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PROGRAM

May 21-23, 2010 Hyatt Regency Cambridge Cambridge, MA

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Welcome!

We are excited to have you join us for the 2010 *Teaching Professor* Conference. This year's conference is one of our biggest, and I'm truly impressed by the many dedicated professionals seeking ways to improve college teaching and learning. I hope you'll return to your campus with renewed enthusiasm for your profession, some new ideas, and maybe even a few new friends.

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

Sincerely,

William H. Haight

William Haight President, Magna



Introduction



Dear Conference Participants,

It is my pleasure to welcome you to the Seventh Annual *Teaching Professor* Conference. This conference provides a unique opportunity to engage with an interdisciplinary group of faculty members dedicated to improving teaching and learning. From the opening plenary session by Dr. Dave Yearwood through the closing session, you will be challenged to think about new ways to teach and interact with students. This year's conference features sessions on a wide variety of topics, including humor in the classroom, technology, storytelling, blended learning, student responsibility, and more. We have structured the conference so you will have ample opportunity to learn about new and effective teaching practices, meet new people who share your passion for teaching, and reflect on how to integrate these ideas into your own courses.

Preparation for this conference is a year-round process. Some of the sessions and workshops are led by invited speakers who are nationally recognized practitioners in specific fields or speakers from last year's conference who received excellent evaluations from attendees. Since the returning speakers conducted such informative and inspiring sessions last year, we wanted to give you a chance to attend some of these workshops. Selected presenters participated in our call for proposals last summer, and their workshops were chosen by the advisory board based on relevance, importance, and interactivity. Please check our website (www.teachingprofessor.com) in August for the call for proposals for the 2011 conference at the Sheraton in Atlanta (May 20-22).

Along with selecting the workshops at the conference, the advisory board plays an important role in making sure your experiences at this event are first-rate. The board members are listed in the program and are eager to talk with you about the conference and solicit your feedback on this and future events. The Magna staff members have done a tremendous job in managing the details of the conference, and they will appreciate any comments you have about the sessions or venue. A few days after the conference, you will receive an email message with a link to an electronic conference evaluation form. Please give us feedback on the organization of the event and the quality of the workshops and plenary sessions. This evaluation will also help us select invited speakers for next year.

This conference is very special to me. I hope that you will enjoy this opportunity to make new friends, reconnect with colleagues, and learn about practices that can support and transform your teaching. You will also have the opportunity to talk with various higher education vendors and purchase books written by leading pedagogical scholars. This conference is packed with information and ideas, and it's delivered in a friendly environment designed to engage and inspire. I am certain that you will enjoy this event, venue, and the opportunity to talk about teaching.

Sincerely,

J. Ricky Cox, Ph.D. Conference Chair



2010 Teaching Professor Conference Advisory Board

We appreciate the advisory board's guidance in selecting the best sessions from an abundance of excellent proposals. The board's efforts and knowledge have helped us put together a first-rate teaching and learning conference. We would like to thank the following individuals for their excellent advisory contributions to the 2010 *Teaching Professor* Conference.



Conference Chair: J. Ricky Cox, professor, Murray State University, ricky.cox@murraystate.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.
- Attend a roundtable discussion at breakfast on Saturday and Sunday. These are designed for networking and conversation.

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

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

Messages: Want to send or receive a message? See the message board at the conference registration area. Messages will be posted on the message board frequently throughout the conference. The message board is also to be used by delegates to 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.



McGraw-Hill and Magna Award for Scholarly Work on Teaching and Learning

We are pleased to announce the winner of the second annual McGraw-Hill and Magna Award for Scholarly Work on Teaching and Learning. This award was created to recognize outstanding scholarly work on teaching and learning and is co-sponsored by McGraw-Hill and Magna. A call for articles published between 2007 and the present appeared on *The Teaching Professor* website. Those interested were invited to nominate their own work or that of others. An award review panel has selected a winning article and two finalists. The \$1,000 stipend that accompanies the award will be presented on Saturday at 1:00 p.m. during the plenary session.

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

Carrithers, D., Ling, T., and Bean, J. C. (2008). Messy problems and lay audiences: Teaching critical thinking within the finance curriculum. *Business Communication Quarterly*, 71 (2), 152-170.

Finalist articles, listed in alphabetical order.

Kraemer, E. W., Lombardo, S. V., and Lepkowski, F. J. (2007). The librarian, the machine, or a little of both: A comparative study of three information literacy pedagogies at Oakland University. *College & Research Libraries*, 68 (4), 330-342.

Pollard, E. A. (2008). Raising the stakes: Writing about witchcraft on wikipedia. *The History Teacher*, 42 (1), 9-24.

Many thanks to the award review panel.

Joan Middendorf, associate director of campus Instructional Consulting and one of the authors of the winning article in 2009.

Christopher Millson-Martula, director of the library at Lynchburg College, editor of *College and Undergraduate Libraries*.

Ed Neal – academic consultant, editor of the *Journal of Faculty Development*.

Deborah Vess – professor of history and interdisciplinary studies at Georgia College and State University, coordinator of the Center for Excellence in Teaching and Learning.

Jane Schmidt-Wilk, associate professor of management education at Marharishi University of Management, editor of the *Journal of Management Education*.

Competition for the third award will be announced during the summer at www.teachingprofessor.com. Check there for rules and selection criteria. Help us establish the credibility of this award and the work it recognizes by nominating your best work and that of others. We will be reviewing articles published between 2008 and the present.



Program-at-a-Glance

Friday, May 21

7:00 a.m. - 8:30 a.m. Registration Open - Morning Pre-Conference Workshops Only Room: Courtyard Reception (Lobby Level)

8:30 a.m. - 8:00 p.m. Registration Open to all Participants Room: Courtyard Reception (Lobby Level)

Partner Displays Open
Room: Courtyard Reception (Lobby Level)

8:00 a.m. - 12:00 p.m.
Pre-Conference Workshop: Pre-registration and Fee Required
Facilitating Student Learning: A
Primer for New Faculty Members
Room: Crispus Attucks (Lobby Level)

8:00 a.m. - 12:00 p.m.
Pre-Conference Workshop: Pre-registration and Fee Required
Tools and Techniques to Increase
Student Participation
Room: Thomas Paine (Lobby Level)

1:00 p.m. - 4:30 p.m.
Pre-Conference Workshop: Pre-registration and Fee Required
How to Infuse Active Learning into the Classroom while Maximizing
Student Learning and Satisfaction
Room: Molly Pitcher (Lobby Level)

1:00 p.m. - 4:30 p.m.
Pre-Conference Workshop: Pre-registration and Fee Required
Active Learning Strategies that
Engage and Inspire Your Students
Room: William Dawes (Lobby Level)

1:30 p.m. – 3:00 p.m.
Poster Sessions
Room: Courtyard Reception (Lobby Level)

5:00 p.m. - 5:15 p.m. Conference Welcome Room: President's Ballroom (Lobby Level) 5:15 p.m. - 6:30 p.m. Opening Plenary Session: Assessing the Opportunities and Challenges of Using Classroom Technologies: What is Lost and What is Gained Room: President's Ballroom (Lobby Level)

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

8:00 p.m.
Dinner on Your Own

Saturday, May 22

8:00 a.m. - 5:00 p.m. Registration Open Room: Courtyard Reception (Lobby Level)

Partner Displays Open Room: Courtyard Reception (Lobby Level)

8:00 a.m. - 9:00 a.m. Continental Breakfast and Discipline-Specific Roundtable Discussions Room: President's Ballroom (Lobby Level)

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 Room: President's Ballroom (Lobby Level)

1:00 p.m. - 2:00 p.m. A Conversation with the 2010 McGraw-Hill and Magna Teaching and Learning Award Recipients Room: President's Ballroom (Lobby Level) **2:00 p.m. - 2:15 p.m.** Break

2:15 p.m. - 3:30 p.m. 10 Concurrent Workshops

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

3:45 p.m. - 5:00 p.m. 10 Concurrent Workshops

5:15 p.m. - 6:00 p.m. How to Prepare Your Faculty to Teach Online Room: Riverside Pavilion (Lobby Level)

5:00 p.m.
Dinner on Your Own

Sunday, May 23

8:00 a.m. - 12:00 p.m. Registration Open Room: Courtyard Reception (Lobby Level)

8:00 a.m. - 9:00 a.m. Continental Breakfast and Topical Roundtable Discussions Room: President's Ballroom (Lobby Level)

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

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

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

10:45 a.m. -12:00 p.m. 8 Concurrent Workshops

12:00 p.m. - 1:00 p.m. Lunch and Concluding Discussion Room: President's Ballroom (Lobby Level)

1:00 p.m. Conference Adjourns



Poster Sessions

Friday, May 21, 2010 1:30 p.m. - 3:00 p.m.

