promote and assess students' problem-solving skills and habits of mind.
- Discuss the relationship between lifelong learning skills, habits of mind, and problem solving.

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

Partnership Displays Open
Room: **Independence Foyer (Level 5B)**

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

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

Preconference Workshop: Preregistration and Fee Required
How to Infuse Active Learning into the Classroom while Maximizing Student Learning and Satisfaction
Room: **Independence BC (Level 5B)**
Presenter: **Keith J. Whittington**, Rochester Institute of Technology

This workshop will demonstrate how to engage students and maximize their learning with active learning techniques. Attendees will participate in a variety of easy-to-use exercises designed to demonstrate how to effectively conduct activities, manage students, and synthesize active learning with lectures. These activities are also highly adaptable for all classrooms and subject matter. Every activity and ensuing discussion will include the following:

- Attendees will assume the role of a student in the classroom
- The presenter will model the classroom management techniques and strategies that help ensure the success of these activities in any classroom.
- Discussion on the pedagogical foundation and the cognitive benefits supported by the activities.

During the implementation of an NSF grant that supported the presenter's work, a learning model emerged that proved to be effective at increasing student learning and minimizing the time to conduct the activities. This learning model will be discussed and demonstrated throughout the workshop. The participants will also design and develop a new activity targeted for their discipline and classroom.

Continued — Friday June 1, 2012

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

Preconference Workshop: Preregistration and Fee Required
Multimedia: A Multi-Modal Approach to Teaching and Learning
Room: **Independence DE (Level 5B)**
Presenter: **Dave Yearwood**, University of North Dakota

If faculty are expected to be the designers of learning experiences, then a need exists for them to create environment(s) that stimulate multiple human senses—the gateway to knowledge and understanding. Multimedia can be used to encourage and motivate students while challenging them to think in critical and analytical ways. Medina, in his book *Brain Rules,* suggests that "those in multisensory environments always do better than those in unisensory environments."

For this to be possible, however, faculty will need to gain proficiency in using selected media to design instruction in a way that connects, engages, and stimulates multiple areas of the brain. Therefore, an educator's work with students should be multidimensional: it should stretch but not overwhelm students by encouraging active participation. Educators may need to teach students how to critically examine, sort and organize information—the key to constructing knowledge and understanding. Faculty attending this workshop will understand how to:

- Evaluate the effectiveness of multimedia modules including those they create.
- Use 21st century technologies to develop engaging activities designed to involve students in their own learning inside and outside the classroom.
- Create an instructional module that stimulates multiple senses for use on computers, iPads, iTouch, Smartphones or other portable audio/video players.

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

Poster Sessions
Room: **Independence Foyer (Level 5B)**

Get an early start by viewing selected poster sessions that will be on display. There will be 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: **Independence A (Level 5B)**

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

Opening Plenary Session
Evidence-based Teaching: Just the Facts or Thinking Like Scientists?
Presenter: **Diane Ebert-May**, Michigan State University
Room: **Independence A (Level 5B)**

Science in the 21st century is driven by questions that involve many disciplines, yet undergraduate introductory science courses are widely criticized for overemphasizing details and rote memorization at the expense of helping students develop higher-level cognitive skills. We are participating in a revolution to address this problem by creating courses and curricula designed to help students develop the skills and build conceptual connections within biology and across the curriculum. We will examine our research that addresses questions about teaching and learning, and then turn to how we should use data to drive instructional decisions. Together we will ask ourselves: *How learner-centered is our teaching?*

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

Reception, Poster Sessions, and Partner Displays
Room: **Independence Foyer (Level 5B)**

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, June 2, 2012

8:00 a.m. - 5:00 p.m.
Registration Open
Room: **5B Registration Desk (Level 5B)**

8:00 a.m. - 5:00 p.m.
Partner Displays Open
Room: **Independence Foyer (Level 5B)**

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

8:00 a.m. - 9:00 a.m.
Continental Breakfast
Room: **Independence A (Level 5B)**

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

9:15 a.m. - 10:30 a.m.
Creating a Positive Learning Environment
Presenter: **Simone Gareau,** Campus Saint-Jean, University of Alberta
Room: **Independence DE (Level 5B)**

This active and interactive session will feature a "greatest hits" collection of ideas to help create a class environment where students and the instructor are motivated, engaged, eager, and excited to attend classes. Using examples from various courses (from twenty years of teaching Anthropology courses) previous conferences and workshops, as well as pedagogical development articles, this session will be highly interactive and will focus on participation and achieving the desire to attend class for students and instructor.
Keywords: **interaction, participation, positive learning environments, desire to attend classes, attendance, motivation, engagement**

Stirring the Pot: Addressing Controversial Issues in the Online Classroom
Presenters: **Cristy Casado Tondeur, LaTasha Gatling, Tom Leamy,** and **Linda Rhoades-Swartz**, American Public University System
Room: **Independence C (Level 5B)**

Often we encounter students who have preconceived ideas about race, class, gender, political affiliation and religion. In a traditional classroom, when these ideas are discussed, it is easy to engage the class and interrogate students' thoughts, opinions and feelings. Due to the usually asynchronous nature of the online environment, discussing controversial topics is difficult. This workshop will address some of the issues we have faced in our online teaching environment, and we'll show how we tackle these sticky situations. We'll give participants time to ask questions about their own experiences. Even though this session will focus on online teaching, much of the presentation will be helpful in traditional classroom environments, too.
Keywords: **online teaching, diversity, student experiences, asynchronous, controversial issues**

Using Peer Study Group to Teach Students Active Learning Skills
Presenter: **Yvette Espinosa**, South Mountain Community College
Room: **McPherson Square (Level 5B)**

How do you teach students the skills that will help them learn in any discipline? Create active learning peer study groups! In this workshop, I will provide participants with techniques they can use in order to teach students how to become active learners. For the past six years, I have been using study sessions to establish peer study groups. In these study groups, I teach the student how to use active learning techniques as part of their normal study regimens. These techniques include (but are not limited to) role playing, games, Classroom Assessment Techniques, and round robins.
Keywords: **active learning, peer study group, role playing, CATs**

Civility in the Classroom: Creating a Climate of Respect
Presenters: **Helen Woodman, Christine Conley-Sowels,** and **Kristy Motz**, Ferris State University
Room: **Franklin Square (Level 5B)**

After a historical look at civility (or lack of it) in the classroom, this interactive session will explore the dialogue that should produce an energized, learner-centered college classroom. Planning and "student buy-in" help students learn how to take part in discussions and classroom activities as contributing community members, making classroom time valued and productive. Most faculty members have encountered both active and passive resistance from students; we will come away with "Tips to use Monday morning!"
Keywords: **civility, respect, classroom climate, incivility, classroom management, learner-centered**

Ace, King, Queen: Pairing Collaborative and Problem-Based Learning
Presenters: **Anne M. Schoening, Amy Cosimano,** and **Susan Selde**, Creighton University School of Nursing
Room: **Independence HI (Level 5B)**

This session describes how a collaborative learning experience was implemented in an undergraduate nursing course. Using the "Playing Card Model," Learning Teams solved an

Continued — Saturday June 2, 2012

assigned portion of an unfolding, problem-based case study, which they presented to the large group. While students agreed that the experience helped them to better prepare for an exam, they were less agreeable regarding the effect on learning and conflict resolution skills. Qualitative data revealed positive perceptions of the social and emotional value of collaborative learning and the impact on critical thinking skills. Negative comments were directed toward classroom logistics.

