Preface to Conference Proceedings

This past October approximately 350 conference participants attended the Lilly Conference on College and University Teaching in Traverse City, Michigan. These individuals represented 100 institutions from 26 different states. The conference program offered five plenary presentations, 96 concurrent sessions, 16 round-table discussions, and 24 poster presentations across the program.

I am grateful to all of the individuals who presented their work at the Lilly Conference on College and University Teaching, Traverse City 2014. Conference evaluations, supported by anecdotal comments, clearly noted the quality of the session presentations, both in content and delivery.

Of the many things that are needed to make a conference a success, conference presentations are by far the most important. This is certainly a group effort and I appreciate the willingness of the presenters to help make this important event possible.

Todd Zakrajsek, Conference Director
# Table of Contents

Plenary Presenters ............................................. 4  
Conference Papers  
E. Frazier .......................................................... 5  
S. Hankhouse ....................................................... 11  
C. Hoy and A. Rzicznek ........................................... 15  
V. Lucia and J. Szura ............................................. 19  
J. Murray ............................................................ 24  
M. van der Velde, et al. .......................................... 29  
Abstracts ............................................................ 33  
Institutions Represented ........................................ 63  
Thank You to Cosponsors ....................................... 64
Plenary Presenters

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*Presentation: A New Paradigm for Student Learning*

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*Presentation: Publish and Flourish! Become a Prolific Scholar*

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*Presentation: Why Our Experiences Are not Enough: Using Evidence-Based Practice for More Effective Learning*

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*Presentation: Exploring Unintentional Biases and Their Impact in the Classroom*

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*Presentation: Joys and Challenges of the Greatest Profession*
Traditional Versus Flipped Classes: Where’s the Evidence?

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Abstract
This document addresses the difference between traditionally formatted classes and flipped formatted class venues and proposes a research structure to investigate the two different approaches. The first segment of the document addresses the characteristics of the traditional learning classroom and the characteristics of the flipped learning classroom. In addition, the first segment addresses the transition from theoretical assertions of each class venue to explore empirical assertions. The second part of this document investigates Internet discovery learning tools that might facilitate transforming the traditional class into a flipped class.

Introduction
From an anecdotal perspective, flipped classes with students completing homework in class rather than at home appear more effective in motivating students than the traditional classroom model (Bishop & Verleger, 2013). Emerging empirical evidence is surfacing to contrast student performance in one environment versus the other (Harrington, Schoofs, & Vanden Bosch, 2013).

A very pertinent question is which model, flipped or traditional, is more effective and how researchers can measure the difference. As asserted by Strayer’s (2007) findings, students in a flipped class found the experience less stable than students in a traditional environment due to the variety of active learning technology employed in the flipped classroom. In Bishop (2013), research indicated no significant difference in the understanding students achieved in the traditional classroom versus those in a flipped classroom.

Researchers need to transition from a theoretical perspective to an empirical perspective supported by research that could serve as evidence regarding student performance in the flipped versus traditional classroom environment. Given the proliferation of flipped classes and other variants of the traditional classroom environment, measuring the difference in student performance between flipped and traditional classes is a relevant and important topic. With resources devoted to flipping classrooms and active learning content, no evidence has yet surfaced to show an enhancement in student performance as a result (Strayer, 2007; Bishop, 2013). Research asserted by Bishop (2013) states that no significant difference in conceptual understanding and assessment scores existed. Given the recent emergence of the flipped class modality, the need for an assessment of the flipped class’ efficacy may have arrived.

In the flipped class, the knowledge component of the class occurs at the students’ home by providing lecture material communicated in the home rather than in the traditional classroom (Strayer, 2007). Failure to measure the difference, if any, between the traditional versus the flipped classroom could result in a more exacerbated misalignment between higher education and the needs of today’s students as suggested by Chegg’s (2013) survey of 2,001 college students that investigated learning outcomes versus industry needs. One available way to compare flipped versus traditional classroom is with a comparison of assessments in the two different venues (M. Cox, personal communication, October 18, 2013). Holding everything else constant while varying the two different teaching modalities, the researcher can compare the performance of students by quiz, examination, and project scores.
Characteristics of the traditional learning classroom and the flipped learning classroom, the transition from theoretical assertions to empirical assertions, and obtaining feedback on the empirical approach and its applicability to transformational teaching (Rosebrough & Leverett, 2011) are pressing issues to ensure the best allocation of resources. The video titled, Inside Active Learning Classrooms (University of Minnesota, 2010) presented an explanation of active learning classrooms, insight into attributes of the digital generation, and the physical components of an active learning classroom. The flipped class, though not rigorously defined (Bishop & Verleger (2013), may include active learning attributes such as screen projectors, laptop computers, chairs on rollers, group and interactive assignments, a fluid environment as shown in the video.

Technology facilitates the movement of lectures from the classroom and the use of collaborative events. In the second twenty-minute segment of the conference presentation which served as a progenitor to this document, ten minutes was devoted to web searches for technology to facilitate and enhance flipped classes. The remaining time was devoted to sharing the search results. The iPads were loaded with a bookmark with links to the following websites.

**Figure 1.** An iPad home page shortcut link provided links for Internet locations of technology tools to facilitate flipped and active learning class instruction. Copyright 2014 by E. Frazier.
Participants could bring their own devices also. The facilitator-provided iPads supported the discovery learning segment using discovery learning to identify technology sources on for the flipped learning classroom and students engaged in active learning classrooms.

**Methodology**

As previously discussed in Frazier (2013), Kirtland Community College (KCC) students scheduled for and enrolled in two CIS 105 classes, with class size determined by KCC administrators were the subjects of study.

**Figure 2.** Depicts the steps in the data collection methodology from assignment of students to classes to the documentation of the collected data and its scheduled destruction. Copyright 2014 by E. Frazier.
Assessments included student project scores and exam scores. Analysis of assessments was planned to test null hypotheses stating that there are no statistically significant differences between the traditional classroom methods and the flipped classroom methods, and no influence on midterm and final exam scores.

The purpose of the research was to explore the difference between classroom delivery methods as criterion variables and observed student results as predictor variables. The criterion variables were the traditional classroom attributes versus the attributes of the flipped classroom venues. The dependent variables were student satisfaction and student performance measured by project and examination scores. An underlying assumption of the research was that better student performance would increase student satisfaction similarly to employee performance and employee satisfaction in the workplace (Tsai, 2011).

Benefits
Anecdotally, educators consider a flipped classroom approach as a more effective, more engaging approach for teaching today’s students. Research could add to empirical knowledge concerning the arguments for or against flipped versus traditional classrooms. All students could benefit from the empirical knowledge gained concerning the arguments for or against flipped versus traditional classrooms.

Risk
The risk existed that students who were in the traditional class, and who were aware of the two different approaches might perceive themselves as having been at an unfair advantage relative to those in the flipped classroom. Researchers mediated this possibility by considering the use of a class-wide curve applied at the end of the semester to align the two different class averages if a significant difference resulted from the different approaches in classroom methods.

Subject Inclusion/Exclusion Criteria
In accordance with Michigan state law students under the age of 18 were excluded from the study. The general population included all KCC students. The sample population was the students from the general population who enrolled in two CIS 105 computer courses, i.e., a sample of convenience.

Description Of Procedures
Advising, counseling, tutoring, and scheduled office hour opportunities were available for managing any adverse reactions that might occur. As this research was a normal educational activity involving reflection on current educational practice, it was exempt from KCC Institutional Review Board (IRB) (Kirtland Community College, 2013). Such a stipulation of the forgoing was entirely within the province of the IRB, not the investigators of the proposed research. This comment was consistent with Title 45 of the Code of Federal Regulations (CFR) (U.S. Department of Health & Human Services 2010) that specifically excludes normal educational activity as part of human research.

There was no remuneration nor any compensation to injured research subjects for their participation. This study did not change the sequence of events of a normal CIS 105 class. The only difference between the KCC traditional and the KCC flipped class were the teaching methods. The basis of the research was reflection on current educational practice.

Protection Of Subject's Privacy
No class lists, individual student identities, student grades, nor student personal information were divulged at any point during the study or afterwards. KCC students signed the standard KCC Marketing Department form allowing photographs during the course of the class. Signing the form was an optional event.
Findings

Transition from a theoretical perspective to an empirical perspective can investigate the relative merits of flipped classes compared to the traditional classroom model by devising an appropriate research plan. Students scheduled for and enrolled in two different CIS 105 classes. In one CIS 105 class, the class used traditional classroom methods, and students enrolled in a second CIS class used flipped classroom methods. The two CIS 105 classes had on-campus classroom sessions, students were 18 years of age or older, and the same instructor, learning objectives, lecture material, textbook, quiz questions, and exam questions. Using standard assessment tools, quiz, exam, and project grades, the researcher investigated the performance of the two different learning venues.

Conclusion

Presently, data collection is incomplete, and the sample size is small. If enrollment allows, more data will be collected contingent upon assigning the same instructor, software, learning objectives, lecture material, textbook, quiz questions, and exam questions. The software is key because updates and new releases are ongoing.

The above approach provided the needed framework to accomplish the stated research goal, i.e., to provide evidence regarding performance in a flipped classroom environment versus a traditional classroom environment. At this time, no evidence has been reported due to incomplete data collection and the requirement for KCC IRB prior to the publication of findings. Lessons learned focused attention on the need to balance the size of the two classes carefully to ensure results were immune to an insufficient sample size and differences attributable to class size rather than teaching methodology.
References


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Podcast Lectures and the Impact on Student Test Scores in CJ 305 Criminology

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Abstract
The purpose of this research study was to investigate the impact of podcast lectures on student exam scores. A review of the literature regarding podcasts demonstrates an increasing popularity among college professors and students. Like any technology, however, the literature also suggests that there needs to be more research on the impact on the effectiveness of learning, particularly at the college level. The research was conducted through the comparison of two exam scores in one section of CJ 305 Criminology where the podcasts were available prior to exam two, but not exam one.