Room: Courtyard Reception (Lobby Level)

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

- 1. Alleviating Content Phobia by Showing Students What They Already Know
- Presenter: **Michael Becraft**, Austin Peay State University
- 2. Assessment Tools for Music Performance, Theory, and History Courses
- Presenters: **Timothy Schorr** and **Diane Foust**, Viterbo University
- 3. Collaborative Assignments in the Social Sciences
- Presenter: Yolanda Meade Byrd, Winston-Salem State University
- 4. Faculty Use of Caring Behaviors in Promoting Caring Practices of Nursing Students

Presenter: Maria Nikolaidou, Farmingdale State College

5. Utilization of Diffusion-Simulation-Debriefing Framework (D-S-D) in Clinical: A Teaching Strategy Presenter: Jayson T. Valerio, South

Presenter: **Jayson T. Valerio**, South Texas College

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

Room: Courtyard Reception (Lobby Level)

- 1. Benchmarking the Learner-Centered Status of Educational Programs
- Presenters: **Phyllis Blumberg** and **Laura Pontiggia**, University of the Sciences in Philadelphia
- 2. Familiarity with Calculations Improves Patient Survival Rates during Mock ACLS Exercises

Presenter: **Laura A. Mandos**, University of the Sciences in Philadelphia

- 3. Integration of Information and Scientific Literacy Develops Literate Undergraduates
- Presenters: **Alison M. Mostrom** and **Jason A. Porter**, University of the Sciences in Philadelphia
- 4. Cooperative Learning and Peer Orientation Effects on Motivation, Self-Efficacy and Achievement with First-Year Nursing Students

Presenter: **Susan Hall**, Winston Salem State University

5. Enhancing Curricular and Course Development Using a Collaborative, Reflective Process

Presenter: **Debra Sellheim**, St. Catherine University

6. Faculty-Student Learning Styles Differences in Programming and Finance Courses

Presenters: **Amber Settle** and **Tom Berry**, DePaul University

7. FEMAA for Educators: Finding Energizing Material and Appropriate Activities

Presenter: **Virginia Heslinga**, Anna Maria College 8. Improving Proficiency and Reducing Math Anxiety

Presenters: Margaret Figgins-Hill and Marsha Pease, North Shore Community College

- Online Clinical Post-Conference
 Presenters: Janeen Kotsch, Mary Lou Ferranto, Lorene Martin, and Karen Zapko, Kent State University Salem Campus
- 10. Push Don't Pull: Curiosity as Intellectual Momentum

Presenter: **Kimberly McGann**, Nazareth College

11. Qualitative Research Studies: Instruction from a Distance

Presenter: **David Hollier**, St. Edward's University

12. The Impact of Peer Tutoring on Student Success

Presenter: **Jolly Joseph**, Houston Community College System

13. Using Blended Learning to Ensure Consistency and Quality in Multiple Course Sections

Presenter: Laura Rusnak, University of South Florida

- 14. A Real Market/Technology Experiential Method for Learning and Course Instruction
- Presenters: **Fernand Cohen**, Drexel University and **Kholoud Alnajjar**, College of Basic Education, the Public Authority for Applied Education and Training (PAAET)
- 15. Teaching Computer Information Systems Courses Online, Hybrid, and Traditional

Presenters: **Songmei Yu, Sofya Poger,** and **Alberto LaCava**, Felician College

16. Social Networks as an Online Learning Community

Presenters: **Gregg Festa**, Montclair State University and **Sofya Poger**, Felician College



Disciplines and Topics for Breakfast Roundtables

Start your day off right! Join us for an informal roundtable discussion while getting a bite to eat. Disciplines and topics are listed by table number. There will be tables with no designation in case you would like to mingle instead. The roundtables are self facilitated.

Saturday, May 22

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

Breakfast Discipline Specific Roundtables

Table 1 & 2: Assessment

Table 3 & 4: Biology

Table 5 & 6: Business - Accounting and Finance

Table 7 & 8: Business - Management and Marketing

Table 9 & 10: Chemistry

Table 11 & 12: Communication Studies

Table 13 & 14: Computer Science

Table 15 & 16: Education

Table 17 & 18: Engineering

Table 19 & 20: English (Composition and Lit)

Table 21 & 22: Faculty Development

Table 23 & 24: Health Sciences

Table 25 & 26: History, Political Science and Philosophy

Table 27 & 28: Instructional Design

Table 29 & 30: Library

Table 31 & 32: Mathematics

Table 33 & 34: Misc. Sciences - Physics, Astronomy, Geography and Geology

Table 35 & 36: Nursing

Table 37 & 38: Psychology

Table 39 & 40: Sociology, Social Work and Criminal Justice

Sunday, May 23

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

Breakfast Topical Roundtables

Table 1 & 2: Blended Learning

Table 3 & 4: Teaching Online

Table 5 & 6: The Evolving Library and Librarian

Table 7 & 8: Teaching Millennials

Table 9 & 10: Teaching Non-Traditional Students

Table 11 & 12: Synergism between Teaching and Research

Table 13 & 14: Service Learning

Table 15 & 16: Coordinating Study Abroad Courses/Trips

Table 17 & 18: I Still Love Chalk

Table 19 & 20: Teaching Large Classes

Table 21 & 22: Burned Out but on the Rebound

Table 23 & 24: Grading/Assessment Made Easy

Table 25 & 26: SoTL for Tenure

Table 27 & 28: Evaluating Teaching

Table 29 & 30: Texting in Class

Table 31 & 32: How to Stretch Resources as Far as Possible

Table 33 & 34: Appropriate Behavior in the Syllabi



Complete Program

Friday, May 21, 2010

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

Registration open – Morning Pre-Conference Workshops Only

Room: Courtyard Reception (Lobby Level)

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

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

Registration Open

Room: Courtyard Reception (Lobby Level)

Registration is open to all participants.

Partner Displays Open

Room: Courtyard Reception (Lobby Level)

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

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

Pre-Conference Workshop: Pre-registration and Fee Required

Facilitating Student Learning: A Primer for New Faculty Members

Presenter: **Ike Shibley**, Penn State-Berks Room: **Crispus Attucks (Lobby Level)**

This half-day pre-conference session is a primer on teaching and learning for graduate students and new teachers that combines relevant educational theories with practical suggestions for the classroom. The session will begin with all participants filling out a "Teaching Goals Inventory" followed by a short presentation regarding the definition of learner-centered teaching. A collection of syllabi will then be used to explore the construction of a useful syllabus. Some time will be spent discussing student evaluations, a potentially treacherous subject for all teachers. The final component of the day will focus on the growth and development of teachers across a career. This session is recommended for anyone who has teaching as part of his or her job but is not certain how to best facilitate student learning. The facilitator is a full-time faculty member and part-time faculty developer who works with new faculty at Penn State University and who has written widely about various aspects of teaching. He brings a learnercentered approach and demonstrates many of the activities he recommends for implementation in the classroom.