Keywords: **collaborative learning, problem-based learning, nursing**

Closing the Loop: Using Course-Level Assessment to Improve Learning
Presenters: **Ike Shibley, Lolita Paff**, Penn State Berks, and **Lisa Shibley**, Millersville University
Room: **Lafayette Park (Level 5B)**

Course-level assessment provides opportunities to enhance the classroom climate for learning. After identifying learning objectives, faculty can help focus on activities that engage students in learning. This session will introduce mapping exercises for participants to begin their own course-level assessment immediately.

Keywords: **assessment, learning, course improvement, classroom climate, learning objectives, engagement, mapping**

Show Me the Evidence When Assessing and Documenting Good Teaching
Presenters: **Linda A. Robinson** and **Phyllis Blumberg,** University of the Sciences in Philadelphia
Room: **Independence FG (Level 5B)**

Instructors need guidance in documenting the quality of their teaching because current methods of evaluation do not improve their teaching. Self-assessments can improve course delivery when solid, supporting evidence is available. Using new rubrics, participants will assess an aspect of their own teaching and provide evidence to support their self-ratings. Peers will provide feedback on the self-ratings. Small groups will discuss the quality of different types of supporting evidence. In concluding the session, the facilitators will share examples of effective evidence from their research.

Keywords: **assessment, evidence, documentation, teaching quality, evaluation, self-assessment, rubric, self-ratings**

Catch Me if You Can: Student Engagement via Social Media
Presenters: **Larry Johnson** and **Susan Wright**, Georgia Piedmont Technical College

Room: **Farragut Square (Level 5B)**

So what's all this Tweeting, Facebooking and blogging about? It is about student engagement. Student engagement ensures that our students are engaged, during a respective academic session. This presentation will introduce you to social media as a catalyst to engaging student learners. Many colleges have realized that social media (i.e. Twitter, Facebook, blogs) can be used instructionally to meet student learning objectives/outcomes. Participants will benefit from dynamic and engaging dialogue that centers on the usefulness of social media in the classroom and the academic community at large.

Keywords: **Facebook, Twitter, Blogs, student engagement, social media**

Challenges of the Novice Learner and the Academic Learning Cycle
Presenter: **Lana L. Becker**, East Tennessee State University
Room: **Conference Theatre (Level 1B)**

The academic learning cycle includes the stages of forethought, performance, and self-evaluation. The academic struggles of novice learners can likewise be described in terms of this same cycle. Novice learners who have little or no knowledge about a particular field often find learning to be challenging. The attitudes and beliefs (forethought) of novice learners often create learning barriers. These learners may choose ineffective strategies as they approach academic tasks (performance) and may fail to "know what they know" (self-evaluation). Many opportunities exist to design classrooms that can address the learning deficiencies of the novice learner.

Keywords: **self-regulated learning, academic learning cycle, novice learner, learning deficiencies**

Designing Significant Learning Experiences: An Interactive Approach
Presenters: **Michele Atkins** and **Ann Singleton**, Union University
Room: **Constitution CDE (Level 3B)**

Teachers enter classrooms every day hoping to transform the minds of willing participants. Unfortunately, what usually happens instead is delivery of content to less-than-eager students. In response to a university faculty development series involving the work of Dee Fink (2003), several faculty members redesigned their courses. This interactive session will highlight the course redesign process of several faculty members at the university. Participants will interact with the techniques and reflect upon ways in which they can incorporate Fink's taxonomy to create significant learning experiences in their courses.

Keywords: **significant learning, course redesign, instructional strategies**

Continued — Saturday June 2, 2012

Digital Storytelling and the Hero's Journey: Freshman Seminar Course Design

Presenter: **David Noah**, University of Georgia
Room: **Independence B (Level 5B)**

This session will report on a freshman seminar course centered around storytelling, digital storytelling, and the power of narrative to give shape to our lives and culture. During the seminar, students kept weekly journals of their academic experiences, but wrote them in the third person as stories about a character. They worked as teams to create digital stories about the imagined experiences of an iconic freshman. During this session, participants will have the opportunity to share personal stories, discuss the use of narrative as a course structure, and generate writing assignments that require students to write from the perspective of a fictional avatar.

Keywords: **narrative, course design, digital storytelling, reflection, meta-cognition, writing assignments**

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

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

Student-Centered Discussion: There's More to Discussion Than Just Talk!

Presenter: **Cindy Decker Raynak**, Penn State
Room: **Farragut Square (Level 5B)**

Are you like many faculty members who struggle with classroom discussions? Does it feel like you're pulling teeth to get students to participate? Are you assigning readings, spending time developing questions that are exciting (to you) and presenting these questions to the class, only to be confronted by a sea of blank stares? In this session, we'll practice a revolutionary discussion model that does something truly different. It actually puts the responsibility of both content and academic discussion into the hands of the learner. Of course, it also requires a bit of courage, but the payoff is worth it.

Keywords: **discussion, reading, critical thinking, class discussion, discussion model**

Through the Looking Glass: New Reflections on Student Learning

Presenters: **Mary Kayler**, George Mason University, **Mary Rigsby**, University of Mary Washington, and **Karen Nulton,** Drexel University
Room: **Conference Theatre (Level 1B)**

This workshop will illustrate the benefits of leveraging "self-authorship" as a tool for implementing a developmental

pedagogy in course design and writing assignments across the curriculum. Approaching student learning from an intellectual developmental framework provides a holistic view of teaching and learning, and it allows smart pedagogical adjustments to support student learning. Outcomes include: show how writing (particularly reflective analysis) can be a tool for intellectual development, present a developmental model of student behavior that underpins the use of a reflective analysis as a tool for critical inquiry, and highlights how this tool fosters intellectual maturity and critical thinking.

Keywords: **adult development, assessment, critical thinking, reflective narrative analysis, writing**

Revolutionary Redesign: Extreme Makeover of a Core Teacher Preparation Course

Presenter: **Jennifer Desiderio**, Eastern Michigan University
Room: **Independence C (Level 5B)**

Are you frustrated with student outcomes in your classes? Do you teach a course that many students dread because they cannot see its relevance or because the information seems like a foreign language? What happens if that course is a core component in their major program of study? In this presentation, learn how the structure, teaching, and evaluation methods for a demanding teacher preparation class were radically reconfigured to improve learner attitudes and content application which lead to deeper, longer-lasting understanding. Discover how the process of integrated course design may address your teaching challenges.

Keywords: **student outcomes, course redesign, teacher preparation**

The Brain and Learning: A User's Guide

Presenters: **Lisa K. Bloom** and **Kristina L. Petrocco-Naupli**, New York Chiropractic College
Room: **Independence FG (Level 5B)**

This session is focused on basic knowledge of how the human brain functions during various types of learning experiences. Current teaching strategies address many of these neuroanatomical and neurochemical features, but fundamental knowledge of the brain structure and function can improve situation-specific application of these strategies for the educator. The participants will gain basic knowledge of the working of the brain with respect to learning, and then see how to engage these specific areas to maximize learning in a variety of classroom situations. Participants will engage in interactive learning with direct application and problem solving applied in small group activities.