Keywords: podcasts, effectiveness of learning, college students, teaching methods

The purpose of this research study was to investigate how the use of podcast lectures by students in Criminology CJ 305 would impact students' test scores. The use of podcasts in academia is on the rise, and the research literature documents the increasing popularity of professors' use of podcasting as a pedagogy tool. Like with any other technology, more research is needed on the impact of on student learning. This research study examines a much needed area of research: does the use of podcasts lectures by an instructor have an impact on student test scores, and if so, what impact does it have?

Literature Review

History of Podcasting in Higher Education
The term podcasting is derived from combining the words iPod and broadcasting. Presently, podcasting is defined as the use of any audio device to download audio files from the Internet or other sources and is not limited solely to an iPod device (Nataatmadja & Dyson, 2008). Podcasts are distinctive in that they are not streamed but rather downloaded to the user’s computer or personal device and they do not require proprietary technologies for usage (Lim, 2005). Podcasting allows users to download and listen to content from their portable MP3/MP4 player, laptop, tablet, or desktop computer; affording the convenience of listening to the content of the audio files of the user’s choice when and where they choose (Kamael Boulos, Maramba, & Wheeler, 2006).

In 2005, the widespread use of podcasts garnered attention by academics when Duke University offered first year college students iPods, and faculty were urged to develop student learning applications. Other higher education institutions quickly followed suit, and classroom recordings, course content, faculty lectures, and interviews were made available via podcasts for students to download at colleges and universities across the nation (Nie, 2008).

Educational Applications and Benefits of Podcasting
The literature suggests that in the field of education, there are four main applications for podcasting: mobile learning, recording traditional classroom lectures, providing feedback to students, and delivering artifacts generated by students (Clark, Sutton-Brady, Scott, & Taylor, 2007). Podcasting also accommodates
several types of learning styles, thereby, allowing students to actively listen to lectures without taking notes. Furthermore podcasting allows students to review and edit their notes outside of class while listening to a podcast of the original lecture (Scutter, Stupans, Sawyer, & King, 2010). As podcasts can be listened to over and over by the student, podcasting is also useful to students for whom English is not their first language. (Clark et al., 2007). It has been suggested that students that have other learning difficulties also benefit from podcasting as an additional learning support tool (Dale, 2007).

Benefits to Students

Further review of the literature reveals that there are numerous benefits for students when educators use podcast materials as part of their pedagogy. One benefit to the use of podcasts is the stress reduction that occurs for students by merely having access to podcast materials in their course (Hankhouse, Anderson & Hendrickson, 2014). Podcasting lectures serves as an additional resource that allows students to clarify points potentially missed during class or as a supplemental means of course material (Scutter et al., 2010). Podcasts can incorporate a personal touch for online courses by allowing students to actually hear their instructor’s voice and intonations. Furthermore, podcasts allow for time-shifted learning, which allows for students to be flexible in their decisions of when and where learning occurs (Dale, 2007; McGarr, 2009).

Methodology

The author conducted an examination of students’ exam scores in CJ 305 Criminology, before and after the availability of podcasts in the course. The study was conducted in the spring semester of 2014 on the 23 enrolled students in CJ 305. Demographic information was compiled through the use of a brief survey asking students their age, gender, student classification, marital status, and race/ethnicity. Data was collected from students’ exam scores. The demographic and exam data, once coded and assessed provided research data that addressed the questions posed in this research study on the impact of podcasting on exam scores.

There was no requirement that students use the provided podcasts, they were simply available for the students’ use if they so desired. After the first exam, podcasts on lecture notes and chapter summaries were made available as the author used a portable tape recorder with a USB port to make recordings for the remaining course chapters and uploaded them to Blackboard as a podcast. After the completion of the second exam, scores from Exam 1 and Exam 2 were compared and statistically analyzed and assessed.

Results

The demographics of the research study (N=23) included 10 males and 13 females. The age distribution was five 18-21, six 22-25, six 26-30, three 41-50, and three 51 or older. The class status was 18 juniors and 5 seniors. The racial/ethnic demographics of the study group included 12 White/Non-Hispanic, 10 Hispanics, and 1 African American. In the initial analysis of the data, one outlier was detected that was more than 1.5 box-lengths from the edge of the box in the boxplot. Inspection of the data revealed that the outlier showed a 30 point gain from Exam 1 to Exam 2 and was therefore removed from the analysis. Further examination revealed that the inclusion of the data caused an increase in the mean scores and a decrease in the standard deviation. While inclusion of the subject bolstered post test results, it was decided by the author to err on the side of conservatism and to remove the outlier. Once the outlier was removed, a check for normalcy was conducted and the difference scores for Exam 1 and Exam 2 were normally distributed, as assessed by Shapiro-Wilk’s test ($p=.513$).

A paired-samples t-test was used to determine whether there was a statistically significant mean difference between the exam scores before and after students’ exposure to podcasts. With the outlier removed, the data analysis showed that Exam 2 scores were higher than Exam 1 scores with Exam 2 scores ($M = 79.18, SD =$
9.520) and Exam 1 (M= 75.5, SD = 11.875). Exam 2 elicited a mean increase of 3.681 in exam scores, 95 CI [0.896, 6.467] compared to Exam 1. Exam 2 scores elicited a significant increase compared to Exam 1 scores, \( t(21) = 2.749, p = .012 \). There was a significant difference between means (\( p < .05 \)), and therefore the null hypothesis can be rejected and the alternative hypothesis can be accepted. Exam 2 scores elicited a significant mean increase in student performance compared to Exam 1 scores, \( t(21)= 2.749, p < .05, d = .586 \).

**Race as an Independent Variable**

There were 12 White and 10 Hispanic participants in this research study. An independent-samples t-test was run to determine if there were differences Exam 1 and Exam 2 scores for Whites and Hispanics. There were no outliers in the data, as assessed by inspection of a boxplot. Exam score differences for race were normally distributed, as assessed by Shapiro-Wilk's test \( (p > .05) \), and there was homogeneity of variances, as assessed by Levene's test for equality of variances \( (p = .571) \). There was no significant difference in Exam scores for White students (M = 4.58, SD = 5.92) Hispanic students (M = 2.60, SD = 6.85); \( t(20) = .729, p = .474, d = .049 \).

**Qualitative Analysis of the Outlier**

While the outlier was removed for statistical analysis, the author conducted a qualitative analysis of the aforementioned outlier in order to better understand the significant increase in the student's performance between Exam 1 and Exam 2. The student was asked to evaluate why they thought they experienced a 30 point gain from Exam 1 to Exam 2. The student replied that the podcast was used to help focus on what material to study and therefore concentrate on what material to study.

**Conclusion**

In summary, this research investigation on the impact of podcast lectures on exam scores of students of CJ 305 Criminology suggests that the availability of podcasts after Exam 1 may have had a significant effect on the exam scores of students, as indicated by a mean increase of 3.681 in exam scores, between Exam 1 and Exam 2. Furthermore, there was no statistical difference between the White and Hispanic students.

While the sample size for this study was small (N=23), initial indications point to positive effects for students as podcast lectures for students elicited a medium effect \( (d = .586) \) on the exam score differences. Further research should be conducted in order to increase the sample size. In addition, further research should be conducted to examine the test scores of two different classes in order to examine the likelihood of a natural increase in student performance from the first exam to a subsequent exam. Future studies should include a survey of students to determine if students are indeed using the podcast lectures, how often they use them, and how long they used them for. The outlier in this study suggests that the use if podcasts may have a significant impact on exam scores for some students and therefore further research is needed in this area.
References


Promoting Student Engagement with Technology-Enhanced Active Learning Strategies

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Abstract
This article examines the benefits of using the combination of available technological tools and active learning strategies to significantly enhance classroom dynamics, engagement, and student learning in any classroom environment. The progressive trend of replacing traditional classrooms and computer labs with active learning classrooms on the campuses of higher education institutions inadvertently has created some disparities in student learning environments. In this project, the paralleled use of active learning strategies with the use of different technologies in three classroom environments—active learning, technology-enabled, and traditional—produced positive effects on student engagement and learning in two of the three learning environments.

Keywords: active learning, student engagement, learning environments

Introduction
Current educational research promotes the use of active learning spaces, with their high-tech tools, over traditional classrooms and computer labs because of the notable positive effects of increased student engagement and learning (Alexander, et al., 2008; Baepler & Walker, 2014; Beichner, 2014; Florman, 2014; Van Horne, et al., 2014). Similarly, active learning teaching strategies encourage students to be engaged and involved in their learning process, while instructors act as facilitators of that learning process. Indeed, active learning classrooms can foster dynamic learning environments for students; however, most students still attend classes in traditional spaces. Thus, enriching traditional classroom and computer lab environments with technology-enhanced active learning strategies is needed to create comparable dynamic learning environments.

To test the viability of this assertion, and in an attempt to generate more meaningful student learning in a first-year researched writing course, the same lesson using the active learning strategy of write/pair/share was assigned to students in three different classroom spaces—active learning, technology-enabled, and traditional. The write/pair/share active learning lesson required students to write in response to an assignment prompt and then to pair with another student to further brainstorm the topic before sharing the results of their collaborative work with the rest of the class. The implementation of the lesson differed among the classrooms based on the technological tools that were available to students in each learning environment. The lesson was assigned on the same day in each class. Student activity was observed and student self-reflection comments were collected after the course ended. This project fostered a better understanding of the challenges and limitations of integrating technology-enhanced active learning strategies into these three learning environments.