Keywords: learner-centered teaching, teacher growth and development, student evaluations

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

Pre-Conference Workshop: Pre-registration and Fee Required

Tools and Techniques to Increase Student Participation Presenter: Kenneth Alford, Brigham Young University Room: Thomas Paine (Lobby Level)

This seminar will help you learn to use a wide variety of teaching tools and techniques to increase student participation and involvement in the classes you teach. Too often we let ourselves get stuck in a rut when it comes to the methods and techniques we use to involve students during classroom discussions and in-class activities. This half-day seminar will discuss, demonstrate—and also let you experience—many ways to help you increase student classroom involvement and participation. Some of those methods and ideas will involve QuizShow—a no-cost, copyright-free software tool. (Yes, it's really free, and there are no strings attached!) A laptop computer is not required, but if you bring a laptop, you will be able to download the QuizShow software and sample QuizShow files and an easy-to-follow instruction manual during the seminar. (Or you can download it later.) Seminar attendees will learn how to use numerous free Internet-based resources, QuizShow, and other classroom techniques, to increase student participation in varied classroom settings and situations. Come have fun with us!

Keywords: student engagement, student participation, education software

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

Poster Sessions

Room: Courtyard Reception (Lobby Level)

Get an early start by viewing a few selected poster sessions that will be on display. There will more poster sessions during the evening reception.

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

Pre-Conference Workshop: Pre-registration and Fee Required

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

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

Room: Molly Pitcher (Lobby Level)

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 activi-



Continued - Friday May 21, 2010

ties, manage students, and synthesize active learning with lectures. These activities are highly adaptable to all classrooms and subject matter. During each activity and ensuing discussions:

- 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; and
- attendees will learn the pedagogical foundation and the cognitive benefits supported by the activities.

Throughout this session, the presenter will discuss and demonstrate a learning model he developed during the implementation of an NSF grant that proved to be effective at increasing student learning and minimizing the time needed to conduct the activities. The participants also will design and develop a new activity targeted to their discipline and classroom.

Keywords: active learning, cooperative learning, classroom management, pedagogy

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

Pre-Conference Workshop: Pre-registration and Fee Required

Active Learning Strategies that Engage and Inspire Your Students

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

Room: William Dawes (Lobby Level)

This hands-on workshop will focus on how to motivate, engage, and actively involve students through practical, meaningful, and thought-provoking classroom-tested activities. The session is designed to help educators help their students become more effective learners as well as dispel certain misconceptions held by some educators. Session activities will include the importance of speaking, listening, and writing; cooperative and collaborative learning strategies; ideas to motivate students; and interactive reflections and discussions. Each participant will receive a CD that contains all session strategies and activities.

Keywords: motivation, large group instruction, critical thinking

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

Conference Welcome

Presenters: Bill Haight, Magna and Maryellen Weimer,

Penn State-Berks

Room: President's Ballroom (Lobby Level)

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

Assessing the Opportunities and Challenges of Using Classroom Technologies: What is Lost and What is Gained

Presenter: **Dave Yearwood**, University of North Dakota Room: **President's Ballroom (Lobby Level)**

Discussions about technology utilization in the classroom appear to be centered on the mechanics of use—hardware and software—compatibility, and cost. However, while many of these may be important factors to consider, they certainly should not be the focus of attention that they have become in academe. What faculty hope to accomplish, the value-added benefit of selected tools that will be utilized in instruction, and how information will be shared to maximize learning are more critical factors that should always precede discussions about selection and use of classroom technologies.

What are some effective techniques that faculty could employ that will allow them to marry best teaching and learning practices with selected computer related tools? How could educators use selected technologies to enhance the delivery of education content in ways that challenge and promote curiosity among learners? And further, what is gained and what is lost as a result of faculty adoption and use of certain technologies in academe? "Electronic Pedagogy," the marriage of technology with pedagogy is one approach that the presenter will explore in an attempt to shed some insight on how faculty teach with technology and the challenges and opportunities associated with selection and use of selected classroom tools in education.

Keywords: instructional technology, electronic pedagogy

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

Reception, Poster Sessions, and Partner Mingle Room: Courtyard Reception (Lobby Level)

Get a bite to eat 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 exhibitors that have products and services geared toward teaching and learning.

8:00 p.m.

Dinner on Your Own

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



Saturday, May 22, 2010

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

Registration Open

Room: Courtyard Reception (Lobby Level)

Partner Displays Open

Room: Courtyard Reception (Lobby Level)

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

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

Continental Breakfast and Discipline-Specific Roundtable Discussions

Room: President's Ballroom (Lobby Level)

Enjoy a bite to eat while attending roundtables to discuss problems, and offer solutions specific to your discipline. Roundtables will be broken into general disciplines. Please see page 8 for disciplines.

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

Break

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

Integrating the International Student into Your Classroom Presenter: Joel Shapiro, Green Mountain College Room: Crispus Attucks (Lobby Level)

This hands-on workshop will sensitize the teaching professor to the many cultural differences, behaviors, and assumptions about education that both international students and professors bring to the college classroom that may interfere with successful student adjustment. Different teaching strategies and appropriate interventions will be offered to professors who, in turn, will be better able to assist students who manifest attitudes and behaviors typically representative of diverse homelands.

Keywords: foreign students, international students, cultural differences, effective teaching strategies

Interdisciplinary Efforts Used to Assess Undergraduate Research

Presenter: Stella Erbes, Pepperdine University

Room: Cambridge (2nd Floor)

This session will highlight how an NSF-funded summer undergraduate research program at Pepperdine University was successfully designed and carried out. Student researchers involved in the program evaluation believed that this undergraduate research opportunity helped to demystify what research is and how it is conducted. Faculty viewed undergrad-

uate research as a systematic means to pursue the scholarship of teaching and to conduct research simultaneously.

Keywords: undergraduate research, assessment, evaluation

Improvisation in the Classroom

Presenter: Elizabeth Delaney and Nicole Pennington, Ohio University

Room: Haym Saloman (Lobby Level)

Improvisation activities can be considered innovative. They generate a learning outcome environment for students. This session will explore the benefits of introducing basic theatrical improvisation exercises as a means to engage and evaluate students' critical-thinking abilities and interpersonal communication skills.

Keywords: pedagogical improvisation, dramaturgy, criticalthinking, interpersonal communication

Concrete Experience: The Foundation of Students' Value for Learning

Presenters: **John M. Persyn** and **Ellen E. Bogdan**, U.S. Army Command and General Staff College

Room: Aquarium (2nd Floor)

Used effectively, the concrete experience motivates students to learn and provides a common reference to integrate and reconcile their diverse life experiences and perspectives. It serves as a touchstone to connect new information to past experiences in a meaningful and enriching way that helps students achieve higher cognitive levels of learning. It also promotes longer-term retention of critical, life-or-death knowledge requirements for such audiences as medical professionals, emergency responders, and the military. This presentation will describe how to enhance student learning through the use of a concrete experience that establishes a sound foundation on which new knowledge can be constructed.

Keywords: experiential learning, student motivation, adult learning

Designing Effective Critical Thinking Lessons Using the EASy Method

Presenters: Lisa Chamberlin and Kay Lehmann, University of Wisconsin-Stout

Room: Charles View Ballroom (16th Floor)

In the assessment-driven, outcomes-oriented world of public education today, Bloom's taxonomy has been forced out of its overlapping and pyramid representation into a hierarchical and linear push toward evaluation (meaning "assessment") as the end result of higher-ordered thinking. A more authentic repurposing of this taxonomy, using the acronym EASy (Evaluate, Analyze, and Synthesize) will instead lead teachers to design



and students to willingly engage in critical-thinking lessons that surpass the learning in non-EASy lessons.

Keywords: authentic learning, engaged learning, critical thinking

Using VoiceThread to Improve Educational Outcomes

Presenter: **John Orlando**, Norwich University School of Graduate Studies

Room: Molly Pitcher (Lobby Level)

VoiceThread is a new application that allows teachers to post narrated slides and PowerPoints online and enables students to post comments to those presentations. The system integrates the lecture with discussion in a way that is not possible in a traditional online classroom. This session will discuss how the system is being used in higher education and the outcomes for student performance.

Keywords: VoiceThread, Powerpoint, online learning

Teacher as Learner: Tools, Techniques of the Scholarship of Teaching

Presenter: **Jeanette McVeigh**, University of the Sciences in Philadelphia

Room: Paul Revere (Lobby Level)

This session's presenter will demonstrate tools and techniques for finding the literature on the scholarship of teaching and learning. Participants, using their laptops, will strategize research topics, work with results, and explore personalized database features such as saved searches. They also will learn how to maximize journal content value with extras such as table of contents alerts and RSS feeds. Participants will explore the free, publicly available resources of ERIC, PubMed, and Google Scholar as sources of information. The presenter also will demonstrate the contrast between results in the ERIC education database versus those in a content specific (medicine) database.