Keywords: **brain, learning, technology, problem-solving**

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Beyond PowerPoint: Simple Technologies to Increase Engagement and Relevance
Presenter: **Tyler J. Griffin**, Brigham Young University
Room: **Constitution CDE (Level 3B)**

Do you sometimes feel like you are drowning in technology, but not much is usable in the classroom? This session will demonstrate how many tools can engage the students in your courses — and you don't have to be a technology expert to make them work! We will discuss a variety of: (1) Internet programs, (2) iPad apps, and (3) Learning Management System features. Attendees will be introduced to tools that can immediately increase relevance and engagement within their courses. You will learn the basics of how to use them.
Keywords: **technology, learner engagement, online tools, iPad, simple, relevance**

Plagiarism: A Cool (Proactive) Response to a Hot (Reactive) Issue
Presenters: **Jennifer L. Greer** and **Julia S. Austin**, University of Alabama at Birmingham
Room: **McPherson Square (Level 5B)**

Numerous news reports on plagiarism have confused the issue for many faculty members who may not fully understand the developmental nature of academic integrity. Hence, they may over-react to plagiarism and be under-prepared to instruct and mentor students. Adopting a proactive pedagogy and teaching perspective helps instructors lead, not follow, on authorship ethics. Participants review the prevalence literature and data on plagiarism as a developmental issue involving higher-order reading, writing, and critical thinking. This presentation will share ideas to help you engage in strategic teaching activities — reflection on practice, text analysis, peer mentoring, dilemma discussion, and writing to learn — that minimize plagiarism and maximize learning.
Keywords: **academic integrity, plagiarism, development, proactive pedagogy, authorship ethics, cheating**

A Fish Out of Water: Transitioning to Student-Centered Learning
Presenters: **Jennifer Bussen** and **Patrick Mayfield,** Chamberlain College of Nursing
Room: **Franklin Square (Level 5B)**

Some educators may feel like a fish out of water while attempting to create a student-centered learning environment; others may feel like a fish returning to water doing the same. Regardless of whether the experience is awkward or easy, it can yield rewarding and meaningful information to improve the quality of education. The transition from a teacher-centered environment to a student-centered environment is paramount to increasing students' ability to think critically. This presentation is about the journey of two educators as they attempted to create a student-centered learning environment in their classrooms and the barriers they encountered on their journey.
Keywords: **student-centered learning environments, overcoming barriers, active learning, learner-centered teaching, critical thinking**

View from the Ground: Learner-Centered Teaching from the Student's Perspective
Presenter: **Teresa Collins** and **Alex Frey**, Tiffin University
Room: **Lafayette Park (Level 5B)**

When teachers have negative experiences with learner-centered courses, they are often left to wonder exactly what went wrong. Self-assessment during the course and post-course reflection on successes and failures may not provide all of the answers to difficult questions. Overcoming student resistance to the learner-centered model is often a challenge, especially when teachers are left puzzled by unenthusiastic student reactions to a student-centered approach to instruction. This session focuses on learner-centered teaching from the student's perspective. One student via Skype will share his insights on the obstacles he faced and suggestions for teacher strategies that might have made his experience more positive.
Keywords: **suggestions, strategies, overcoming student resistance, reflection, self-assessment, learner-centered teaching**

Maximizing Student Engagement in Learner-Centered Seminars
Presenter: **Adam Chapnick**, Canadian Forces College and the Royal Military College of Canada
Room: **Independence B (Level 5B)**

Small group seminars offer students an excellent opportunity to take ownership of their learning experience. Nonetheless, sometimes strategies that promote student empowerment — student presentations, student discussion facilitators, student-generated questions that guide seminar discussions — typically generate mixed results. Even more frustrating, sometimes what succeeds in one section of a course does not produce the same outcomes in another. This session seeks to delve deeper into the benefits and drawbacks of different learner-centered strategies in an effort to determine which tools and techniques might best promote a seminar's expected learning outcomes and objectives. It will concentrate specifically on courses with multiple sections.
Keywords: **learner-centered teaching, student empowerment, student engagement, seminars**

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The Lively Discussion: Discussion Protocols that Improve Student Learning
Presenter: **Dakin Burdick**, Endicott College
Room: **Independence HI (Level 5B)**

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, and Brainstorming).
Keywords: **discussion protocols, active learning**

Strategies for Designing and Redesigning Courses
Presenter: **Scott Gaier**, Taylor University
Room: **Independence DE (Level 5B)**

Drawing upon the concepts of scholarly teaching and the scholarship of teaching and learning, one of the best approaches for increasing learning and overall successful teaching is to design a course to include research and evaluation for helping a professor determine what helped and hindered student learning. This session will present and discuss several course design methods and strategies that help to increase a teacher's ability to evaluate the course and make effective changes for enhancing learning. Through discussion, observation, and collaborative learning, participants will explore how to apply these strategies to their courses.
Keywords: **facilitating learning, course design, teacher effectiveness, course redesign, scholarship of teaching and learning**

12:00 p.m. - 1:00 p.m.
Lunch
Room: **Independence A (Level 5B)**

1:00 p.m. - 1:10 p.m.
Award Presentation
Room: **Independence A (Level 5B)**

Award presentation of the 4th Annual Maryellen Weimer Scholarly Work on Teaching and Learning Award. Please see page 5 for information about the award.

1:10 p.m. – 1:40 p.m.
Luncheon Plenary Session
Why Don't They Talk? Using Discussion to Facilitate Student Learning
Presenter: **Jay R. Howard**, Butler University

Room: **Independence A (Level 5B)**

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

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

2:15 p.m. - 3:30 p.m.
Teaching to the Whole Student: Turning Failure to Success
Presenter: **Alissa McElreath**, St. Augustine's College
Room: **Independence B (Level 5B)**

This workshop session will set into motion a dialogue on how to teach to the whole student—not just to the student we expect (or want!) to see in a typical college classroom. I will suggest that by placing our understanding of "problem" students into larger, more whole contexts, ones complicated by years of challenging school experiences at the elementary and secondary levels, undiagnosed learning disability issues, past academic failures, academic probation, and crippling self-esteem issues, we can better motivate these students to take responsibility for their own challenges and failures, and help them turn personal and academic failures into successes. We will explore ideas for teaching students who challenge our traditional ideas of how a college student learns and performs.
Keywords: **learning disability, self-esteem, student motivation, failure, challenging students**

Proactive Planning for Positive Environments
Presenters: **Dana Oswald, Susan Boxler,** and **Cathy Smith,** William Penn University
Room: **Independence C (Level 5B)**

This session will promote building teacher-student and student-student relationships through a variety of strategies to increase engagement and to build the climate within a classroom for student learning. It has been said that a student doesn't care how much you know until he knows how much you care. This presentation will provide several tools to deepen the student-teacher relationship through engaging teaching strategies and relationship-building activities.
Keywords: **strategies, relationships, engagement, classroom climate, student learning climate**

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Inverted Classrooms: "The Future of Education"
Presenter: **Susan Crisafulli**, Franklin College
Room: **Constitution CDE (Level 3B)**

Bill Gates has called it "the future of education." TED Talk presenter Salman Khan has declared it will "reinvent education." And Science NOW columnist Jeffrey Mervis has argued that it's a "better way to teach." This highly-touted approach is the inverted classroom, a classroom in which the traditional model is reversed: students instead learn course material through video lectures for homework, and class time is devoted to helping them assimilate and apply their knowledge. I will share my experience using the inverted classroom to teach writing to help participants consider how they can use this approach in their own teaching.
Keywords: **inverted classroom, screen casting, team-based learning, writing**

Social Networks and Wikis: Strategies for Student-Directed, Collaborative Learning
Presenters: **Jacqueline Owens** and **Carol Reece**, Ashland University, Schar College of Nursing
Room: **McPherson Square (Level 5B)**