Literature Review
In their report to the Association for the Study of Higher Education (ASHE), Bonwell and Eison (1991) solidified the dialogues about improving student engagement and learning through the use of active learning techniques. Since then, active learning strategies have changed the way higher education courses are taught, and also, the environments in which students learn. Literature examining the effects of classroom
environments on student engagement and learning and on the adaptability of active learning pedagogy to a variety of classroom spaces is most relevant to this project. In the spring 2014 issue of *New Directions for Teaching and Learning*, which focuses on active learning spaces and pedagogies, Baepler and Walker (2014) assert that active learning environments strongly influence classroom dynamics, which encourages the formation of educational alliances, social contexts, and relationships between student experiences and course learning outcomes (pp. 27-40). Noting a positive correlation between active learning teaching strategies and student-centered learning Florman (2014) asserts, “Faculty members who effectively incorporate active learning pedagogies into their courses fundamentally change the classroom dynamic from one where the instructor is the deliverer of knowledge and the student is the passive recipient, to one where the instructor is a facilitator and guide for the students’ active engagement with course content” (p. 77). Similarly, discussing the combination of teaching strategies and learning environments, Brooks and Solheim (2014) contend, “instructors who modify their approach to teaching a course based on the physical environment in which it is conducted can improve significantly student learning across the board” (pp. 59-60). In their discussion of the challenges of teaching in active learning environments, Peterson and Gorman (2014) recommend faculty add “more active learning approaches in a traditional classroom” before moving on to teach in an active learning classroom (p. 67). Based on this research, active learning can refer to the space in which students learn as well as the strategies used in the learning process.

**Methodology**

The purpose of this project was to compare the effects of the same active learning pedagogy on student engagement and learning in a variety of classroom settings with a variety of technological tools. To assess the effectiveness of using active learning strategies in various classroom environments, referencing Brooks and Solheim (2014) and Peterson and Gorman (2014), the same lesson plan was developed using the active learning strategies of brainstorming and write/pair/share and was implemented in each of the three classroom spaces. Referring to Florman’s (2014) assertion that instructors should become facilitators and students should actively engage with the content, initial tasks for this lesson included students brainstorming multiple research topics for the next essay, performing exploratory research, and then selecting one topic based on an interesting and credible article found during the exploratory research. Next, working in pairs, students shared and discussed their topics and articles, based on their current knowledge of the topics. Afterwards, students further brainstormed the possible argumentative directions and additional textual and non-textual sources for their essays. Then, the students reconvened as a class to share and discuss their topics. The lesson closed with a student self-reflection on the helpfulness and usefulness of the activity and of the technological tools used during the activity.

Although students in each of the three learning environments had personal laptop computers with access to the University’s course management system, the availability and types of technological tools used during this activity represents the variable in this project. The Active Learning Space was a large room with movable nesting tables and chairs, a large instructor computer projection system, large monitor screens on each wall for projection of the instructor computer screen or individual student laptop screens, white boards on all walls around the room, and multiple double-sided huddle boards with wall hangers around the room. The Technologically-Enabled Space was rectangular classroom with an instructor computer station and projection system at one end of the room, a large white board at one end of the room, and movable desks. The Traditional Classroom was small with movable desks and a whiteboard on one of the walls but no computer projection system.

While the design of the classroom space in each of the three learning environments did vary, the technological tools available in each space became the most significant variable. Students in each learning environment performed the same initial tasks of brainstorming multiple research topics, performing exploratory research, and selecting an article. However, during the write/pair/share activity, student use of the available technology determined the delivery method for the class presentation of their results of the completed lesson.

In the Active Learning Space, pairs of students used the two-sided huddle boards to write their topics, reasons for choosing the topic, possible arguments about the topic, and how the article might be helpful. Each student
in the pair wrote his or her topic and brainstorming note on one side of the huddle-board and then the pair of students discussed and provided feedback on each topic. Students, then, held up or displayed the huddle-boards around the classroom to present a summary of their discussions to the rest of class and to receive more collaborative feedback. In some instances, students projected their related articles onto the individual projection screens around the room for viewing by the rest of the class.

In the Technology-Enabled Space and in the Traditional Classroom, pairs of students used paper and pen to write, discuss, and provide feedback on their topics. They shared their articles by bringing print copies to class or by accessing the Internet on their smartphones or laptops. One notable distinction, however, was that in the Technology-Enabled Space the instructor used an iPad to snap pictures of student topic papers, notes, and print articles to display on the computer projection system for the rest of the class to discuss further.

Results

The length of time for the write/pair/share activity was measured and compared in each of the three learning environments. In the Active Learning Space, this activity lasted for a total of 70 out of 75 minutes, in which students were observed interacting with their partners for 40 minutes during the sharing and discussing of topics and sources step. The subsequent whole class discussion in the Active Learning Space continued for another 30 minutes, which was followed by time for the student self-reflection. In the Technology-Enabled Space, this activity lasted for a total of 40 out of 75 minutes, in which students were observed interacting with their partners for 25 minutes during the sharing and discussing of topics and sources step. The subsequent whole class discussion in the Technology-Enabled Space continued for another 15 minutes, which was followed by time for the student self-reflection. In the Traditional Classroom, this activity lasted for a total of 20 out of 75 minutes, in which students were observed interacting with their partners for 10 minutes during the sharing and discussing of topics and sources step. The subsequent whole class discussion in the Traditional Classroom continued for another 10 minutes.

Self-reflective responses from students in the Active Learning and Technology-Enabled Spaces were collected after the course ended from those posted in the course management system. Because the write/pair/share active learning strategy was used without any technology in the traditional classroom, no self-reflection was assigned or collected from students; however, for future studies, collecting paper-based reflections would be beneficial for comparison and further analysis. The self-reflection prompts asked students to reflect on the write/pair/share activity and its helpfulness at opening up new avenues for their topics. The prompt also asked if the students valued the write/pair/share activity and if the technological tools helped to enrich the learning experience. All 21 students in the Technology-Enabled Space and 19 out of 23 students in the Active Learning Space found the write/pair/share activity using the available technological tools enriching to their learning experience.

Discussion

Integrating a technology-enhanced active learning strategy into a lesson had a positive correlation to classroom dynamics, engagement, and learning. Collectively, students in each learning environment successfully completed the tasks assigned during this lesson. However, the use of available technological tools in the Active Learning and Technology-Enabled Learning Spaces considerably increased student participation in the activity. It is worthwhile to note that dialogues during the partner sharing and discussion step and the whole class discussion portion of the activity were somewhat shorter in the Technology-Enabled Space and substantially shorter and less in-depth in the Traditional Classroom than in the Active Learning Space.

Student narratives provided additional evidence supporting the effectiveness of the technology-enhanced active learning strategy for student engagement and learning in the Active Learning and Technology-Enabled Spaces.
Most all students commented on the benefits of this activity, such as visualizing their ideas, receiving peer feedback, and finding new avenues for their topics. The four students who did not find the activity enriching in the Active Learning Space commented that they preferred instructor feedback rather than peer feedback on their topics or that they already knew about their topic and the direction in which they wanted to write. However, these four students did acknowledge the usefulness of the activity for confirming their topic choices.

The facilitator for the success of this active learning strategy, in this narrative, is technology. In this project, enhancing an active learning strategy with the available technology in the learning environment resulted in increased student participation. Also highlighted in this project was that not all learning environments have the technological tools that are available in an Active Learning Classroom or a Technology-Enabled Classroom, which can create a potentially less equitable learning environment. Consequently, while this project adds a narrative to the current literature supporting the use of technology-enabled active learning strategies in all learning environments, further research and quantifiable data are needed to augment the empirical evidence discussed in this project and to create comparable teaching strategies for traditional classrooms.

References


Utilizing Service-Learning in Medical Education: Promoting Health in Underserved Communities and Professional Development in Medical Students

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Abstract

Service-learning in medical education is an effective mechanism to provide skills necessary to work with a diverse patient population. The prevention course partnered with a local community organization to provide health education to underserved children and parents. Medical student teams created health education stations and activities that were age and literacy appropriate that were presented at a health fair designed for the community organization. Situational awareness, personal/professional development, and effective communication emerged as the most common themes from pre- and post-event reflections. Service-learning activities can be of benefit to both the community being served and the students providing the service.

Introduction

Medical students are charged not only with mastering medical knowledge and techniques during their training, but also developing the interpersonal and professional skills necessary to work with patients from diverse backgrounds. For students to meet standards required of medical professionals they must, in part, rely on the curriculum and experiences set forth by their chosen medical schools to provide the opportunities that will instill the appropriate levels of learning.

One pedagogical strategy that has become prevalent in undergraduate education, and is now gaining popularity in medical education, is service-learning. Service-learning is a teaching method that marries course content with community engagement and reflective practice. Butin (2010) notes the important premise to service-learning that “both the process and outcomes of service-learning are universally beneficent” (p. 7). The goal behind service-learning in medical education is to reinforce classroom learning by providing students with real-world experiences and at the same time meeting a community health need.

Service-learning in medical education is quickly becoming recognized as an effective strategy not only to help students actualize course content, but also to bring the classroom to the community. The Liaison Committee on Medical Education, the accrediting body for U.S. allopathic schools, has incorporated a mandatory standard to integrate service-learning in to the medical school curriculum (Liaison Committee on Medical Education, 2014). How service-learning is incorporated in medical education varies between schools both in terms of requirements and project types. Though research on service-learning in medical education is minimal, existing literature suggests outcomes such as increased class rank, improved clinical skills, and better prepared for interacting with patients (Borges & Hartung, 2007; Brush, Markert, & Lazarus, 2006; Burrows, Chauvin, Lazarus, & Chehardy, 2009). The goals of this project were to provide a physician as teacher experience and determine the perceived outcome for both the students and the community from the students’ perspectives.
Methodology

Sample
Service-learning was utilized in the prevention course for 75 first-year medical students. The course partnered with a local community organization that provides Head Start (a school readiness program for young children from low-income families), among other programs, in two diverse counties near the medical school. The focus of this project was to address not only the health needs of Head Start students and families served by the organization, but to do so in a way that is appropriate for the literacy level of the population.