Keywords: scholarship of teaching, search strategies, ERIC, table of contents alerts, Google Scholar

Peak Performance Practices of Highly Effective and Engaged Faculty

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

Room: Riverside Pavilion (Lobby Level)

Faculty are hardworking professionals who do good, yet they sometimes forget to discern which activities are worthy of their time and energy. Drawn to fit into academic culture by complaining about how hard they work, faculty secretly worry that they are not working effectively. This practical, interactive workshop based upon studies on faculty productivity, peak per-

formance, work-life balance, sports psychology, and work satisfaction will distill the work habits and practices of the most successful and engaged academics. Get in charge of those to-do lists so you can teach well, produce the research that your institution requires, and achieve life balance.

Keywords: work-life balance, productivity, work effectiveness, peak performance, highly effective faculty

Alternative Teaching Techniques

Presenter: Lawrence L. Epstein, Drexel University

Room: Thomas Paine (Lobby Level)

This interactive session will demonstrate a variety of techniques designed to foster student participation and improve learning outcomes. These techniques, intended to reach different types of learners in a single classroom, include using technology to collect real-time student feedback and administer tests, creating learning opportunities outside the classroom, fostering student collaboration, and using computer simulations/games to teach students how to enjoyably apply classroom knowledge to real-world environments. Attendees will participate in classroom demonstrations, share their own innovative teaching techniques, and hear about teaching experiments gone horribly wrong.

Keywords: student participation techniques, student feedback, collaboration

Paths to Scholarship of Teaching and Learning

Presenters: **Phyllis Blumberg**, **Laura Mandos**, and **Alison Mostrom**, University of the Sciences in Philadelphia

Room: William Dawes (Lobby Level)

Faculty can take many paths to engaging in the scholarship of teaching and learning (SoTL). This session will focus on how to initiate pedagogical research that will improve the quality of teaching. Participants will learn why they should, and how they can, engage in SoTL. In a reflective exercise, participants will identify their own obstacles to scholarship and discuss ways of overcoming these. Participants will then verbally and graphically represent their own proposed journey to pedagogical scholarship.

Keywords: pedagogical scholarship, scholarship of teaching and learning, teaching quality

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

Break

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

How to Engage, Inspire, and Educate Students Using Current Research and Web 2.0 Tools

Presenters: **Danan Myers-Wylie**, American Public University System, **Jerry Woodbridge**, Indiana Wesleyan University, and **Jackie Mangieri**, University of Phoenix



Room: Thomas Paine (Lobby Level)

This session will educate virtual teachers on how to implement the Community of Inquiry process: social, teaching, and cognitive presence. Using this process teachers will learn the importance of engaging their students by using Web 2.0 audio, visual, and collaborative tools in the classroom. For maximum engagement, bring a laptop with wireless capabilities to the session to be able to engage in guided exploration of the Web 2.0 tools presented.

Keywords: Web 2.0, Community of Inquiry, online learning

Supporting Self-Determination in Students through Undergraduate Research

Presenters: Scott Woods and Cecilia Gregg, University of Phoenix

Room: Cambridge (2nd Floor)

This session will illustrate the importance of using a learning model that incorporates autonomy-support and engagement in promoting student success. The session draws from self-determination theory and how the objectives of a student-learning environment of autonomy support and engagement can be achieved and supported through community and business research projects undertaken by undergraduate students.

Keywords: self-determination, autonomy-support, intrinsic motivation, undergraduate research

Fostering Active Learning in the Large and Small Classroom: Creative Teaching Techniques

Presenters: Jennifer Goldman Levine and Kate MacDonald, Massachusetts College of Pharmacy and Health Sciences Room: Charles View Ballroom (16th Floor)

Fostering active learning and student participation in content-heavy courses is challenging. Doing so in a large classroom setting is even more difficult. Effective openings, interactive assignments, and participatory reviews reinforce and stimulate active learning and can help overcome the limitations of large classes. Small-group activities cultivate collaboration and create a positive learning environment. This session's presenters will demonstrate and provide an overview of strategies to engage students in active learning that have been successful with groups as large as 1,000 students.

Keywords: student engagement, large classes, content-heavy courses

'Learn' is a Verb: How to Keep College Classrooms Active Presenters: Patricia Parrish and Carol Walker, Saint Leo University

Room: William Dawes (Lobby Level)

This session will use one institution's Statement of Preferred Pedagogy as a foundation for transforming learning from passive to active. The presenters will focus on theoretical perspectives underpinning active-learning strategies, such as the idea of including "observing" and "doing" in the college classroom. Participants will engage with case simulations from college classes focused on highlighting active learning (observe) and begin the process of developing active-learning strategies for implementation in coursework (do).

Keywords: active pedagogies, learning strategies, case simulations

The Students' Voice: What We Can Learn from "Ratemyprofessors.com"

Presenter: Marsha Huber, Otterbein College Room: Haym Saloman (Lobby Level)

What are the similarities and differences among the best professors? This session will present a qualitative study of the top 10 professors on the website ratemyprofessors.com. Studying best practices can help us develop the art of teaching. Questions explored will include questioning of the legitimacy of these ratings and what we can learn from them. These findings will be contrasted with a prior study called "The Students' Rage," which highlighted both the positive and negative comments on accounting professors. Participants will be challenged to evaluate their own practices according to the student voices reflected in ratemyprofessors.com.

Keywords: student evaluations, best practices, and assessment

Faculty Voices: Multiple Perspectives on Blended Learning Presenter: Bill Wisser, Simmons College Room: Molly Pitcher (Lobby Level)

Faculty members learn best from peers, but mentors may not have time to meet all colleagues' needs. With funding from the Alfred P. Sloan Foundation, Simmons College is creating online faculty case studies designed to address this challenge. Each case, built around a videotaped faculty interview, focuses on a specific teaching challenge or problem: fostering a sense of community in large enrollment classes, course redesign for blended (hybrid) learning, facilitating online discussions, supporting students in blended learning contexts, etc. Participants will view case study excerpts and receive copies of rubrics and assessment instruments developed for the project.

Keywords: blended learning, hybrid learning, online discussions, assessment

The Challenge of Implementing Innovative Teaching Ideas Presenter: Ann M. Pearson, San Jacinto College

Room: Paul Revere (Lobby Level)

Seasoned teachers often want to experiment with new ideas,



approaches, and projects but don't know how to start, whom to ask, or how long such an idea might take to implement. This session will provide a structure for refining the actual idea, connecting to institutional goals, seeking support (money, time, cooperation), and persevering when the idea seems out of reach. Participants will brainstorm, outline, and sketch out the optimal plan for turning ideas into reality.

Keywords: teaching innovation, implementing teaching ideas

Teaching and Engaging Unprepared Students: Strategies for Promoting Success and Retention in Higher Education

Presenter: Kathleen F. Gabriel, California State University, Chico

Room: Riverside Pavilion (Lobby Level)

Colleges have many diverse students, and there is an increase in first-generation students who may be at risk—students with learning disabilities and those who arrive unprepared for the academic rigors of college. Professors must be prepared to reach all the students in their courses. When dealing with unprepared students, professors must use learner-centered educational methods as well as universal design strategies. This session will address methods for engaging and teaching peripheral students so they have a greater chance of success. Participants will take part in several active-learning techniques as well as discuss specific actions, techniques, and strategies designed to teach students how to learn. In addition, the presenter will share several motivation techniques.

Keywords: unprepared students, at-risk students, learning disabilities, student success

Service-Learning: Teaching Pedagogy, Learning Strategy and Professional Growth Opportunity

Presenter: Julie Dianne Dockery, Harry S. Truman College Room: Aquarium (2nd Floor)

This interactive session seeks to encourage faculty to develop service-learning curricula as a means of implementing an effective teaching strategy, enhancing learning, increasing opportunities for scholarship and professional development, and effecting change within the community. The presentation will include an overview of service-learning in higher education, the role of civic engagement, service-learning planning and programming, faculty development, student involvement issues, reflection as learning, assessment tools, institutional support, engaging faculty, lobbying for institutional support, development and certification of service-learning syllabi, training, and incentives/benefits.