Two innovative approaches for web-based teaching are social network discussion and class wikis. Using secure course pages on social networks to conduct learner-directed discussions is effective with various student populations. Sharing data with a freeware wiki helps students collaborate and promotes synthesis of multiple course concepts. These readily available, asynchronous techniques encourage increased student interaction due to the transparency of the discussion; however, this technology may lead to user anxiety, technological failures, and potential violations related to confidentiality. This presentation describes discussion using a social network and allows participant collaboration using the wiki format to consider potential advantages and concerns.
Keywords: **social network; wiki; collaborative learning; online teaching, web-based teaching, technology**

Joy Ride
Presenter: **Patty H. Phelps**, University of Central Arkansas
Room: **Conference Theatre (Level 1B)**

Without a doubt, the journey of teaching involves numerous bumps along the way but there are also many joys. This session reminds faculty of the sources of joy as well as provides strategies to seize more joy while helping faculty to recognize robbers of joy. The presenter will share her "joy ride" experience and encourage participants to join the journey.
Keywords: **faculty renewal, faculty development, burnout avoidance**

Peer Review Process: An Instrument to Develop Students' Critical Thinking
Presenters: **Vandana Miller, Phyllis Blumberg**, University of the Sciences, and **Leonor Sierra**, Sense about Science
Room: **Independence FG (Level 5B)**

According to ETS, 77 percent of college seniors are not proficient in critical thinking skills. This skill cannot be taught but must be developed. I adapted the peer review process, used by the academic community in most fields, as a tool to help students establish this skill. It forms an essential component of a senior-level course that requires critique of primary literature. Participants will model the process and work in small pre-assigned groups experiencing researcher, reviewer and editor roles to read and discuss a research paper. Practical strategies for implementation in any discipline will be discussed.
Keywords: **critical thinking, peer review, primary literature**

Team-Based Learning: Engaging Your Students
Presenters: **Martina Crehan**, Dublin Institute of Technology and **Robert M. O'Connell**, University of Missouri
Room: **Franklin Square (Level 5B)**

Using an active learning approach, participants in this workshop will explore the concept of student-centered learning, discussing its central tenets and exploring the implications it has on the roles of the teacher and students and the impact on curriculum development. Issues such as "content coverage versus learning," and group learning will be explored. From this context, a particular approach of team-based learning will be presented. Issues involved in using such approaches will be explored so that by the end of the workshop the participants will be in a position to discuss ways in which these pedagogical approaches can be adopted or introduced within their teaching practices. Issues of evaluating the learning impact of such a strategy will also be explored.
Keywords: **engagement; active learning; team-based learning; student-centered learning, learner-centered**

Winning Hand! Card-Sort Activities to Encourage Cooperation and Critical Thinking
Presenter: **John Huss**, Northern Kentucky University
Room: **Lafayette Park (Level 5B)**

Educators have become increasingly aware of the importance of critical thinking and problem solving in the holistic development of students at all stages of schooling. One of the greatest challenges, however, is locating instructional activities that elicit these skills and appeal to the "instant gratification" of today's students. This presentation describes and demonstrates a series of card-sort activities combining critical thinking, creative thinking, cooperative problem solving, and

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reaching consensus. These high-interest activities promote academic achievement for diverse student groupings, and are easily adaptable for different age/developmental levels/content areas. Participants will learn how to create and implement these critical, cooperative strategies.

Keywords: **critical thinking, cooperation, problem solving, creative thinking, consensus, cooperative strategies**

Light Their Fires: Motivate At-Risk Students to Higher Performance
Presenter: **Kathleen F. Gabriel**, California State University, Chico
Room: **Farragut Square (Level 5B)**

Many students come to college motivated, but when academics become strenuous, their enthusiasm waivers. To reach graduation, students need to be engaged and connected, but they also need to develop self-discipline and perseverance. This interactive workshop will present proven practices and strategies for increasing students' engagement and motivation. Examples of learner-centered teaching that engage and motivate students will be demonstrated. Ways to provide additional support and encouragement will also be discussed. Participants will leave with ideas for increasing and stimulating their students' effort and performance as well as a list of references for following up after you return home.

Keywords: **underprepared students, developmental education, learner-centered teaching, student motivation, student engagement**

Active Learning: Seeing Your Classroom from a Student's Perspective
Presenter: **Ken Alford**, Brigham Young University
Room: **Independence DE (Level 5B)**

During this presentation we'll use video clips from student interviews (representing several academic years and numerous majors) to turn the tables and give students an opportunity to share their views regarding what they think works and (perhaps more importantly) what doesn't work when it comes to using active learning experiences in the classroom. Along the way we'll discuss and model some easy-to-use teaching ideas that are adaptable to nearly all college disciplines and classrooms.

Keywords: **teaching ideas, student feedback, active learning, classroom tools, interactive learning**

Stop Lecturing; Start Teaching
Presenter: **Debra Crumpton, Sacramento City College**
Room: **Independence HI (Level 5B)**

Lecturing defies contemporary research about how learn-

ing occurs. This active learning session demonstrates how teachers can harness a learner's experiential and tacit knowledge to facilitate the building of new knowledge and insights. Driven by questions and prompted by the bursts of new knowledge, peer-to-peer instruction emerges as the dominant learning platform. Participants quickly discover that it is not what the teacher knows that matters most. As learners are led to discover the richness and depth of their own knowledge, the process opens the way for acceptance and integration of new ideas.

Keywords: **collaborative learning, peer-to-peer instruction, engagement, metacognition**

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

3:45 p.m. - 5:00 p.m.
Poor Class Prep: Reversing an Alarming Trend
Presenter: **Greg Fontaine**, Embry-Riddle Aeronautical University
Room: **Independence DE (Level 5B)**

With each passing term, students on average are preparing less for classroom sessions. They are not prepared to discuss scheduled topics, nor are they prepared to participate in topic application exercises, and the learning climate suffers. To address this problem, I have applied various classroom techniques to a study group. Results demonstrate an overall increase in student pre-class preparation, course satisfaction, and improved grades. This presentation will summarize the study, classroom techniques applied, and results. Presentation participants will receive non-threatening hands-on practice with some of the techniques, supported by teamwork, technique analysis, and even a bit of fun.

Keywords: **class preparation, preparing for class, teamwork, pre-class preparation**

Group Projects that Thrive
Presenter: **Melissa M. Lewis**, Davenport University
Room: **Farragut Square (Level 5B)**

Group projects are often a required part of many classes, and most — if not all — instructors will vouch for their necessity because such assignments cultivate the soft skills of communication, consensus-building, leadership, and collaboration. However, the collective groan from students is arguably louder upon the announcement of group projects than any other type of activity. This workshop will inform instructors on how best to design and present group assignments, form student groups, facilitate the projects, and assess them in ways that promote both academic rigor and student success.