Community Event
Students were placed in teams of five to create and disseminate health education at one of two Michigan Head Start community health fair event sites. Topics were predetermined by representatives of the medical school and the community organization and randomly assigned to student teams. Topics for adults included: hidden sugars/diabetes, hidden salt/blood pressure, healthy eating, healthy living and exercise, and stress management. Topics for children included: hidden sugar/diabetes, healthy eating, and healthy living and exercise. Students conducted an in-class needs assessment with the community organization representative to gain a better understanding of the needs of potential health fair attendees. Students were then tasked with creating visuals, handouts, and activities appropriate to the age and literacy level of participants. All materials were reviewed by course faculty and staff for accuracy and appropriateness prior to dissemination at the health fair event attended by Head Start children and their parents, as well as teachers and staff.

Reflection
Students completed guided reflections before and after the community event. Pre-event reflections gauged student understanding of the community need, their anticipated learning experience, and the anticipated benefit to the community. Post-event reflections gauged student learning, including unanticipated outcomes and perceived community outcomes. Upon receipt of IRB approval, the reflection data were analyzed to assess the outcomes of the event from the student perspective.

Data Analysis
A qualitative approach was used to assess responses to open-ended pre- and post-event reflection questions. Questions were independently coded by two reviewers to identify key words/phrases. After independently analyzing responses, reviewers compared and refined key word/phrase selections and identified emergent themes. Once themes were established, descriptive statistics were employed to determine the frequency distribution of each theme.

Results
Four overall themes emerged from the student team pre-event reflections related to predicted outcomes, including situational awareness, connection to community, effective communication, and personal/professional development (see Table 1). Six overall themes emerged from post-event reflections related to perceived actual outcomes, including situational awareness, connection to community, effective communication, attendance/venue issues, engagement of attendees, and personal/professional development (see Table 2).

The most prevalent themes that emerged from the pre-event reflections were situational awareness and personal/professional development. Situational awareness included mindfulness about community demographics, including racial and financial disparities, reading and health literacy levels, and barriers/access to healthcare. Comments regarding personal/professional development centered on applications of principles learned in class to “real-world” situations, the importance of the physician educator, and growth in personal knowledge.
Two educational themes (effective communication, personal/professional development) and one logistical theme (attendance/venue issues) occurred consistently among the post-event reflections. Despite extensive promotion of the health fair event, attendance was relatively low so most student teams commented on the attendance/venue issues as impeding the overall impact that they had hoped to have within the community. However, despite low attendance, most teams felt that the interactions that they had with the attendees contributed to their education of learning to be effective communicators. Many teams also reiterated the impact the event had on personal/professional development, as they had anticipated during the pre-event reflection.

Table 1. Themes for guided pre-event reflection questions (n=15)

<table>
<thead>
<tr>
<th>Theme</th>
<th>Q1: What did you expect to learn?</th>
<th>Q2: What did the community rep share that was surprising to you?</th>
<th>Q3: How is this activity beneficial to the community? How is it beneficial to medical students?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency (%)</td>
<td>Frequency (%)</td>
<td>Example</td>
</tr>
<tr>
<td>Situational Awareness</td>
<td>11 (73%)</td>
<td>8 (53%)</td>
<td>“…gain a better understanding of common misconceptions… and barriers…” (Q1); “…education and income of our patient population can influence their access to medical care.” (Q2)</td>
</tr>
<tr>
<td>Connection to Community</td>
<td>1 (7%)</td>
<td>0 (0%)</td>
<td>“…allows the community to feel not only more connected to the medical school, but to reap the benefits of health information…”; (Q3); “Doctor’s offices and hospitals can be intimidating environments for learning….event will be a safe and comfortable place…” (Q3)</td>
</tr>
<tr>
<td>Effective Communication</td>
<td>3 (20%)</td>
<td>2 (13%)</td>
<td>“…heighten our teaching and communication abilities towards our future patients.” (Q3)</td>
</tr>
<tr>
<td>Personal/Professional Development</td>
<td>7 (47%)</td>
<td>2 (13%)</td>
<td>“We find that educating others helps to solidify our own practices…” (Q1); “On a personal level, this project will not only serve as a reminder of why we all chose medicine…” (Q3)</td>
</tr>
</tbody>
</table>

67% of reflections for Q1, 13% of reflections for Q2, and 67% of reflections for Q3 contained multiple themes (0-3).
### Table 2. Themes for guided post-event reflection questions (n=15)

<table>
<thead>
<tr>
<th>Theme</th>
<th>Q1: What did you learn from this project? What surprised you?</th>
<th>Q2: How did this project impact the community?</th>
<th>Q3: How did this project impact you as a medical student/future physician</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Situational Awareness</td>
<td>Frequency (%)</td>
<td>Frequency (%)</td>
<td>Frequency (%)</td>
<td>“…surprised to learn that the average adult had such a low reading level.” (Q1); “…cannot assume what people do and don’t know.” (Q3)</td>
</tr>
<tr>
<td></td>
<td>4 (27%)</td>
<td>1 (7%)</td>
<td>5 (33%)</td>
<td></td>
</tr>
<tr>
<td>Connection to Community</td>
<td>1 (7%)</td>
<td>4 (27%)</td>
<td>4 (27%)</td>
<td>“…audience was not as grand as we had hoped…we had indirect access to larger audiences…” “…were a few teachers at the health fair and so they could transmit the information…” (Q2); “Seeing and interacting with children and their families outside of the typical hospital environment helps us build stronger connections with the people we serve.” (Q3)</td>
</tr>
<tr>
<td>Effective Communication</td>
<td>5 (33%)</td>
<td>1 (7%)</td>
<td>11 (73%)</td>
<td>“…learned how to distill information into simple yet powerful terms…” (Q1); “…bridge the gap between thinking like a doctor and thinking like a patient in terms of improving health.” (Q3)</td>
</tr>
<tr>
<td>Attendance/Venue Issues</td>
<td>5 (33%)</td>
<td>10 (67%)</td>
<td>1 (7%)</td>
<td>“…did not have too many people show up so the impact might be mitigated…” (Q2)</td>
</tr>
<tr>
<td>Engagement of Attendees</td>
<td>4 (27%)</td>
<td>2 (13%)</td>
<td>1 (7%)</td>
<td>“…amazing to see how touched the individuals within the community were by our simple gesture…” (Q1); “…surprised [by] how much the people that came truly appreciated what we did.” (Q1)</td>
</tr>
<tr>
<td>Personal/Professional Development</td>
<td>8 (53%)</td>
<td>0 (0%)</td>
<td>5 (33%)</td>
<td>“…how to take a step back from the molecular biology and apply it in a real world situation.”(Q1); “…deepen our understanding of our diverse communities and the unique health, mental, and social issues faced…” (Q3)</td>
</tr>
</tbody>
</table>

60% of reflections for Q1, 20% of reflections for Q2, and 67% of reflections for Q3 contained multiple themes (1-3).
Discussion

Service-learning is designed to accomplish multiple goals not only for the students who are fulfilling a course requirement but also for the community being served. Though the participant turnout was not as strong as anticipated, results from the team reflections indicated a strong student learning experience and beneficial community experience for those who attended.

Perhaps most importantly, students gained an awareness of their local communities and the needs of their future patients. There will always be unanticipated challenges for patients, whether it be a lack of access or lack of understanding, in which practicing physicians will not only need to exercise patience but empathy as well. Though many students expressed surprise at the needs of the population, their efforts to tailor resources and deliver information in an appropriate fashion conveyed a strong degree of professionalism and understanding. Additionally, this project, and in particular this degree of self-directed learning, helped students raise awareness of their knowledge shortcomings and at the same time presented an opportunity to build upon their knowledge bank.

Service-learning is currently underutilized in medical education. These findings provide evidence to support integrating medical students into the local community early within their educational career. Such activities allow them the opportunity to develop interpersonal skills and professionalism that are required during patient-physician encounters and it provides students with the opportunity to reflect, identify, and address knowledge gaps before advancing too far in their career.

References


Rethinking the Role of Undergraduate Teaching Assistants: Designing Best Practices from Psychoanalytic Theory

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Abstract  
This essay outlines a theoretical framework for thinking about how Undergraduate Teaching Assistants (UTAs) function as role models in the undergraduate classroom. Specifically, Jacques Lacan's psychoanalytic notion of the “The Mirror Function” provides a promising framework for maximizing the lasting impact of UTAs. This represents a subtle but potentially significant difference from a learning-centered framework insofar as the UTA would be positioned in classroom activities not primarily to assist the students’ learning but rather to provide a “mirror” in which students can recognize their own-most potentialities as scholars and life-long learners.

Introduction  
The Undergraduate Teaching Assistant (UTA) Program in the Department of Focused Inquiry at Virginia Commonwealth University seeks to increase student engagement and student learning – and ultimately to improve undergraduate retention – by placing highly engaged and successful undergraduate students – typically second-year students – into the first-year Core Education classroom. The underlying assumption of the UTA Program is that these students can not only facilitate traditional learning both in and out of the classroom, but can also, by their very presence, model appropriate student behavior, exemplary student engagement, and a high standard of academic performance. This essay seeks to explore the philosophical underpinning of that underlying assumption. Specifically, it will interrogate the way in which UTAs function in the first-year classroom as an “engaged college student” subject-position for first-year students to inhabit. Drawing on the insights of G.W.F. Hegel, Louis Althusser and Jacques Lacan, this essay will argue that undergraduate teaching assistants, far more than any course syllabus description or modeling by a course instructor, can effectively operate as a “mirror function” in which first-year students can recognize their own consciousness/potentiality as scholars, thereby interpellating first-year students into an “engaged college student” subject position.