Keywords: community service learning, civic engagement, faculty development

An Instructional Strategy to Improve Problem Solving Skills

Presenters: Madhu Mahalingam, Elisabeth Morlino and Elisabetta Fasella, University of the Sciences in Philadelphia Room: Crispus Attucks (Lobby Level)

Students who lack adequate problem-solving skills often perform poorly. This session will involve a discussion of the instructional strategy adopted at the University of the Sciences in Philadelphia to improve students' problem solving-skills in general chemistry. Participants will then form discipline-specific groups to discuss the effectiveness of the instructional strategy in their own disciplines and develop instructional strategies that will work within their disciplines.

Keywords: problem solving, group work, instructional strategy

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

Lunch

Room: President's Ballroom (Lobby Level)

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

A Conversation with the 2010 McGraw-Hill and Magna Teaching and Learning Award Recipient(s)

Presenter: Maryellen Weimer, Penn State-Berks

Room: President's Ballroom (Lobby Level)

Join *Teaching Professor* Editor Maryellen Weimer for a conversation with the recipients of the 2010 McGraw-Hill and Magna Scholarly Work on Teaching and Learning Award. The discussion will highlight the award-winning article's contents, including the methods of analysis used and the major findings. Dr. Weimer also will talk to the authors about their interest in the topic, how they developed the research question, the article's relevance to faculty across disciplines, and their advice on what's needed to do quality scholarship on teaching and learning.

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

Break

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

Teaching Collaboration, Critical Thinking, Empowerment, and Leadership to Online Social Services Administration Graduate Students

Presenter: **Denise K. Sommers**, University of Illinois at Springfield

Room: Aquarium (2nd Floor)

How do academics integrate experiential learning into online classes? The use of service learning in higher education has been found to be effective in face-to-face classes but does not have a history of being used in online classes. The presenter of this workshop structured group work, reflection, and service



learning and then conducted mixed-measures methodology to evaluate the classes' effectiveness in developing collaborative, critical thinking, empowerment, and leadership skills.

Keywords: online education, service learning, social services administration

Arts Education Pedagogies: Broad Application, Broad Value Presenter: Donna Davenport, Hobart and William Smith Colleges

Room: Cambridge (2nd Floor)

Student-centered teaching and myriad methods to address multiple learning styles are not new concepts in education. Yet manifesting those ideals consistently within our teaching is easier said than done. This session will explore the value of a student-centered, democratic environment in which students' voices are encouraged and their ideas valued; the benefits of varying teaching methodologies as a conduit for establishing a classroom of engaged learners; and the development of approaches that engage the physical body and therefore stimulate the mind/body connection.

Keywords: student-centered learning, engaged learning, mind/body connection

It's the Context! Making Engagement Pedagogies Successful

Presenters: Eddie Weller, Peggy Oliver, Sandra McCurdy, Mike Kent, San Jacinto College South, Karen Hattaway, San Jacinto College North, and Barbara Brown, San Jacinto College Central

Room: Thomas Paine (Lobby Level)

This session will showcase classroom-tested engagement activities focused on student reading that have resulted in surprising success. The presenters will provide brief explanations of engagement pedagogies implemented in a variety of gateway courses. Participants will collaborate in developing sample teaching and learning strategies, including class wikis, problembased learning projects, reading apprenticeship routines, study guides, and more.

Keywords: student success, engagement, student collaboration

A Problem-Based Approach to General Education

Presenters: **Jim Kinnie** and **Mary C. MacDonald**, University of Rhode Island, Carothers Library

Room: Crispus Attucks (Lobby Level)

This session will follow the process of designing a new general education course at the University of Rhode Island from the provost's request for proposals to full implementation. LIB220 Issues of the Information Age takes a problem-based

learning approach to explore the interdisciplinary nature of information accuracy, accessibility, property, and privacy. Students use information literacy research techniques as a foundation for informed global citizenship, a concept that has been driving the university's academic vision. This session includes problem-based learning and information-literacy activities.

Keywords: information literacy, problem-based learning, information issues, collaborative learning, hybrid course

Peer Learning Assistants Foster Deeper Learning and Engagement

Presenters: Wendy Cole and Linda Bips, Muhlenberg College Room: Haym Saloman (Lobby Level)

Trained undergraduate peer learning assistants can have a profound impact on student development and navigational skills. They can improve faculty-student relationships, increase student engagement, and improve the overall comprehension of course material. In this session, the presenters will share a successful, well-documented, and researched design that uses undergraduate students to support student engagement, resilience, deeper learning, and self reliance. Participants will work in groups to discuss how this idea may work at their own institutions.

Keywords: peer learning, engagement, deep learning

Learner-Centered Teaching in Online Environments: Five Key Changes to Practice

Presenter: **Mirah J. Dow**, Emporia State University, School of Library and Information Management

Room: Riverside Pavilion (Lobby Level)

In this session the presenter will offer a model of factors affecting social presence in online learning that provides suggestions for both students and professors. She also will offer examples of a learner-centered approach to graduate course construction, including selection of content and resources, student learning outcomes, learning activities, and evaluation of student learning. In addition, the presentation will feature a demonstration of the sequence and progression to move students to a place of independence and professional maturity.

Keywords: learner-centered, social presence, distance learning, graduate education

'Making Meaning' through Digital Storytelling

Presenter: **Pam Ferguson**, Methodist College of Nursing Room: **Paul Revere (Lobby Level)**

Digital storytelling is the practice of using computer-based tools to tell a story that focuses on a specific topic. By combining the use of computer technology with the art of storytelling, students and faculty achieve multiple goals, such as appealing to diverse learning styles, generating interest, developing commu-



nication skills, and using computer technology. In this workshop the presenter will describe how this technique was used to assist nursing students to relate leadership and management topics and practice into real-life experiences.

Keywords: digital storytelling, computer technology, learning styles

Winner of the 2009 McGraw-Hill and Magna Scholarly Work on Teaching Learning Award

The History Learning Project Decodes a Department: Saying Farewell to Solo Practice

Presenter: **Leah Shopkow**, Indiana University, Bloomington Room: **Molly Pitcher (Lobby Level)**

This session will describe how one department took collective responsibility for the learning of its students. The research of the History Learning Project has identified many of the "bottlenecks" in history learning (places where many students get "stuck") by interviewing a large percentage of the faculty in the department and surveying students in many classes. Using this data, the department has identified the shared goals of department members and tentatively mapped out the areas in which goals are being met and which are not being met. The result of this work has been the endorsement by the department of a new draft developmental curriculum and a commitment of the department to the collective work of refining and implementing this curriculum. In this session, the presenter will discuss how her department got to this place and explore strategies with the session participants about how to build similar indigenous and authentic collaborations.

Keywords: learning outcomes, assessment, curriculum revision

Teaching for Independence, Self-Direction, and Self-Regulation

Presenter: Rhonda McCoy, Paine College Room: Charles View Ballroom (16th Floor)

Teaching to promote independent learning is not a new concept. This presentation will show how combining old concepts with new techniques produces students who are eager to learn and are in the continuous pursuit of knowledge. The presenter will share teaching strategies and ways to understand student abilities, cultures, backgrounds, needs, and interests. The presenter also will highlight the most innovative ways to keep self-regulated, self-motivated, and independent students on task and learning

Keywords: metacognition, contextual teaching, motivational principles, sustained lifelong learning

Deepening Students' Appreciation for Diversity: Effective Teaching Strategies in Capstones

Presenters: Seanna Kerrigan, Celine Fitzmaurice, Debbie Kaufman, Vicki Reitenauer, and Carol Gabrielli, Portland State University

Room: William Dawes (Lobby Level)

Portland State University, acknowledged by *U.S. News and World Report* for implementing one of the nation's largest community-based learning programs, engages 3,400 students in the community annually through its capstone courses. One of the primary goals of the capstone is to enhance students' appreciation of diversity. This session will highlight the university's most effective practices in enhancing students' appreciation of the human experience and engage participants in a rich discussion of lessons learned about teaching diversity in higher education. Keywords: **community-based learning, diversity, capstone courses**

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

Break

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

Peer-Led Team Mentoring as a Method of Active Learning Presenters: Kevin E. Finn and Jay Campisi, Merrimack College

Room: Aquarium (2nd Floor)

This presentation describes a peer-led team mentoring (PLTM) program that aims to improve the retention and academic success of first-year students in a gateway anatomy and physiology course. The goal of the program is to increase the leadership, teaching, and mentoring skills, and sense of responsibility of health sciences majors by pairing trained upper-class majors with small groups of first-year students.