Keywords: **group projects, team dynamics, interpersonal**

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communication, personality types, assignment construction and assessment

Simultaneously Engaging Experts and Novices in Class Discussion
Presenter: **Aaron R. Brough**, Pepperdine University
Room: **McPherson Square (Level 5B)**

Professors in all disciplines often face the challenge of teaching a group of students whose level of knowledge or experience spans a wide range. Focusing on novices risks boring the experts, but addressing experts risks exceeding novices' ability to comprehend. This session will demonstrate a technique that has proven to be effective at simultaneously engaging both experts and novices in class discussions. Specifically, it will show how using pre-commitment to a discussion alternative can increase students' participation and enhance learning by providing different benefits to novices and experts.
Keywords: **student participation, class discussion, student engagement, wide range of learning**

Engaging Students in Their Own Learning: Creating Intentional Classroom Environments
Presenters: **Angie Nippert**, Concordia University, **Karen Moroz**, Hamline University, and **Kris Bransford**, Concordia University
Room: **Lafayette Park (Level 5B)**

This interactive session engages participants in engaged learning strategies that can be utilized across varied disciplines. These engaged learning strategies, including role, audience, format, and topic, Connections Grid, Word Sort, and Double Entry Journal increase the student's and instructor's ability to formatively assess understanding and to further differentiate instruction, which ensures that students are able to achieve learning outcomes. Presenters will share their "Framework for Successful Strategy Implementation" which will allow participants to return to their campus ready to implement the strategies within their own classrooms.
Keywords: **formative assessment, engagement, intentionality, instruction**

Effective Pedagogical Strategies for Engaging Students in Online Learning
Presenters: **Jay Gabbard** and **Patricia Desrosiers**, Western Kentucky University
Room: **Independence HI (Level 5B)**

In recent years, professors across a wide variety of academic disciplines have increasingly been required to deliver course content in an online format. This pedagogical shift can be intimidating to some academics who are used to teaching predominantly face-to-face. The purpose of this workshop will be to actively engage workshop participants with ten strategies for effectively conveying material online that have been successfully employed by experienced, award-winning professors. They include the following online teaching modalities: Tegrity Video Lectures, Adobe Connect Pro, podcasts, YouTube videos, discussion boards, weekly online agendas, creative Blackboard applications, and effective online feedback.
Keywords: **online learning, student engagement, pedagogical strategies, podcasts, online feedback**

A Qualitative Assessment of Students' Challenges with Higher Level Writing
Presenters: **Jayshree Jani** and **Marcela Sarmiento Mellinger**, University of Maryland, Baltimore County
Room: **Independence B (Level 5B)**

Many universities have moved toward a "Writing in the Discipline" (WID) model to expand students' higher level writing skills. While the WID approach is successful for most students who progress through a field of study, some students continue to struggle with advanced writing requirements. The authors conducted a qualitative research study to explore the writing needs of their program's students who had weak advanced-level writing skills. Findings from the study and an initial plan to address the identified needs will be presented, and audience members will be encouraged to apply those findings to their own programs.
Keywords: **writing, assessment, challenges**

Revisiting Course Design with the Learner in Mind
Presenters: **Cynthia L. Wilson, Allan Cook, Vickie Childs,** and **Brian Kahn**, University of Illinois at Springfield
Room: **Franklin Square (Level 5B)**

Part of what made Steve Jobs so successful is that he approached design from the user's perspective. From a teaching standpoint, that translates into a learner-centered approach rather than a teacher-centered approach. Effective course design can make the difference between passive, disengaged students and students who are actively involved in coursework and invested in the professions for which they are being prepared. Faculty who want to re-engage passive students will benefit from participating in this session where the presenters will provide information ranging from course construction to instructional delivery and assessment basics designed to involve students at meaningful levels.
Keywords: **learner-centered, course construction, instructional delivery, assessment, course design, engagement, assessment**

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Nine Essential Traits of the Effective Professor
Presenter: **Ellen Smyth**, Austin Peay State University
Room: **Independence FG (Level 5B)**

What one faculty trait do students consider most essential to effective teaching? Memorial University of Newfoundland named several such traits by categorizing a broad range of student-identified characteristics from both their online and face-to-face courses. Interestingly, the same nine faculty traits appeared in both instances (though there were differences in the importance of some). Whether teaching in the classroom or online, we will explore practical ways of fostering these nine characteristics and discuss the benefits. Participants will pair together to commit to specific techniques and discuss how their classrooms could benefit.
Keywords: **effective professor, faculty traits, effective, professional development**

Enhancing Student Learning in a Large Group Setting Using PBL
Presenters: **Iris Mujica** and **Joanna Pierazzo**, McMaster University
Room: **Independence C (Level 5B)**

This session will provide an overview of the principles and strategies supporting the transition from small group to large group format while still maintaining the essence of Problem-Based Learning in a theoretical nursing course. Participants will have the opportunity to experience how these strategies were implemented and will understand the difference between small group and large group in factors such as group facilitation, classroom management, flow of information, syntheses of ideas and student engagement in learning.
Keywords: **PBL process, critical thinking, self-directed learning, group process**

Four Fabulous Free Technology Tools for Teaching, Learning, and Assessment
Presenters: **Derek Weber** and **Melanie Morris**, Raritan Valley Community College
Room: **Constitution CDE (Level 3B)**

Engage students while assessing their progress at every opportunity in any classroom. Motivate learning through the use of collaboration tools such as podcasting, screencasting, and collaborative wikis in face-to-face, online, and hybrid classrooms. Energize your lessons with interactivity and capture student performance through real-time assessment. The four free tools featured in this session combine to create a virtual learning environment that both enhances and transcends the classroom.
Keywords: **collaboration, wikis, podcasting, screencasting**

Learning by Design
Presenter: **Debra J. Corson**, Hawkeye Community College
Room: **Conference Theatre (Level 1B)**

Participants of this session will revisit the basic concepts of how people learn. These basic concepts will serve as the structural foundation for an instructional template that is used in their college for designing learning. Using the template makes it easy to design learning-centered instruction! The presenter will demonstrate how to use the template to hold your favorite instructional strategies "at a glance" and how to customize the template for any content area of instruction. Time will be provided for participants to design their next lesson using the design elements.
Keywords: **instructional template, design instruction, instructional strategies, learning by design**

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.

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8:00 a.m. - 12:00 p.m.
Registration Open
Room: **5B Registration Desk (Level 5B)**

8:00 a.m. - 9:00 a.m.
Continental Breakfast
Room: **Independence A (Level 5B)**

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

9:15 a.m. - 10:30 a.m.
Who Am I? Developing a Sense of Self in Teaching
Presenters: **Melodie Rowbotham** and **Vicki Van Tuyle**, Southern Illinois University Edwardsville
Room: **Lafayette Park (Level 5B)**

Tenure and promotion in higher education is based upon three components: teaching, scholarship, and service. Continued employment and advancement for faculty members depends upon growth in teaching practices, creating a prevalent need across the disciplines to understand teaching and the strategies that develop effective teaching behaviors and skills. While faculty members are considered experts in their field of study, they may not know best practices of

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effective teaching, how to share their expertise, or how to improve their teaching. Understanding who we are as educators can increase motivation and satisfaction with teaching when educators become authentic teachers. Cranton (2001) defines authenticity as "the expression of one's genuine Self in the community and society. Empowerment leads us to authenticity."
Keywords: **teaching perspectives, self-efficacy, faculty development, sense of self, effective teaching, satisfaction**

Murder We Wrote: Learning to Learn
Presenters: **Amanda Wright** and **David Gammack,** Marymount University
Room: **Independence C (Level 5B)**

Evidence suggests that inquiry based learning (IBL) can be an effective tool for engaging and retaining students. However, one of the main obstacles of IBL is that students struggle with the transition from traditional lecture-based learning to independent learning through inquiry. In an effort to combat this problem, we have developed freshmen seminars that encourage students to learn by asking questions and making connections. In this session, we will discuss strategies for teaching and implementing IBL in any classroom. In addition, participants will demonstrate some principles of IBL via a role-play.
Keywords: **inquiry, first-year students, engagement, retention, inquiry-based learning**

Engaging Students and Enhancing Learning with Response Technology
Presenter: **Melinda J. Micheletto**, Saint Michael's College
Room: **Independence B (Level 5B)**