As the ideas of Hegel (1977), Althusser (1971), and Lacan (1977) will suggest, an undergraduate student can only develop self-consciousness as an engaged scholar by seeing that role mirrored back by another engaged scholar and that that mirror function is best facilitated by a fellow student/peer. This process is perhaps best facilitated by the presence of effective role models, which is the unique capacity of the UTA. Furthermore, this alternative framework differs from a teaching-centered model of teaching assistants – an all-too-common role for graduate teaching assistants – as well as a learning-centered model of teaching assistants. In this framework, the principal objective of the UTA is not to facilitate student learning (on that particular assignment on that particular day in that particular class), but rather to facilitate the student's own heightened consciousness concerning their own-most potentialities as a student, scholar, and life-long learner (on all assignments, on all days, in all classes, and beyond). In this regard, the principal objective of the UTA is not learning but empowerment (or perhaps self-actualization). This distinction from a learning-centered framework is likely subtle in the day-to-day activities of the UTA, but the nuances of that distinction are worth exploring. Hence, the ultimate objective of this essay is to foster ongoing dialogue regarding best practices – about how this “mirror function” could best be achieved in the undergraduate classroom. In other words, how can UTAs be utilized, positioned, etc. in the classroom to best facilitate this “mirror function”?
Literature Review

To begin, G. W. F. Hegel (1977) develops a compelling theory of identity formation in his magnum opus, *The Phenomenology of Spirit*. Hegel contends that the primordial formation of human consciousness, upon which particular cultural and political identities depend, is itself dependent upon recognition from another human consciousness. And so it is in the interpersonal relationship that the structure of an Ego, necessary to have an identity at all, is formed. In *The Rebel: An Essay on Man in Revolt*, Albert Camus (1984) summarizes the argument eloquently:

Animals, according to Hegel, have an immediate knowledge of the exterior world, a perception of the self, but not knowledge of the self, which distinguishes man. The latter is only really born at the moment when he becomes aware of himself as a rational being. . . . Therefore, his essential characteristic is self-consciousness. (p. 138)

But in order to do this, a human being cannot affirm itself in relation to the world of animals and things. Self-consciousness can only be established in relation to, and more precisely as recognition from, another self-consciousness. Camus (1984) continues:

self-consciousness must be gratified by another form of self-consciousness. In simple words, man is not recognized – and does not recognize himself – as a man as long as he limits himself to subsisting like an animal. He must be acknowledged by other men. All consciousness is, basically, the desire to be recognized and proclaimed as such by other consciousnesses. (p. 138)

In Hegel’s (1977) own words, “Self-consciousness exists . . . when, and by the fact that, it so exists for another; that is, it exists only in being acknowledged” (p. 111).

This is not the end of the story, however, insofar as Hegel (1977) has not yet elucidated the mechanism by which acknowledgment is procured: “the process of Recognition” (p. 111). The desire for recognition occurs as a struggle: “Self-consciousness must proceed to supercede the other independent being in order thereby to become certain of itself as the essential being” (Hegel, 1977, p. 111). In this primal movement, self-consciousness “does not see the other as an essential being, but in the other sees its own self” (p. 111). The result is a struggle to subordinate the other person to a mirror of oneself, to make of them a prop with which to support one’s own identity. This is the essence of Hegel’s “master-slave dialectic.” “The lord is the consciousness that exists for itself . . . it follows that he holds the other in subjection” (Hegel, 1977, p. 115).

Building upon Hegel’s ideas, Louis Althusser (1971) develops a supplementary and equally compelling theory of identity formation in his landmark essay, “Ideology and Ideological State Apparatuses.” In that essay, Althusser introduces the concept of an “ideological state apparatus” as the device by which the means for the reproduction of the State is guaranteed. According to Althusser (1971), the continued existence of the State is “secured by the exercise of State power in the State Apparatuses, on the one hand the (Repressive) State Apparatus, on the other the Ideological State Apparatuses” (p. 148). The primary difference between the repressive and ideological state apparatuses is that “the Repressive State Apparatus functions ‘by violence,’ whereas the Ideological State Apparatuses function ‘by ideology’” (p. 145, original emphasis). Moreover, “it is the [ideological state apparatuses] which largely secure the reproduction . . . behind a ‘shield’ provided by the repressive State apparatus” (p. 150).

Althusser (1971) continues his discussion by providing a list of those institutions which function as ideological state apparatuses – including religion, family, law and politics (p. 143) – and identifies the educational system as the “dominant Ideological State Apparatus” (p. 157). But most important for this essay, Althusser then discusses the precise mechanism by which ideological control is achieved. He argues that the ideological state apparatuses function by constituting “subjects” at the level of consciousness: “the category of the subject is only constitutive of all ideology insofar as all ideology has the function (which defines it) of “constituting” concrete individuals as subjects” (p. 171, original emphasis). Althusser (1971) argues, in fact, that “the ‘obviousness’ that
you and I are subjects . . . is an ideological effect, the elementary ideological effect” (p. 172), and he calls the process by which subjects are constituted is “interpellation:"

ideology “acts” or “functions” in such a way that it “recruits” subjects among the individuals (it recruits them all), or “transforms” the individuals into subjects (it transforms them all) by that very precise operation which I have called interpellation or hailing, and which can be imagined along the lines of the most commonplace everyday police (or other) hailing: “Hey, you there!” (p. 174, original emphasis)

In summarizing his position, Althusser (1971) states that the “existence of ideology and the hailing or interpellation of individuals as subjects are one and the same thing” (p. 175). In other words, ideology functions by inculcating itself into the minds of individuals, who come to act in accordance with that ideology. Ideology constructs “subject positions” which consumers of that ideology come to inhabit; ideology defines the roles that we inhabit.

So, in supplement to Hegel’s account of subject formation Althusser offers a broader sociological account by suggesting that identity is not formed at some purely psychic level, but at the everyday level of social interaction within existing institutions. By merging the ideas of Hegel and Althusser, we can assert that identity is formed through the interpellation of the individual into a particular subject-position, and that the most efficient, if not necessary, mechanism of that interpellation is as similarly positioned consciousness – i.e., another individual who already inhabits the subject position into which the first individual is being interpellated. At this point, we might be able to further elucidate this theoretical model of identity formation by invoking the ideas of Jacques Lacan. In his essay “The Mirror Stage as Formative of the Function of the I,” Lacan (1977) notes that:

The child, at an age when he is for a time, however short, outdone by the chimpanzee in instrumental intelligence, can nevertheless already recognize as such his own image in a mirror. . . . This act, far from exhausting itself, as in the case of the monkey, once the image has been mastered and found empty, immediately rebounds in the case of the child in a series of gestures in which he experiences in play the relation between the movements assumed in the image and the reflected environment, and between . . . the child’s own body, and the persons and things, around him. (1)

Moreover, this recognition of oneself in the mirror is, Lacan (1977) asserts, constitutive of the individual’s “function as a subject” (p. 2). In other words, consciousness of oneself as a subject is not pre-given but acquired. Perhaps most important here is Lacan’s observation that the mirror stage necessitates a process of “play” in which the child recognizes movements, expressions, and “gestures.” In other words, human consciousness does not form in some instant of recognition but as the result of a process of mimicry, experiment, observation, error and correction.

Furthermore, this phenomenon is not strictly about recognition of oneself, but about recognition of oneself as a subject in the world, as a particular consciousness that occupies a particular place in the world one inhabits. According to Lacan (1977), “I am led, therefore, to regard the function of the mirror-stage as a particular case of the function of the imago, which is to establish a relation between the organism and its reality” (p. 4). Extending the work of both Hegel and Lacan, Tzvetan Todorov (1994) argues that the subjective “I” is not only formed in the “mirror stage” in which the infant recognizes itself, but also in the returning “gaze” of the (m) Other. Citing recent studies by child psychologists, Todorov discusses a crucial point:

when the child starts not simply to look at his or her mother . . . but starts to try to catch his mother’s gaze, that is, wants to be looked at . . . There is a mirror of oneself that one discovers in the eye of the other. . . . In this necessity to be seen, something . . . occurs which gives rise to both the self, to the other, and to consciousness. Indeed, the other is the one whose gaze I
must catch and the self is the one who the other is gazing at, and consciousness is the place where this realization occurs. This fact reveals...the inborn incompleteness, of the human being which only becomes fulfilled itself through its relation with another person.

This, then, is the critical step in the development of this Lacanian theory of identity formation, namely that the development of subjectivity is contingent upon the returning gaze of another consciousness, and the need to see and mimic the “gestures” of that consciousness. To recognize oneself as a self requires one to recognize oneself in and through another self.

**The Undergraduate Teaching Assistant as Interpellating Agent**

As stated above, to recognize oneself as a self requires one to recognize oneself in and through another self. This suggests that (1) an undergraduate student can only develop his or her own self-consciousness as an engaged scholar by seeing that role mirrored back by another engaged scholar and that (2) that mirror function is best facilitated by a fellow student/peer. First, if we understand “consciousness” formation in the Hegelian sense, then the formation of consciousness requires the presence of another consciousness – one must see oneself being seen by another consciousness. In the context of the first-year undergraduate classroom, this means that the first-year student must see themselves being seen (as a student) by another person – which at this point could be another student, UTA, or instructor. Similarly, if we understand “consciousness” formation in the Lacanian sense, then the formation of consciousness requires the mirroring of the gestures and behaviors of consciousness. As stated above, the human consciousness does not form in some instant of recognition but as the result of a process of mimicry, experiment, observation, error and correction. In the context of the first-year undergraduate classroom, this means that the first-year student must “play” with the role of engaged scholar through ongoing trial and error. One develops as a student – meaning not learns as a student but develops into and grows as a student – not via an epiphany, but through persistent daily effort. Finally, and perhaps most important, if we understand “consciousness” formation in the Althusserian sense, then we must understand consciousness as not one singular psychic phenomenon but instead as always already a situated “subject position” within a particular social/institutional context. In other words, we are not discussing consciousness as such but consciousness as something – not of something, but as something; in this case consciousness as an engaged scholar. In the context of the first-year undergraduate classroom, this means that the first-year student is being interpellated into the subject position of engaged, active learner AND that that interpellation is best achieved, i.e., best mirrored, by a similarly situated subject position.