Keywords: peer-led team mentoring, first-year students, student success

Using Echo 360 and Articulate to Increase Online Engagement

Presenter: Leonard R. Bogle, University of Illinois at Springfield

Room: Cambridge (2nd Floor)

In this session, the presenter will demonstrate how VoiceThread, Articulate, and Echo 360 can enhance student understanding and retention of concepts by increasing online student engagement and teacher presence. The presenter also will introduce the Community of Inquiry (CoI) model of instruction and the Quality Matters rubric for assessing the quality of the design of an existing class.

Keywords: student engagement, social presence, e-learning, hybrid classes



Learning Disabilities 101: Basics for the College Classroom Presenter: Laurie Fox, and Laura Hubbard, Curry College Room: Paul Revere (Lobby Level)

Many more students with language-based learning disabilities, ADHD, and executive function weakness are attending college now. This interactive session will provide basics that every educator should know. Participants will ponder someone they know whose learning suggests one of these learning disabilities and will generate teaching strategies that are likely to accommodate both particular and wide-ranging learning needs in college students. Activities will be drawn, in part, from "the world's thinnest LD text," which will be provided.

Keywords: learning disabilities, ADHD, executive function, college students

Finding a Way to Joy in Teaching

Presenter: Patricia H. Phelps, University of Central Arkansas Room: Crispus Attucks (Lobby Level)

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

Keywords: teaching renewal, faculty development, job satisfaction

Rethinking and Rebuilding Student Collaboration Presenter: Rebecca Ingalls, Drexel University Room: Haym Saloman (Lobby Level)

Collaborative work is the bane of many students' academic careers. And yet, their professional and personal lives will rely on it. How can we rethink the teaching of collaboration? This interactive presentation aims to resuscitate collaborative work by offering insight and tools that teachers and students can use to engage in collaboration that is challenging, productive, and even enjoyable. The presenter will use freewriting, discussion, and mock teaching to demonstrate how active learning through reflection, theoretical reading, critical writing, relevant assignments, and the implementation of structure can help to empower students' collaborative projects.

Keywords: student collaboration, active learning, group projects

'Turn Them All...On!': A Networked Approach to Classroom Learning

Presenter: **Peter C. Hainer**, Curry College Room: **Molly Pitcher (Lobby Level)**

Significant engagement between a teacher and his/her students is reciprocal. Teachers presume to know what is important for students to know and how to measure their involvement in learning. Asking students what they think is important to know and using social networking technology (not asking students to turn them off) can help. The presenter created an engaged/reciprocal learning environment in an innovative first-year seminar that used in-class student wireless resources and a blog to enrich class discussions as the locus for teaching/learning.

Keywords: social networking, blog, reciprocal learning

Improving Academic Performance Using Mobile Technologies of Generation Y Students

Presenter: **Henry J. Findlay**, Tuskegee University Room: **Charles View Ballroom (16th Floor)**

A five-year study was conducted at Tuskegee University to determine if the integration of mobile technologies (cell phones/BlackBerries and iPods) in a junior-level psychology tests and measurement course improved students' academic performance. The presenter will share results of the study and talk about factors to consider when infusing mobile technologies into course offerings and offer strategies on how to get and sustain Generation Y students' attention.

Keywords: mobile technologies, Generation Y students, academic performance, nano-teaching

How to Wake Up Your Students: Getting Started in Active Learning

Presenter: **Ed Nea**l, University of North Carolina-Chapel Hill Room: **Riverside Pavilion (Lobby Level)**

Research suggests that active involvement is essential for the practice of higher-level cognitive skills and critical thinking, but lectures remain the predominant mode of instruction in higher education. This workshop is designed for faculty members who are beginning to experiment with active learning. It focuses on low-risk strategies that can easily be employed in any discipline. Participants will leave the workshop with at least two strategies they can apply immediately in their classes.

Keywords: active learning, critical thinking, teaching strategies

Lessons Learned and Unlearned from a New Teaching Professor

Presenter: **Kee Chan**, Boston University Room: **William Dawes (Lobby Level)**

New faculty are often faced with many new and demanding activities in the academic world, striving to balance the



demands of teaching responsibilities and the desire to inspire students' learning. This workshop will focus on lessons learned and unlearned about teaching, research, and early career development from the perspective of a new teaching faculty member. Discussions will involve lessons learned and unlearned about the development of new course topic for specialized subjects and applying the theory of "significant learning" in innovative measures in teaching and research.

Keywords: new faculty, early career development, course development

Employing Metacognition to Enhance Student Responsibility

Presenter: **Andria Stokes**, Avila University Room: **Thomas Paine (Lobby Level)**

Inquiry, active learning, and discourse are a few of the teaching strategies used to overtly teach students how to employ their metacognition during learning. This session will delve into the world of independent learning, self-regulated inquiry, and social metacognition. All activities and information can be used in any course with any level of learner.

Keywords: metacognition, self-regulated learning, active learning, inquiry, independent learning

5:15 p.m. - 6:00 p.m.

How to Prepare Your Faculty to Teach Online

Presenter: John Orlando, Norwich University School of Graduate Studies

Room: Riverside Pavilion (Lobby Level)

Attendees of this session will have the opportunity to see a demonstration of *Online Courses: Step-by-Step*, a three-part, self-paced online program that helps instructors make the leap from the traditional classroom to the virtual classroom. This program, created by the presenter, introduces critical online teaching concepts and provides the tools needed for successful online teaching. Attendees will receive a copy of a demonstration CD to take home.

Keywords: online learning, distance education, online courses

5:00 p.m.

Dinner on Your Own

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

Sunday, May 23, 2010

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

Registration Open

Room: Courtyard Reception (Lobby Level)

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

Continental Breakfast and Topical Roundtable Discussions Room: President's Ballroom (Lobby Level)

Join a lively early morning discussion while getting a bite to eat. Look for signs on the breakfast tables indicating a topic of discussion. Please see page 8 for discussion topics.

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

Break

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

Using PowerPoint to Guide Engaged Learning Presenter: Michael W. Dabney, Hawaii Pacific University Room: William Dawes (Lobby Level)

Microsoft PowerPoint or similar programs often are used to present course content. This session models a different use of presentation programs in the context of immersing participants in several strategies for engaged learning: as an activity guide with directions, enabling the presenter to give supportive attention to participants and to avoid the interruption of an activity by repeating directions or taking questions (which can be answered simply by reference to the slide-based directions).

Keywords: PowerPoint, activity guide, engagement, modeling

Facilitating Writing Across the Curriculum through a Team-Taught Learning Community

Presenters: Laura Barlond-Maas and Susanne Lewis, Olivet College

Room: Crispus Attucks (Lobby Level)

As advocates of writing across the curriculum and deep learning, the presenters team-teach two integrated general education courses: one a science course for non-majors and the other a researched-based writing course. They will describe how they use multiple pedagogies to create a novel blend of reading, writing, technology, critical thinking, and presentation that challenges students to consider their place in the world and the impact their lives make on the ecosystems we all touch.