This interactive presentation will emphasize how response technology can transform the classroom into an interactive learning environment, gauge student understanding, increase participation, and encourage reflection with regard to sensitive and controversial questions. For instructors, response systems can be used to evaluate student mastery of content. For students, they provide a quick way to validate their own learning. Various instructional strategies will be demonstrated that enhance engagement, motivation, and retention of information using response devices. Examples will illustrate how to easily integrate these strategies within a course to encourage participation, learning, reflection, and discussion.
Keywords: **engagement, assessment, participation, clickers, response technology, response systems, motivation**

Effective Choices for Teaching Diverse Students: Developing Faculty for the New Majority
Presenters: **Gouri Banerjee**, Emmanuel College, **Lana Dvorkin Camiel**, Massachusetts College of Pharmacy and Allied Health, **Suzanne Pasch**, Teaching and Learning Collaborative, Colleges of the Fenway, **Bill Wisser**, Simmons College, and **Debbie Samuels-Peretz**, Wheelock College
Room: **Independence FG (Level 5B)**

Educators agree that a single pedagogy no longer meets the needs of diverse undergraduate learners; we need a more nuanced understanding of differences among students. Some of us have not changed pedagogical approaches in decades, although research demonstrates that diverse groups working together show enriched perspectives. The presenters will discuss activities for 'new majority students' in first-year courses. They will share how a careful selection of pedagogy and limited infusions of technology significantly extend and deepen teaching and improve learning outcomes. They believe their reinventions empower both teachers and learners.
Keywords: **diversity, differences, learning outcomes, empowerment, teaching diverse students**

Writing-to-Learn in the Quantitative Disciplines
Presenter: **Patrick Bahls**, University of North Carolina at Asheville
Room: **McPherson Square (Level 5B)**

This workshop will examine the ways in which writing (especially "low-stakes" or informal writing) can facilitate learning in quantitative disciplines. We will encounter various writing activities (such as free-writing, dialoguing, and writing in short forms) that challenge students to discover their own ideas, interrogate and analyze them, and share them with others. We will also examine several genres that are not typically found in the quantitative disciplines (such as poetry and other creative forms). All of the activities addressed will help students gain confidence and competence as they gain agency and authority in their disciplines.
Keywords: **low-stakes writing, quantitative, writing-to-learn**

Pedagogy, then Technology: Linking Technology to Course Aims
Presenter: **John A. McArthur**, Queens University of Charlotte
Room: **Independence HI (Level 5B)**

Incorporating new tools into a course is not only time consuming, it's scary. Even more frightening is using technology without a pedagogical purpose. This session will illustrate experiments for incorporating technology into the classroom in ways that meet the pedagogical aims of the course. Specifically, these experiments are drawn from web-based

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platforms (one using Twitter, another using Facebook), software (an experiment in podcasting), and hardware (an experiment with mobile phones).
Keywords: **technology, pedagogy, experimentation, digital and media literacy**

The Amazing Race for the First-Year Student
Presenters: **Effel Harper** and **Marilyn Byrd**, University of Mary Hardin-Baylor
Room: **Franklin Square (Level 5B)**

This session will explore how the television show *The Amazing Race* can be used in the first-year seminar course to help new students become acclimated to campus life. The presentation will demonstrate how *The Amazing Race* can be used so that students can experience team building and camaraderie.
Keywords: **campus acclimation, camaraderie, team building, retention,** *The Amazing Race***, first-year student, first-year experience, first-year seminar**

From Sage on the Stage to Engage: Active Teaching Techniques
Presenters: **Kayla Peak, Chris Guthrie, Jason Sharp, Barry Lambert, Javier Garza, Credence Baker,** and **Doug Hanna,** Tarleton State University
Room: **Constitution CDE (Level 3B)**

This is a panel discussion with faculty from six different academic disciplines (Kinesiology, History, Computer Information Systems, Agriculture, Math, and Education) in which they share their ideas and experiences for getting the students actively engaged in the material and eager to delve into thoughtful and professional discussions. Although the specific examples will be drawn from specific disciplines, the concepts are universal and can be modified to fit the unique aspects of any discipline.
Keywords: **student engagement, active learning, classroom activities**

Moving from Reading to Literacy and Critical Thinking
Presenters: **Meg Gorzycki** and **Pam Howard**, San Francisco State University
Room: **Farragut Square (Level 5B)**

Participants will complete reading comprehension exercises that consist of cognitive tasks that prompt student engagement, critical thinking, and enhance understanding of literacy across the curriculum. The session will address the theory and research that support the exercises and illuminate the relationship between literacy and critical thinking. Participants will explore the applications and implications of

these activities for both formative and summative assessment.
Keywords: **student engagement, reading comprehension, literacy, critical thinking, formative and summative assessment**

AIR Model of Ethical Awareness
Presenter: **Donna Qualters**, Tufts University
Room: **Independence DE (Level 5B)**

The Awareness, Investigation, and Response (AIR) model of reflective ethical inquiry is an educational tool for helping students and faculty think creatively about cultivating ethical inquiry. It prepares students with interdisciplinary skills, resources and confidence to make more caring, compassionate choices in the ethical situations they encounter as a student and in their field of study. AIR provides a bridge for students to increasingly become more sophisticated in their ethical inquiry processes.
Keywords: **ethics, ethical inquiry, curriculum integration**

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

10:45 a.m. - 12:00 p.m.
Ensuring a Civil Classroom
Presenters: **Denise Morris** and **Terri Small**, Waynesburg University
Room: **Independence B (Level 5B)**

There are a variety of student problems encountered in institutions of higher education. Many of these problems are a result of civility issues occurring both in and out of the classroom. The purpose of this literature review was to look at past articles and research studies to investigate behaviors that contribute to classroom incivility, the major types of uncivil behaviors, and effective strategies for preventing and managing conflict. It is important that both faculty and students cope with behaviors of this nature. By attending this workshop, faculty will learn new strategies to deal with difficult situations both in and out of the classroom. The session will be interactive and will provide attendees an opportunity to practice some strategies through role play and small group discussions.
Keywords: **civility, civil, classroom management, student behavior, incivility, conflict prevention**

Beginning With a Question: Active Learning in Quantitative Reasoning Courses
Presenters: **LaVerne Blagmon-Earl** and **Kimberly Crews,** University of the District of Columbia
Room: **Independence DE (Level 5B)**

This workshop presents a framework for designing a creative and flexible general education course in quantitative

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reasoning using a baker's dozen (13) of best practices for student engagement. The presenters will demonstrate how to build engaging student-centered courses by starting with a basic ingredient: an intriguing question. Participants will then have the opportunity to create their own course recipe(s) to use on their campuses.

Keywords: **thematically linked courses; collaborative teaching; quantitative reasoning; general education, active learning, deep learning, capstone, integrated learning**

Implementation of Therapeutic Laughter Courses on University Campuses
Presenter: **William C. Andress**, La Sierra University
Room: **Independence C (Level 5B)**

Though a growing number of colleges are beginning to offer therapeutic humor courses, according to Dr. Paul McGhee, an expert in the field, the current presenter is one of the few collecting data to evaluate the effectiveness of such courses. Using these research findings as a foundation, this presentation goes through the step-by-step process of designing and implementing Therapeutic Humor Courses appropriate for either a semester or quarter system curricula. Following a discussion of the theoretical constructs, attendees will engage interactively in several activities that have popularized these courses on the campuses where they have been introduced.