At this point, allow me to offer a few concrete suggestions of how UTAs might be used to help facilitate students’ self-actualization as engaged scholars; of how UTAs can help create an “empowerment-emphasis” classroom. [I do not say “empowerment-centered” because I do not believe the principal focus could or should be empowerment rather than learning. Hence, the “alternative” being suggested would be a learning-centered classroom with an emphasis on empowerment.] A first strategy is to position UTAs to facilitate small-group discussions rather than leading/lecturing part of class, which situates them not as assistant instructors but as really good students literally on a face-to-face (i.e., mirroring) level. A second strategy is to have UTAs conduct informal mini-presentations or workshops about their own work from the class, to help show students what they are capable of in the actual class. Finally, a third strategy is to have UTAs meet with students outside of class – literally, outside of the classroom – where I believe, they are seen more as a peer mentoring students on their work (and on their work habits), than as an assistant to the class or to the instructor. Overall, this alternative framework asks the instructor to (re)consider how different activities and modalities in which UTAs are involved allow them to best function as “interpellating” agents, thereby inviting students to embody the “subject position” of engaged learner.
**Conclusion**

If we are in the business, at least in part, of creating/indoctrinating mindful scholars, we cannot achieve this aim through traditional instruction (as the transmission of information), but rather through the presence of effective role models, which is one of the unique capacities of an Undergraduate Teaching Assistant. Please note that this (alternative) framework differs from both a teaching-centered model of teaching assistants – an all-too-common role for graduate teaching assistants – and a learning-centered model of teaching assistants. Within this framework, the principal objective of the UTA is not to facilitate student learning (on that particular assignment on that particular day in that particular class), but instead to facilitate the student’s own heightened consciousness concerning their own-most potentialities as a student, scholar, and life-long learner (on all assignments on all days in all classes, and beyond). In this regard, the principal objective of the UTA is empowerment (or perhaps self-actualization), rather than learning. This distinction from a learning-centered framework is admittedly likely subtle in the day-to-day activities of the UTA, but the nuances of that distinction are worth exploring.

The ultimate objective of this essay has been to foster ongoing dialogue regarding best practices – about how this “mirror function” could best be achieved in the undergraduate classroom. In other words, how can UTAs be utilized, positioned, etc. in the classroom to best facilitate this “mirror function”? Among other things, this alternative framework could certainly inform the sorts of ways in which UTAs might be used/placed/positioned in the classroom. For example, to facilitate the mirror function of which they are capable, UTAs might be asked to strategically (and perhaps frequently) remind students that they were/are students, and to share their own work from the course, be it good or bad. Additionally, instructors might seek ways to strategically (and perhaps frequently) positioning UTAs in the classroom neither as merely fellow students nor as additional instructors, but as highly engaged and self-empowered undergraduate students – in other words, as the mindful-student subject position into which we invite our current first-year students. To be sure, this alternative framework promises a subtle but potentially impactful difference from both teaching-centered and learning-centered models of undergraduate instruction.

**References**


Integrating the Global Experience in Your Classroom

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Abstract
Each year approximately nine percent of US undergraduates study abroad for academic credit. How can we bring a similar learning experience to the other ninety-one percent? The focus of this paper is twofold: to discuss current research regarding the impact of study abroad programs on global and intercultural competencies and to identify resources that can be used to bring a study abroad experience to our campus-based students, whether your classroom is in-seat or online.

Introduction
The Institute of International Education, in their 2013 Open Doors report found 283,332 American college or university students studied abroad during 2011/12. While this number has increased annually for the past four years only nine percent of American students participate in either a short-term or long-term study abroad program. Can cultural competencies be taught? If so, what can faculty do internationalize their curriculum to bring a comparable experience to the classroom?

Literature Review
The value of study abroad programs has been debated for years (Ang et al, 2007, Eisenberg et al, 2013; McLaughlin & Johnson, 2006; Sutton Rubin, 2004). With the recent exception of Varella and Gatlin-Watts (2014), the research suggests student gains in cultural intelligence (a concept pioneered by Earley and Ang, 2003) are positive and measurable.

There have been numerous studies seeking to define intercultural competencies. The definitions vary considerably but what is a common theme among these definitions is that global and intercultural competency is not a single factor but rather a number of factors. Earley and Ang (2003) viewed cultural intelligence as comprising several dimensions: metacognitive, cognitive, motivational, and behavior. Bennett (2011) suggests intercultural competence is comprised of various skill sets in cognitive, affective and behavioral areas while Hovland (2010) identifies twelve essential learning categories in his definition of global learning. Deardorff (2009) developed an Intercultural Competency process model that begins with individual attitudes that are impacted by external interactions leading to desired outcomes that, coming full circle, changes attitudes.

The NASFA: Association of International Educators (2012) compiled a summary of key research studies that have investigated the impact of study abroad and measured attainment of learning outcomes: the GLOSSARI project, the SAGE project, and the College Board. The GLOSSARI project in 2010 found that students participating in study abroad have higher graduation rates and GPAs that those that do not. The differences were especially pronounced among low-income and minority students. The SAGE project in 2009 took a long-term approach to student abroad investigating the personal and professional outcomes of more than 6,000 study abroad students. The study also focused on defining global engagement. A major study conducted in 2008 by the College Board and the Institute for International Education of Students identified expectations of high school seniors regarding international experiences and found that it went far beyond study abroad to also include language instruction, international internships, and cultural immersion.
As a result of an increased need to measure student gains in learning, broad-based survey instruments such as the Global Perspective Inventory, acronym GPI, (http://gpi.central.edu) or the Intercultural Development Inventory, known as the IDI, (http://idiinventory.com) are often used. The GPI provides information on a students’ experiences before and during college and their global perspective. Colleges/universities can choose from among three forms of the GPI. Available in 15 languages, the IDI is a 50 item questionnaire that includes a 5-step developmental process for each individual taking the inventory. Another option for educators is to use assessments developed by their faculty or Institutional Research departments.

Internal research at Davenport University (DU) confirms the research findings at the national and international level. Every year DU’s institutional research department emails a 40+ item survey to all students who participated in short-term faculty-led programs. The survey is emailed to the student typically 2-3 months after their return from study abroad to allow for adequate time for students to reflect on their experiences while abroad. The general categories for the survey include reasons for participation, pre-departure preparation and orientation, individual development, benefits and challenges, plus recommendations for future programming.

The reasons for participating in study abroad and its associated benefits among students participating in study abroad are shown in Table 1 (Davenport University, 2013). Every year, personal growth and the opportunity to learn about other cultures are cited as the primary reasons students study abroad. Other reasons why students participate in study abroad include improving career prospects and satisfying academic requirements. It is important to note that none of the reasons are location-specific, meaning students can be in a classroom or be overseas to gain these benefits.

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<tr>
<td>Personal growth</td>
<td>93</td>
<td>84</td>
<td>85</td>
<td>86</td>
<td>75</td>
</tr>
<tr>
<td>To learn about other cultures</td>
<td>84</td>
<td>84</td>
<td>82</td>
<td>93</td>
<td>85</td>
</tr>
<tr>
<td>Improve career prospects</td>
<td>70</td>
<td>62</td>
<td>68</td>
<td>74</td>
<td>77</td>
</tr>
<tr>
<td>Satisfy academic requirements</td>
<td>79</td>
<td>70</td>
<td>56</td>
<td>63</td>
<td>47</td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
<td>19</td>
<td>6</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>n</td>
<td>43</td>
<td>37</td>
<td>33</td>
<td>43</td>
<td>34</td>
</tr>
</tbody>
</table>

Note: Reported in percentages. Data from Davenport University’s annual Faculty-led Study Abroad Program Assessment

**Methodology**

With the benefits of study abroad programs documented at the national and international levels and then confirmed through Davenport’s research the question then follows “How do we bring this experience to the vast majority of students who do not/can not participate in the study abroad. A team of eleven interested faculty members from all colleges at the university gathered for a session at the annual teaching conference to share ideas on what can be done to internationalize the curriculum. The ideas generated with techniques that can be used in the classroom are detailed in Table 2. They range from the broad-based impact of using international textbooks to assignments requiring individual students or groups of students to analyze and reflect on issues within their discipline or course of study. While many of these techniques are not new, what is important in the intention to specifically focus on activities and assignments that feature an international component and for faculty to deliberately provide a global context to the classroom.
**Table 2. Ways to Internationalize Your Teaching**

<table>
<thead>
<tr>
<th>Pedagogy</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-post questions during class</td>
<td>Select contemporary international topics</td>
</tr>
<tr>
<td></td>
<td>Discuss their relevance to the course</td>
</tr>
<tr>
<td></td>
<td>Identify international firms in the campus area affected by the topic</td>
</tr>
<tr>
<td>The class/teams of students research pro/con</td>
<td>Accounting – IFERS</td>
</tr>
<tr>
<td>positions on an international topic</td>
<td>Health Care – How expats get care</td>
</tr>
<tr>
<td></td>
<td>Marketing – Using global ad content</td>
</tr>
<tr>
<td></td>
<td>Management – Maternity Laws in Europe</td>
</tr>
<tr>
<td></td>
<td>Technology – Open source of IP</td>
</tr>
<tr>
<td>Classroom/online presentations</td>
<td>Study Abroad director</td>
</tr>
<tr>
<td></td>
<td>Executive from international/multi-national; firm</td>
</tr>
<tr>
<td>Teams of students compete to find the</td>
<td>Complete early in term</td>
</tr>
<tr>
<td>international connecting points within the</td>
<td>Ask what students want to learn more about an add international</td>
</tr>
<tr>
<td>content of their course</td>
<td>content to future topic areas</td>
</tr>
<tr>
<td>Class Materials</td>
<td>Textbooks written by international authors or published overseas.</td>
</tr>
</tbody>
</table>

**Conclusion**

While only a small proportion of our students will experience study abroad, as faculty we can be creative and seek out opportunities that will enhance their educational experience. By embedding global experiences in our pedagogy from the early 100-level classes throughout the curriculum we may also positively impact student interest in Study Abroad programs.