Keywords: general education, writing, science, technology



Continued - Sunday May 23, 2010

Laughing and Learning: Infusing Humor into Any College Classroom

Presenter: **John Huss**, Northern Kentucky University Room: **Charles View Ballroom (16th Floor)**

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

Keywords: humor, motivation, supportive learning environment

Teaching for Transformation: Five Dimensions for Promoting Critical Thinking

Presenter: **Roben Torosyan**, Fairfield University Room: **Thomas Paine (Lobby Level)**

Many faculty struggle to prompt critical thinking in students while covering content. Best practices globally come down to five dimensions that can connect specific disciplinary content with inspiring learning experiences: free play, foundational terms and structure, scientific reasoning, meta-reflection, and holistic integration. Through a micro-presentation and jigsaw breakouts, participants will integrate takeaway methods from the conference so far and practice ways to get students to balance often-competing ways of knowing, apply learning in new situations and the real world, and build habits of personal transformation.

Keywords: integrating process and content, interdisciplinary connections, real-world applications

Critical Thinking for a Global Citizenry

Presenters: Carmen L. McCrink, Edward Bernstein, and Priva Fischweicher, Barry University Room: Haym Saloman (Lobby Level)

The literature continues to suggest that students often lack critical-thinking skills as they enter college and upon graduation. Barry University faculty in the Schools of Education and Arts & Sciences, respectively, created a one-credit supplemental instruction course that focused on student-centered learning

strategies vis-à-vis the adoption of a critical literacy stance. Paul and Elder's (2006) conceptual framework for a "critical approach" to teaching served as a guide for course development. The presenters will share findings from the research study conducted on this project, and participants will be engaged in a hands-on learning platform.

Keywords: critical thinking, critical literacy, teaching philosophy, teaching methods, student-centered learning

Let's Web 2.0 Our Way in the Classroom

Presenter: **Effel Harper**, University of Mary Hardin-Baylor Room: **Molly Pitcher (Lobby Level)**

This session will explore how Web 2.0 technologies can be utilized in the classroom. The presentation will demonstrate how Google Apps can be used for team projects, how blogging or wikis can be used for writing assignments or as a study tool, and how social networks or Twitter can be used for assignments or last-minute announcements.

Keywords: Web 2.0, blogging, Twitter, Wikis, Google Apps

Teaching through Games

Presenter: Xela Batchelder, Drexel University

Room: Paul Revere (Lobby Level)

This session will discuss the theoretical differences between competitive games and cooperative games. While most are clear about what a competitive game entails, it is the cooperative game that is more likely to solve classroom learning problems. By learning about and understanding how cooperative games work, instructors will be able to find new ways to incorporate games in the classroom. Participants will experience the full process of board game creation from inspiration to classroom play.

Keywords: cooperative games and learning, board games, competitive games and learning

Evidence for Faculty/Librarian Collaboration: Case Studies and Workshop Format for all Faculty Who Wish to Add Creativity and Some Hands on to Classes

Presenter: **Marilyn Steinberg**, Massachusetts College of Pharmacy and Health Sciences

Room: Cambridge (2nd Floor)

Librarians bring an expertise frequently overlooked by faculty, especially if librarians do not have faculty status at the institution. This session will help you learn how you can collaborate and enrich your students and your own classroom experiences. Keywords: librarian-faculty collaboration, evidence for collaboration, collaboration, classroom enhancement, creative classroom solutions



Continued - Sunday May 23, 2010

Developing a Pedagogical Oath

Presenter: **David Lustick**, University of Massachusetts Lowell, Graduate School

Room: Aquarium (2nd Floor)

If professors were asked to uphold an oath regarding their practice, what would it say? A pedagogic oath can be used as a vehicle for communicating across disciplines about the values, attitudes, and dispositions central to practice. Following a presentation on oaths, small groups will work toward developing a consensus around an oath before reporting on their efforts to the whole group. The culminating whole-group discussion will provide insight and ideas for practitioners to bring back to their

Keywords: faculty values, teaching practices, teacher reflection

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

respective campuses.

Break

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

Play's the Thing: A Non-Intimidating Look at Messages and Methods

Presenter: Virginia Heslinga, Anna Maria College Room: Cambridge (2nd Floor)

From Bloom to Vygotsky, educational theorists provide inspiration and challenges for teachers to include enjoyable, transformational, meshed-learning opportunities. The teaching professor who uses perspectives on play in the classroom and in assignments will increase student engagement and potential. This workshop will present pedagogy and play for use in all disciplines. Participants will view video clips of college classes engaged in playful learning, analyze what is presented, and engage in planning play suited to their own disciplines.

Keywords: playful learning, transformative learning, meshed-learning opportunities

Frequent Grading, Communication, and Confidence Presenter: Scott Warnock, Drexel University Room: Paul Revere (Lobby Level)

This session will focus on how frequent, low-stakes grading establishes a productive student-teacher dialogue and how such grading also builds student confidence. The presenter will include specific insights into using technologically mediated learning environments to encourage and facilitate frequent grading and how to develop basic rubrics appropriate for low-stakes student work. By establishing a predictable, steady stream of low-stakes grades, teachers establish a culture of

communication and confidence in their classes, demystifying course assessment.

Keywords: low-stakes grading, assessment, student-teacher dialogue

Do Students Want to be Active? Overcoming Student Resistance

Presenter: **Donna M. Qualters**, Suffolk University Room: **Charles View Ballroom (16th Floor)**

While the literature on active learning demonstrates positive results, adopting this model of pedagogy can raise student and faculty concerns around the purpose of classroom time, student involvement in their own learning, and the value of peers in the learning process. This presentation will highlight the results of a study that explored student reactions to one department changing its pedagogy from teacher-centered to a more active, student-engaged model. The presenter will share the active learning methods, study design, results, and lessons learned.

Keywords: active learning, student engagement, scholarship of teaching and learning

Bridging the Digital Divide: A Nontechnical Approach to the Use of New Technology in the Classroom

Presenter: **Joan Flaherty**, University of Guelph Room: **Crispus Attucks** (**Lobby Level**)

A contentious, often stressful issue for many post-secondary educators involves the relationship between Web 2.0 technology and effective pedagogy. Compelling evidence suggests that a learner-centered approach for digital native students depends on technology-based pedagogy. However, equally compelling evidence supports the opposite belief: such an approach panders to students, reinforces already short attention spans, and erodes through neglect students' higher-level cognitive skills. This session will offer an approach to reconciling both sides of the digital divide.

Keywords: Web 2.0 technology, pedagogy, digital native students, digital immigrant faculty

The Inclusive Struggle for Critical Reasoning in the Composition Classroom

Presenter: Nancy J. Berger, Beacon College Room: Haym Saloman (Lobby Level)

College composition requires students to think, formulate and express opinions from their own unique points of view. Due to an inability to critically reason what they are writing and why, students often have difficulty performing this "obliged" college writing. In this session the presenter will share the strategies she successfully uses to teach the critical-thinking elements of reasoning to an exclusively learning-disabled stu-



Continued - Sunday May 23, 2010

dent population. She also will show how these strategies are universally applicable for all college composition classes.

Keywords: college composition, critical-reasoning strategies, critical thinking

Using Small Group Individual Diagnosis to Improve Online Instruction

Presenter: **Jennifer Herman**, Niagara University Room: **Molly Pitcher (Lobby Level)**

As increasing numbers of faculty delve into the realm of online instruction for the first time, many of them are requesting professional development to help them improve their teaching in this new environment. This session will demonstrate how one university adapted Small Group Individual Diagnosis (SGID), a technique used to give faculty mid-semester feedback on their teaching from their students in the online environment. Faculty facilitators from a faculty learning community focused on online education were trained in online SGID and paired with faculty volunteers teaching online courses; each pair worked together to improve online teaching based on the results.

Keywords: online instruction, faculty learning communities, small group individual diagnosis, faculty development

A Pedagogy of Trust: Creating Connections with Learners Presenter: DeDe Wohlfarth, Spalding University Room: Thomas Paine (Lobby Level)

Creating trust is vital to maximize students' willingness to risk learning and venture into the ever-deepening waters of critical thinking. Trust is at the conceptual intersection between three influential pedagogical treatises: Bain, Weimer, and Palmer's work all highlight the importance of collaborative classrooms in which students feel valued as individuals, yet still challenged as learners. Through experiential activities and small-group work, this session will explore assumptions about learning, discuss best teaching practices, and create a teaching-learning model built on trust.