Keywords: **laughter, humor, curriculum, stress management, therapeutic humor**

Teaching with Facebook: Social Media in the Classroom
Presenter: **Eileen McBride**, Emerson College
Room: **Independence FG (Level 5B)**

As the classroom expands and today's students become increasingly connected, teachers are exploring the potential for learning through new media. The popularity of social media is clear, and the reach and influence of tools such as Facebook are immense. While a wave of emerging literature speaks to the need to better engage students in active, networked learning, we need to approach these new technologies from the perspective of how they might best support teaching and learning goals. Facebook's mix of familiarity and structure, multi-channeled processing and active first-person interaction, represents an interesting pedagogical opportunity. Using results from a Facebook assignment in three very different disciplines, this session explores how this ubiquitous social media site can be used for the purpose of learning.

Keywords: **social media, Facebook, teaching and learning goals; networked learning**

Teaching with Mindfulness
Presenter: **Kathleen A. Bishop**, Kaplan University
Room: **Independence HI (Level 5B)**

Learning is a process of awakening the inner wisdom of the individual through various techniques that are applied throughout the learning process. Combining classroom, online, and blended forms of teaching that are currently being used is a challenge. This workshop will help you integrate some of the most powerful mindfulness and contemplative tools into your teaching and awaken your students to their full potential. This presentation provides a road map using mindfulness, artfulness, simplicity, compassion, and connectedness to our course design, preparation, and teaching.

Keywords: **mindfulness, contemplative training, course design, teaching**

Putting the Spotlight on Learning: Cultivating Self-Directed Learners by Design
Presenters: **Kathy Nantz** and **Suzanna Klaf**, Fairfield University
Room: **Farragut Square (Level 5B)**

This workshop session is designed to highlight the importance of self-directed learning skills in achieving student outcomes that are meaningful and long-lasting. Many faculty members bemoan the fact that students are not self-directed, yet they fail to see the role of their own courses in helping students cultivate lifelong skills. Carefully constructed classroom experiences, assignments, and syllabi can help students step into new roles as learners, and to see themselves as stakeholders in their own learning experiences. Participants will be presented with models, engage in self-reflection, and have opportunities to create activities and assignments designed to build skills for lifelong learning.

Keywords: **learning by design, self-directed learners, lifelong learning**

Bloom into Engaging Alignment: Making Design and Learning Fun
Presenters: **Susan Eliason, Taylor Halverson,** and **Ken Plummer,** Brigham Young University
Room: **Franklin Square (Level 5B)**

Meaningful, connected learning inspires learners and teachers. But sometimes those magical teaching and learning moments seem elusive. Although on the surface instructional design and learning alignment are not particularly compelling, these elements provide a solid structure that can make Utopian teaching and learning moments more likely. This workshop will teach (and model) Bloom's Taxonomy of Educational Objectives. Participants will learn and then practice the importance of aligning learning activities to meet specific learning needs and outcomes. These activities will

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enhance the likelihood of teachers and learners experiencing the satisfying engagement that great learning is all about.
Keywords: **Bloom's Taxonomy, instructional design, creativity, instructional design, learning alignment, engagement**

Engaging Students in Text Equals Student Retention
Presenters: **Linda V. Neiman**, Cardinal Stritch University, **Paul Neiman**, St. Cloud State University, and **Rhoda Wolle,** Wisconsin Lutheran College
Room: **Lafayette Park (Level 5B)**

Nothing is more frustrating for faculty members than when students come to class unprepared. Merely assigning reading does not ensure that students will do it – and neither does giving pop quizzes. Providing a purpose to read can increase the number of students who complete reading assignments and are ready for class discussions. We will explore three strategies that will engage students in reading text, that are easy to implement, and that ultimately increase student retention.
Keywords: **retention, engagement, literacy, complete assignments, ready for class, discussion**

Active Student Learning through Writing for Meaning
Presenter: **Annie K. Preston**, Everest College Phoenix
Room: **McPherson Square (Level 5B)**

This session focuses on active student engagement through "Writing for Meaning." Participants will walk away from this session with three effective methods for getting students to think critically while taking notes. Participants will engage in these strategies to demonstrate their effectiveness. Each strategy promotes student note-taking during lectures and discussions. In understanding the concept of "Writing for Meaning," I will model the following writing strategies that will assist students in experiencing optimal learning: 8 minute to 2 minute (8 minutes lecture — 2 minutes writing), using the Cornell note-taking formula, and summarizing through meta-cognition.
Keywords: **critical thinking, active learning, writing for meaning, writing, Cornell note-taking formula, note-taking, meta-cognition**

Jump Around, Jump Up and Get Down
Presenter: **Sean J. Glassberg**, Horry Georgetown Technical College
Room: **Constitution CDE (Level 3B)**

Following a review of research-based benefits of active learning, this session will highlight the following teaching strategies: Guess the Fib, Stand & Share, Toss a Question and Brainstorming 101. These exercises are active 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: **active learning, collaborative learning, student-centered learning**

12:00 p.m. - 1:00 p.m.
Lunch and Concluding Discussion
Presenter: **Ken Alford**
Room: **Independence A (Level 5B)**

During our final time together, conference chair Ken Alford 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. Next year we will be celebrating *The Teaching Professor*'s 10th anniversary, we hope to see you there, May 31-June 2, 2013 at the Sheraton Hotel, New Orleans, LA.

Have a safe trip home!

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Preconference Presenters

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

See page number in parentheses for their session description.

Kim Eke, The University of North Carolina at Chapel Hill, (p. 8)
Lee Evans, United States Military Academy at West Point, (p. 8)
Hilary Fletcher, United States Military Academy at West Point, (p. 8)
Jerry Kobylski, United States Military Academy at West Point, (p. 8)
Larry Ragan, Penn State University, (p. 8)
Keith J. Whittington, Rochester Institute of Technology, (p. 8)
Dave Yearwood, University of North Dakota, (p. 9)

Plenary Presenters

Diane Ebert-May, Michigan State University, (p. 9)
Jay R. Howard, Butler University, (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 parentheses for their session description.

Ken Alford, Brigham Young University, (p. 16, 22)
Dakin Burdick, Endicott College, (p. 14)
Sean J. Glassberg, Horry Georgetown Technical College, (p. 22)
Melanie Morris, Raritan Valley Community College, (p. 18)
Patty H. Phelps, University of Central Arkansas, (p. 15)
Donna Qualters, Tufts University, (p. 20)
Derek Weber, Raritan Valley Community College, (p. 18)

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 parentheses for their session description.

William C. Andress, La Sierra University, (p. 21)
Michele Atkins, Union University, (p. 11)
Julia S. Austin, University of Alabama at Birmingham, (p. 13)
Patrick Bahls, University of North Carolina, Asheville, (p. 19)
Credence Baker, Tarleton State University, (p. 20)
Gouri Banerjee, Emmanuel College, (p. 19)
Lana L. Becker, East Tennessee State University, (p. 11)
Kathleen A. Bishop, Kaplan University, (p. 21)
LaVerne Blagmon-Earl, University of the District of Columbia, (p. 20)
Lisa K. Bloom, New York Chiropractic College, (p. 12)
Phyllis Blumberg, University of the Sciences in Philadelphia, (p. 11, 15)
Susan Boxler, William Penn University, (p. 14)
Kris Bransford, Concordia University, (p. 17)
Aaron R. Brough, Pepperdine University, (p. 17)
Jennifer Bussen, Chamberlain College of Nursing, (p. 13)
Marilyn Byrd, University of Mary Hardin-Baylor, (p. 20)
Cristy Casado Tondeur, American Public University System, (p. 10)
Adam Chapnick, Canadian Forces College and the Royal Military College of Canada, (p. 13)
Vickie Childs, University of Illinois at Springfield, (p. 17)
Teresa Collins, Tiffin University, (p. 13)
Christine Conley-Sowels, Ferris State University, (p. 10)
Allan Cook, University of Illinois at Springfield, (p. 17)
Debra J. Corson, Hawkeye Community College, (p. 18)
Amy Cosimano, Creighton University School of Nursing, (p. 10)
Martina Crehan, Dublin Institute of Technology, (p. 15)
Kimberly Crews, University of the District of Columbia, (p. 20)
Susan Crisafulli, Franklin College, (p. 15)
Debra Crumpton, Sacramento City College, (p. 16)
Cindy Decker Raynak, Penn State, (p. 12)