The suggestions detailed in Table 2 can be used in either an in-seat or online classroom. For an in-seat instruction, the activities are suited for either classtime or as assignments to be completed outside the classroom. Due to the common asynchronous learning environment of the online classroom, faculty would need to make some adjustments to the examples included in Table 2 to account for the time lag in assignment turnaround. Presentations by guest speakers can be archived and embedded into the course materials at the appropriate point(s) in the curriculum.

Encouraging our students to think both locally and globally can develop their own cultural competence and can also improve the career prospects of our students.
References


Davenport University (2013), Faculty-led Study Abroad Program Assessment. Grand Rapids, MI: Davenport University.


Abstracts
In alphabetical order by first presenet

Triumphs and Tribulations of Centers for Learning and Teaching
Judith Ableser - Oakland University
This interactive session will focus on the triumphs and tribulations in Centers for Learning and Teaching. We will explore the role and purpose of centers, provide a brief history, and share some positive initiatives that are currently being implemented. The heart of the session will discuss challenges that are commonly faced within Centers. We will brainstorm and problem-solve ways in which to effectively address these challenges by sharing our experiences and knowledge. Opportunities for networking will be beneficial for participants who are involved in their Centers and for those who would like to begin a Center at their institution.

Support Mechanisms for a Diverse Population of Learners: Working MLTs in a Baccalaureate Completion MLS Program
Charity Accurso, Linda Graeter, Elizabeth Hertenstein, and Gideon Labiner - University of Cincinnati
In the online baccalaureate completion Medical Laboratory Science Program, the student body is very diverse in age, academic preparation, work experience, specialization, and personal responsibilities. The program faculty and staff have created and maintained a student centered environment in the face of large student enrollment where course enrollment is often greater than 400 students. Outreach and support activities, retention initiatives, program policies and learning contracts that have been implemented to help students succeed will be discussed, as well as performance outcomes including graduation, final comprehensive examination and certification examination performance.

Mastery or Marketing: The Role of MOOCs
Gregory Allar - Oakland University
Strategies to assess learning in problem-solving activities vary depending on the nature of problem. Well-structured problems tend to be fairly self-contained i.e. there is a correct or convergent answer which has a preferred or prescribed solution process. Assessment of well-structured problems is straightforward. Ill-structured problems, however, tend to be more complex with multiple solutions, solution paths, or no solution. Ill-structured problems demand that learners make judgments and justify their solutions. Assessment of learning with ill-structured problems tends to be less defined and more challenging.

Problem-Solving: Alternate Applications to Assess Learning
Gregory Allar - Oakland University
This session discusses incorporating problem-solving activities into the learning process and examines various methods for assessing learning outcomes.

Conversion of a Language-Based Course for Online Learning
Julie Alles-Grice and Julia VanderMolen - Grand Valley State University
This presentation will focus on current methods of instruction most commonly used today for healthcare professionals. Discovering ways to teach medical terminology online that keeps students interested, attentive, and highly engaged can be a challenge. Previously, students studying medical terminology had communicated
using text-based synchronous and asynchronous discussion only. This is why the Quality Matters Rubric Standards were implemented into the course. A common criticism of text-based media is the lack of non-verbal communication.

Incorporating Journal Club into the Undergraduate Biology Classroom
Kelsi Anderson - Concordia University

This study aimed to enforce the necessity of reading comprehension from the scientific literature by implementing a journal club into upper level undergraduate biology classrooms. Students were assigned to select an article from the scientific literature that reinforced topics being discussed in class. Journal club design differed between multiple sections including the stringency of guidelines for topic selection, presentation style, and classmate participation requirements. Quantitative results indicate that presenters spend a great deal of time reading through the article prepare a knowledgeable presentation. Participants write quality reflection papers, but their desire to engage in the discussion is minimal.

A. 1-, 2-, and 3-D Images in Teaching Chemistry
Mohamed Ayoub - University of Wisconsin, Washington County

With advances in both hardware and software technologies, chemical educators are now able, in real time lectures and/or laboratory settings, to conduct computational experiments for teaching a wide range of chemical concepts. We show how 1d, 2d, and 3d images, produced using electronic structure systems (ESS) now available to teach topics such as chemical bonding, molecular geometry, hybridization (sp, sp2 and sp3) atoms, which are needed in different bonding patterns (single, double, and triple), resonance, acid-base and hydrogen bonding. In addition, we present contour (2d), and surface (3d) overlap images between orbitals of interacting molecules and their stabilization energy.

Engage Your Students with Team-Based Learning
Jean Bailey - Central Michigan University

Team-based Learning (TBL) is a dynamic learning that engages students and fosters deeper learning and higher student success. Research shows that TBL is an effective model for student learning, and higher test scores reflect increased achievement. In this session, participants will engage in a TBL session to experience this exciting model.

Punch ‘em: Engaging Students the First Day of Class
Erik Benson - Cornerstone University

“You never have a second chance to make a first impression.” For instructors, this old saying contains a simple truth: the first day of class is crucial to the success of a term. In fact, students generally shape their overall opinions of a course on its first day. Typically, instructors focus their first-day efforts on communicating course expectations, but less so on effectively connecting with students. This highly interactive session will explore how to do the latter, drawing upon a variety of written and other sources. It will offer principles and practical insights, and develop applications for future use.
Rod Stewart was Right: The Value of Hindsight in Teaching  
Erik Benson and Matthew Roberts - Cornerstone University, Grand Valley University

Whether a first-year instructor or a classroom veteran of two decades, everyone can appreciate what experience has to teach about effective instruction. This session will present the results of a cross-institutional selection of focus groups and faculty surveys designed to identify the key lessons taught by experience. In addition, this highly interactive session will involve participants in a discussion of their own experiences and general principles and will encourage participants to develop a deliberate plan for applying these lessons in the future.

Peapods and Bugs: Unboxing Student Assumptions  
Sheri Benton - University of Toledo

Students come to college from myriad backgrounds, experiences, and knowledge – what I term their “box” – and realizing that their box differs, sometimes substantially, from the boxes of their new peers often surprises students. A simple in-class activity where students are given a set of instruction on how to “Draw a Bug” results in a collection of bugs that, while similar, are also clearly unique, and visually demonstrates how individual assumptions and choices shape their responses.

Simulation: An Innovative Approach to Exploring End-of-Life Care Issues  
Rhonda Bishop - Ferris State University

Simulation is an innovative teaching and learning strategy that provides students an opportunity to experience real-to-life clinical situations in a controlled academic environment, and enhance the development of the knowledge, skills, and attitudes of a competent nurse. Simulation is a valuable tool for creating meaningful experiences that students may have limited contact with in the clinical setting. As the United States population ages and chronic disease becomes more prevalent, nurses must be competent in managing end-of-life situations. Intentionally designed simulated end-of-life scenarios allow nursing students to explore interdisciplinary decision making, care delivery, and ethical principles associated with end-of-life care.

Moments of Integration: Facilitating Peer Interactions in the Classroom  
Dawn Branham - Michigan State University

Research on student persistence indicates that students benefit from high-quality interactions with faculty, staff and peers, yet data from national surveys indicate a lack of this type of interaction among students at broad-access institutions. Students on commuter campuses face significant challenges forming relationships with peers as most of their time is spent in the classroom, where often there is little peer interaction. This session reviews research on the influence of peer interactions on student persistence and offers several ideas for faculty facilitation of peer interactions in the classroom. Participants are invited to share and brainstorm additional strategies.

What Would You Do? Student Experiences with Online Simulations  
Marlena Bravender - Saginaw Valley State University

Online decision-making simulations offer a unique dimension to case study use in classrooms. SimWriter software is the tool used in this study for the development of decision trees designed to fit specific scenarios. Students work through the scenario one decision at a time, seeing the results of their decision as a logical consequence to their choice. The experiences and perspectives of students using this software are explored. Findings from this study suggested that online simulations could provide students a vehicle for trial and error using real life examples and decision-making strategies.
Graduate Student Instructors’ Engagement in and Perspective on Professional Development

Allison BrckaLorenz - Indiana University

This session aims to document current uses and needs regarding professional development for graduate student instructors (i.e. graduate students who teach undergraduates). Findings from graduate student instructors (GSIs) at eight institutions that participated in the pilot of the Faculty Survey of Student Engagement for Graduate Student Instructors (FSSE-G) are utilized to identify impactful methods of professional development as well as potential areas for improvement. The goal of the session is to help participants understand ways they can enhance GSI professional development as instructors.

Storytelling: A Unique Interdisciplinary Teaching Opportunity

Molly Brennan and Amy Yorke - University of Michigan, Flint

Interdisciplinary teaching involves a conscious effort to apply knowledge, principles, and values to more than one academic discipline simultaneously. This session will demonstrate a successful interdisciplinary collaboration between public health and physical therapy that has been utilized repeatedly within the classroom. In addition, the session will focus on how to develop interdisciplinary models in order to harness the synergy developed by these models to effectively teach students the importance of engaging multiple disciplines, critical thinking, transfer of learning and providing a curriculum that is more relevant and applicable to students.