Keywords: trust, faculty-student relationships, learner-centered teaching

Letting Go of Control: Learner-Centered Teaching in Action

Presenter: Adam Chapnick, Canadian Forces College Room: William Dawes (Lobby Level)

This session will address the interests and needs of instructors of survey courses and educational developers who promote learner-centered teaching. The presenter will summarize his transition from guiding teacher-led, small-group tutorials to facilitating student-directed, interactive group discussions in an upper-year undergraduate course for non-majors. The presenter will share lessons learned while also pointing out relevant lessons for educational developers who hope to encourage other educators to make similar changes.

Keywords: learner-centered teaching, educational development, interactive group discussion

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

Lunch and Concluding Discussion

Presenter: J. Ricky Cox, Murray State University

Room: President's Ballroom (Lobby Level)

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

1:00 p.m.

Conference Adjourns

Thank you for a great conference! Please take the tools and connections you've made at *The Teaching Professor* Conference and utilize them on your campus. Have a safe trip home and we hope to see you next year May 20-22, 2011 at the Sheraton in Atlanta, Ga.



Pre-Conference Presenters

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

See page number in parenthesis for their session description.

Kenneth Alford, Brigham Young University, ken_alford@byu.edu, (p. 9)

Deborah Mink, Winthrop University, minkd@winthrop.edu, (p. 10)

Linda Pickett, Winthrop University, pickettl@winthrop.edu, (p. 10)

Ike Shibley, Penn State-Berks, ias1@psu.edu, (p. 9)

Keith Whittington, Rochester Institute of Technology, kjwics@rit.edu, (p. 9)

Plenary Presenters

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

See page number in parenthesis for their session description.

J. Ricky Cox, Murray State University, ricky.cox@murraystate.edu, (p. 21)
 Maryellen Weimer, Penn State-Berks, grg@psu.edu, (p. 14)
 Dave Yearwood, University of North Dakota, yearwood@und.nodak.edu, (p. 10)

Invited Presenters

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

See page number in parenthesis for their session description.

Kathleen F. Gabriel, California State University, Chico, kgabriel@u.arizona.edu, (p.14)

John Huss, Northern Kentucky University, hussj@nku.edu, (p. 19)

Ed Neal, University of North Carolina-Chapel Hill, ed_neal@unc.edu, (p. 17)

Donna M. Qualters, Suffolk University, dqualters@suffolk.edu, (p. 20)

Susan Robison, College of Notre Dame of Maryland, susan@professordestressor.com, (p. 12)

Leah Shopkow, Indiana University, Bloomington, shopkowl@indiana.edu, (p. 16)

Marilyn Steinberg, Massachusetts College of Pharmacy and Health Sciences, marilyn.steinberg@mcphs.edu, (p. 19)

Selected Presenters

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

See page number in parenthesis for their session description.

Laura Barlond-Maas, Olivet College, lmaas@olivetcollege.edu, (p. 18)
Xela Batchelder, Drexel University, xela@drexel.edu, (p. 19)
Nancy J. Berger, Beacon College, nberger@beaconcollege.edu, (p. 20)



Selected Presenters (continued)

Edward Bernstein, Barry University, ebernstein@mail.barry.edu, (p. 19)

Linda Bips, Muhlenberg College, bips@muhlenberg.edu, (p. 15)

Phyllis Blumberg, University of the Sciences in Philadelphia, p.blumbe@usp.edu, (p. 12)

Ellen E. Bogdan, U.S. Army Command and General Staff College, ellen.bogdan@us.army.mil, (p. 11)

Leonard R. Bogle, University of Illinois at Springfield, lbogl1@uis.edu, (p. 16)

Barbara Brown, San Jacinto College Central, barbara.brown@sjcd.edu, (p. 15)

Jay Campisi, Merrimack College, jay.campisi@merrimack.edu, (p. 16)

Lisa Chamberlin, University of Wisconsin-Stout, chamberlinli@uwstout.edu, (p. 11)

Kee Chan, Boston University, keechan@bu.edu, (p. 17) Adam Chapnick, Canadian Forces College,

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Michael W. Dabney, Hawaii Pacific University, mdabney@hpu.edu, (p. 18)

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Mirah J. Dow, Emporia State University, School of Library and Information Management, mdow@emporia.edu, (p. 15)

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Stella Erbes, Pepperdine University, stella.erbes@pepperdine.edu, (p. 11)

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Pam Ferguson, Methodist College of Nursing, pmferguson@mcon.edu, (p. 15)

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Priva Fischweicher, Barry University, pfischweicher@mail.barry.edu, (p. 19) Celine Fitzmaurice, Portland State University, celine@pdx.edu, (p. 16)

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Cecilia Gregg, University of Phoenix, cecilia.gregg@phoenix.edu, (p. 13)

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Virginia Heslinga, Anna Maria College, vheslinga@annamaria.edu, (p. 20)

Laura Hubbard, Curry College, lhubbard@curry.edu, (p. 17)

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Kay Lehmann, University of Wisconsin-Stout, lehmannk@uwstout.edu, (p. 11)

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Kate MacDonald, Massachusetts College of Pharmacy and Health Sciences, kathleen.macdonald@mcphs.edu, (p. 13)

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Madhu Mahalingam, University of the Sciences in Philadelphia, m.mahali@usp.edu, (p. 14)

Laura Mandos, University of the Sciences in Philadelphia, 1.mandos@usp.edu, (p. 12)

Jackie Mangieri, University of Phoenix, jackie.mangieri@yahoo.com, (p. 12)

Rhonda McCoy, Paine College, rmccoy@paine.edu, (p. 16)

Carmen L. McCrink, Barry University, cmccrink@mail.barry.edu, (p. 19)

Sandra McCurdy, San Jacinto College South,

sandra.mccurdy@sjcd.edu, (p. 15)

Jeanette McVeigh, University of the Sciences in Philadelphia, j.mcveig@usp.edu, (p. 12)



Selected Presenters (continued)

Elisabeth Morlino, University of the Sciences in Philadelphia, e.morlin@usp.edu, (p. 14)

Alison M. Mostrom, University of the Sciences in Philadelphia, a.mostrom@usp.edu, (p. 12)

Danan Myers-Wylie, American Public University System, d.myerswylie@mustang-net.net, (p. 12)

John Orlando, Norwich University School of Graduate Studies, jorlando@norwich.edu, (p. 12, 18)

Peggy Oliver, San Jacinto College South, peggy.oliver@sjcd.edu, (p. 15)

Patricia Parrish, Saint Leo University, trish.parrish@saintleo.edu, (p. 13)

Ann M. Pearson, San Jacinto College, ann.pearson@sjcd.edu, (p. 13)

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John M. Persyn, U.S. Army Command and General Staff College, john.persyn@us.army.mil, (p. 11)

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Bill Wisser, Simmons College, ptrc@simmons.edu, (p. 13)

DeDe Wohlfarth, Spalding University, dwohlfarth@spalding.edu, (p. 21)

Jerry Woodbridge, Indiana Wesleyan University, jerry.woodbridge@indwes.edu, (p. 12)

Scott Woods, University of Phoenix, scott.woods@phoenix.edu, (p. 13)

Poster Session Presenters

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

Please see page 8 for poster session information.

Kholoud Alnajjar, College of Basic Education, the Public Authority for Applied Education and Training (PAAET), kalnajjar@hotmail.com

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Diane Foust, Viterbo University, dfoust@viterbo.edu Susan Hall, Winston Salem State University, hallsu@wssu.edu

Virginia Heslinga, Anna Maria College, vheslinga@annamaria.edu

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Alberto LaCava, Felician College, lacavaa@felician.edu Laura A. Mandos, University of the Sciences in Philadelphia, l.mandos@usp.edu

Lorene Martin, Kent State University Salem Campus, lsmartin@kent.edu

Kimberly McGann, Nazareth College, kmcgann5@naz.edu Yolanda Meade Byrd, Winston-Salem State University, yolanda_byrd@msn.com

Alison M. Mostrom, University of the Sciences in Philadelphia, a.mostrom@usp.edu



Poster Session Presenters (continued)

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Philadelphia, ja.porter@usp.edu

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Amber Settle, DePaul University, asettle@cdm.depaul.edu

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