Selected Presenters (continued)

Jennifer Desiderio, Eastern Michigan University, (p. 12)
Patricia Desrosiers, Western Kentucky University, (p. 17)
Lana Dvorkin Camiel, Massachusetts College of Pharmacy and Allied Health, (p. 19)
Susan Eliason, Brigham Young University, (p. 21)
Yvette Espinosa, South Mountain Community College, (p. 10)
Greg Fontaine, Embry-Riddle Aeronautical University, (p. 16)
Jay Gabbard, Western Kentucky University, (p. 17)
Kathleen F. Gabriel, CSU, Chico, (p. 16)
Scott Gaier, Taylor University, (p. 14)
David Gammack, Marymount University, (p. 19)
Simone Gareau, Campus Saint-Jean, University of Alberta, (p. 10)
Javier Garza, Tarleton State University, (p. 20)
LaTasha Gatling, American Public University System, (p. 10)
Meg Gorzycki, San Francisco State University, (p. 20)
Jennifer L. Greer, University of Alabama at Birmingham, (p. 13)
Tyler J. Griffin, Brigham Young University, (p. 13)
Chris Guthrie, Tarleton State University, (p. 20)
Taylor Halverson, Brigham Young University, (p. 21)
Doug Hanna, Tarleton State University, (p. 20)
Effel Harper, University of Mary Hardin-Baylor, (p. 20)
Pam Howard, San Francisco State University, (p. 20)
John Huss, Northern Kentucky University, (p. 15)
Jayshree Jani, University of Maryland, Baltimore County, (p. 17)
Larry Johnson, Georgia Piedmont Technical College, (p. 11)
Brian Kahn, University of Illinois at Springfield, (p. 17)
Mary Kayler, George Mason University, (p. 12)
Suzanna Klaf, Fairfield University, (p. 21)
Barry Lambert, Tarleton State University, (p. 20)
Tom Leamy, American Public University System, (p. 10)
Melissa M. Lewis, Davenport University, (p. 16)
Patrick Mayfield, Chamberlain College of Nursing, (p. 13)
John A. McArthur, Queens University of Charlotte, (p. 19)
Eileen McBride, Emerson College, (p. 21)
Alissa McElreath, St. Augustine's College, (p. 14)
Melinda J. Micheletto, Saint Michael's College, (p. 19)
Vandana Miller, University of the Sciences, (p. 15)
Karen Moroz, Hamline University, (p. 17)
Denise Morris, Waynesburg University, (p. 20)
Kristy Motz, Ferris State University, (p. 10)
Iris Mujica, McMaster University, (p. 18)
Kathy Nantz, Fairfield University, (p. 21)

Linda V. Neiman, Cardinal Stritch University, (p. 22)
Paul Neiman, St. Cloud State University, (p. 22)
Angie Nippert, Concordia University, (p. 17)
David Noah, University of Georgia, (p. 12)
Karen Nulton, Drexel University, (p. 12)
Robert M. O'Connell, University of Missouri, (p. 15)
Dana Oswald, William Penn University, (p. 14)
Jacqueline Owens, Ashland University Schar College of Nursing, (p. 15)
Lolita Paff, Penn State Berks, (p. 11)
Suzanne Pasch, Teaching and Learning Collaborative, Colleges of the Fenway, (p. 19)
Kayla Peak, Tarleton State University, (p. 20)
Kristina L. Petrocco-Naupli, New York Chiropractic College, (p. 12)
Joanna Pierazzo, McMaster University, (p. 18)
Ken Plummer, Brigham Young University, (p. 21)
Annie K. Preston, Everest College Phoenix, (p. 22)
Carol Reece, Ashland University Schar College of Nursing, (p. 15)
Linda Rhoades-Swartz, American Public University System, (p. 10)
Mary Rigsby, University of Mary Washington, (p. 12)
Linda A. Robinson, University of the Sciences in Philadelphia, (p. 11)
Melodie Rowbotham, Southern Illinois University Edwardsville, (p. 18)
Debbie Samuels-Peretz, Wheelock College, (p. 19)
Marcela Sarmiento Mellinger, University of Maryland, Baltimore County, (p. 17)
Anne M. Schoening, Creighton University School of Nursing, (p. 10)
Susan Selde, Creighton University School of Nursing, (p. 10)
Jason Sharp, Tarleton State University, (p. 20)
Ike Shibley, Penn State Berks, (p. 11)
Lisa Shibley, Millersville University, (p. 11)
Leonor Sierra, Sense about Science, (p. 15)
Ann Singleton, Union University, (p. 11)
Terri Small, Waynesburg University, (p. 20)
Cathy Smith, William Penn University, (p. 14)
Ellen Smyth, Austin Peay State University, (p. 18)
Vicki Van Tuyle, Southern Illinois University Edwardsville, (p. 18)
Cynthia L. Wilson, University of Illinois at Springfield, (p. 17)
Bill Wisser, Simmons College, (p. 19)
Rhoda Wolle, Wisconsin Lutheran College, (p. 22)
Helen Woodman, Ferris State University, (p. 10)
Amanda Wright, Marymount University, (p. 19)
Susan Wright, Georgia Piedmont Technical College, (p. 11)

Poster Session Presenters

From a 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.

Michele Atkins, Union University
Credence Baker, Tarleton State University
Phyllis Blumberg, University of the Sciences
Rick Bonsall, McKendree University
Fattaneh G. Cauley, Pepperdine University
Mick Charney, Kansas State University
Nancy Cherry, Union University
Tauna Cole, Shepherd University
Dustin Coyle, Argosy University, Twin Cities Campus
Susan R. Dauria, Bloomsburg University
Joan Flaherty, University of Guelph
Kathy D. Geller, Drexel University
Allen C. Grant, Drexel University
Christopher E. Guthrie, Tarleton State University
Bob Harbort, Southern Polytechnic State University
Deb Huntley, Argosy University, Twin Cities Campus
Dariel Jacobs, Lourdes University
Toby Klinger, Johnson County Community College
Deborah Lawrence, The Sage Colleges
Susan Joy Leach, East Carolina University
Ann Marie Legreid, Shepherd University
Nancy Nicole Meyer, Metropolitan State College of Denver
Debi Mink, Winthrop University
Iris Mujica, McMaster University, School of Nursing
Gail Orr, Loyalist College
Jacqueline Owens, Schar College of Nursing
Kayla Peak, Tarleton State University
Joyce Phillips Hardy, Chadron State College
Linda Pickett, Winthrop University
Joanna Pierazzo, McMaster University, School of Nursing
Kathleen Pratt, Harrisburg Area Community College
Glenna Kay Pulley, Trinity Valley Community College
Julee A. Russell, Valley City State University
David A. Salomon, The Sage Colleges
Jason Sharp, Tarleton State University

Brian Smentkowski, Southeast Missouri State University
Diane Sopko, Tarleton State University
Michael von Massow, University of Guelph
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Cynthia L. Wilson, University of Illinois at Springfield
Sondra Wolfe, Ashland University, Schar College of Nursing

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C

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F

G

Cherry Blossom

H

McPherson Square

I

Corridor B

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