Beginning with Co-Teaching to Move K-6 Achievement Forward

Douglas Busman, Linda McCrea, Mario Adkins, and Sheryl Vliestra - Grand Valley State University

A pre-service teaching internship often features teacher candidates observing an experienced cooperating teacher prior to their supervised student teaching experience in which teacher candidates then actually plan, teach and have entire control of the classroom. This presentation reveals the results of a pilot program in which teacher candidates began teaching on day one using a co-teaching model. Early results suggest that the co-teaching training model increased class time effectiveness and resulted in both improved teacher preparation and increased K-6 student achievement. By attending this session participants will take away skills specific to the development of effective internships.

Creating an Engaging Environment in Today’s Higher Education Classroom

Jenise Cardinal-Donnelly - Alma College

How do my students learn? How can I foster a classroom environment where student engagement is the norm? An engaging classroom not only provides students opportunities to expand their mastery of the content, but also fosters the building of a classroom community. This workshop looks at which key variables to consider when planning engaging classroom instructional activities in order to create a successful learning environment with any number of students. Traditional and technology based strategies will be introduced, shared and modeled. Participants will be encouraged to share their engaging classroom tips and success stories.

An Adjunct Faculty Learning Community to Increase Intentional Learning

Ann Coburn-Collins, Lester Altevogt, Anne Acker, and Lisa Tsay - Saginaw Valley State University

Systematic inquiries into such questions as, “How do students learn?” and “Why don’t they learn well?” have increasingly become a norm in higher education. Pedagogical literature has shown that evidence-based practices can improve student learning and that Faculty Learning Communities are an excellent vehicle to
support such practices (Cox, 2003). With the recent launch of an adjunct faculty learning community at our home institution, we have taken a significant step to further the scholarship of teaching and learning. Currently the community is working on an IRB approved project that focuses on intentional learning strategies for first year students.

Enhancing Student Learning and Engagement in Online and Blended Courses
Sharon Colley - Ferris State University

Recent research on the brain supports that deep learning occurs when senses and emotions are triggered, and when students are actively engaged with the content. However, achieving this can be challenging when courses are delivered in a blended or fully online format. Innovative teaching methods will be shared that incorporate the brain research as well as tenets of the learner-centered philosophy. Approaches to evaluating students individually within a group assignment will be shared. This poster presentation will provide some simple, but unique methods that can lead to major changes in how students engage and learn in blended and online courses.

Cultivating 2nd Language Acquisition Through Community Garden Experiences
Kathy Cornman and Syreeda Nix - University of Michigan, Flint

This session outlines a collaborative effort between the Earth and Resource Science Department’s (ERS) Urban Alternative House (UAH), University Outreach, and the English Language Program (ELP). This collaboration provides the environment for ELP students to connect with on- and off-campus communities, earn civic engagement credit, and practice the language skills learned in class.

The ELP utilizes the UAH classroom to explore ideas for sustainable urban living while acquiring language skills and subject content. A vegetable garden allows students to gain a deeper understanding of “green” concepts as L2 is used to disseminate findings throughout the communities.

Implementation Science Recommendations for Engaging Evidence-Based Teaching Approaches
Milt Cox - Miami University

Implementation Science research provides recommendations for instructors who are attempting to put evidenced-based programs into effective practice. For example, if you want to use cooperative learning groups, a well-known evidenced-based practice, then how do you convince students to engage this approach in a meaningful way? You can provide the evidence that groups will work, but how do you get students to participate effectively? In addition to cooperative learning, most evidenced-based teaching/learning approaches can be substituted here. In other words, how do you get SoTL evidence to be accepted and adopted by students in practice?

Lessons from Our First “Faculty Technology Boot Camp”
Jeanna Cronk - Northwood University

Join us as we share our experiences (good and bad) from our first ever Faculty Technology Boot Camp. Learn directly from our “drill sergeant” about the data that drove us to offer a boot camp, the topics that were taught, format of the course, and outcomes from the boot camp. Additionally, hear first-hand from faculty “recruits” about how enlisting in our boot camp has affected their teaching. Attendees will have an opportunity to share future ideas and applications.
Teaching from the Heart: Demonstrating Concepts Using Classroom Data
Sérgio da Silva - Cornerstone University

The purpose of this session is to demonstrate a simple pedagogy to teach research concepts. I will use a validated method to collect heart rate in the classroom, and MS-Excel to create a graphic display. I will collect HR in three situations: resting baseline, public speech, and relaxation. I will build a data set in MS-Excel, and create a graph using the data collected from the participants. This demonstration is useful to teach research-related concepts, such as ethical standards, graphing, data collection, data analysis, research design, and others. Participants will discuss possible applications for this teaching method.

Psychology and Use of Social Media in the Online Classroom
Cameron Davidson - Ball State University

With the evolution of the internet came the increase of online universities and classes. Universities are no longer “locked” by their actual geographic location. Whether or not the class is taught synchronously or asynchronously, these students can feel lost, out of place, and alone. To combat these negative psychological pieces of online classrooms instructors can use social media sites to supplement traditional classroom interaction.

Effectiveness of Tablets in the University Classroom
Cameron Davidson and Edward Lazaros - Ball State University

In modern society, the incorporation of technology into classrooms has become more common. With the use of laptops, clickers, cell phones and other technologies, tablets are just one more resource instructors can use to educate their students. This presentation will examine when it’s best to use tablets in the university classroom, and how best to use them in this context.

Mobile Technology Adoption in the Higher Education Classroom
Christopher Davison, David Hua, Thomas Spotts, and Edward Lazaros - Ball State University

There is an increasing trend in mobile learning (mLearning) technology adoption within academic institutions. This technology can be a costly proposition and should be analyzed from a number of perspectives. In this poster presentation, the authors will explore mLearning technology adoption best practices. Issues such as technology acquisition (build, buy, or borrow), security, models of jurisdiction, technology support, training, and utilization will be discussed.

Change the Way Training is Done
Kristi Dean - Central Michigan University

The business environment has created pressure on corporations to become leaner. Bringing in new technology, however, is not a cure-all. Failure arises when organizations do not properly prioritize the proper resources. Organizations need to take a holistic view on the entire project. Training the employees on what they need to know.

Active Learning and Growth Mindset: Studio Instruction in Theatre Technology
Rich Dionne and Shelby Newport - Purdue University and University of Michigan, Flint

Traditionally, learning for technology students happens through a studio/spiral approach, both in the classroom and on stage in realized productions. Students engage in real-world problems in an “I do, we do, you
do” modeling/mentoring manner that by definition requires active learning, promotes creative thinking and encourages a growth mindset. This presentation will explore the studio/spiral model of theatre technology and how elements of that model can translate to other disciplines.

**Plenary Presentation: A New Paradigm for Student Learning**  
Terry Doyle - *Ferris State University*

What if teachers are not the problem? What if it’s the students? It is clear from research in neuroscience, cognitive science and biology that taking certain actions prior to engaging in new learning can significantly improve learning performance. This presentation will discuss five actions students can take to optimize their brains for new learning and discuss study and memory actions that will also improve academic performance.

**Using Rubrics to Mitigate Problems Associated with Norm-Referenced Grading**  
Timothy Eklin - *Ferris State University*

This session is focused on criteria-based assessment using rubrics to measure task performance. Using this approach may help mitigate the problems associated with the common practice of norm-referenced (grading on a curve) approaches. Students deserve to know the expectations beforehand and the criteria that will be used to assess their work. This session will provide participants with an opportunity to discuss the efficacy of criteria-based assessment and share best practices. The use of holistic rubrics will be explored and examples will be provided for group consideration. Participants will consider the potential value added by bolstering qualitative feedback to learners.

**Adopting a Culture of Student Centered Undergraduate Research/Service Learning**  
Barbara Evans, Jun Li, and Sheri Glowinski - *Lake Superior State University*

Nearly 15 years ago, we initiated a process to improve the quality of required senior thesis research. We redesigned core classes to include open inquiry experiences and created a required seminar sequence spanning freshman through senior years. Every semester we hold a symposium of the senior research presentations. Our goal is to foster mentoring between upper and lower level students and to provide continuity in research projects. Over the years, we have made many changes in the format (e.g., incorporation of a service learning component as an alternative to thesis research) and will discuss our process, challenges and successes.

**The Choreography of Curiosity**  
Lou Foltz - *Warner Pacific College*

The construction of engaging lessons can be seen as the art of cognitive choreography. Emotional safety is a prerequisite to dispelling paralyzing fear and opening a space for personal and collaborative curiosity; to dance with the material. Research into autonomic emotional functions identifies several unique affective “dance floors” which students bring with them to the classroom. Building an emotional basis for safety and curiosity is prerequisite to “dancing” with the course material.

**Integrating Critical Thinking Practice into Your Course**  
Billie Franchini - *University of Albany*

Instructors are often frustrated when students can’t show evidence of critical thinking on tests and papers. It’s easy to get so bogged down in “covering” the content that we forget that students need frequent practice and feedback if they are going to succeed as higher-level thinkers. In this session, we will consider frameworks
for creating in-class tasks that give students critical thinking practice while they engage with important disciplinary content (and give you the opportunity to give them feedback in the moment!). You will leave with ideas for designing tasks that you can use right away in your classes.

Responding to Student Writing Without Losing Your Mind
Billie Franchini - University at Albany
Our desire to help students can make us effective teachers, but at what point does our enthusiasm to help work against learning? If you’re tired of spending endless hours poring over student writing, only to watch them flip past all your comments to see their grade, this session is for you. Research continues to show that how much feedback students receive is much less important than the kind of feedback they’re receiving. Come and learn strategies for responding to student writing that will help you focus on giving students the kind of feedback they need—in less time.

Traditional Versus Flipped Classes: Where’s the Evidence?
Eugene Frazier - Kirtland Community College
To inform on the following objectives in a 40-minute session. The first segment will address the first three objectives listed below. The second segment will investigate the influence of the wired generation using a webliography technique.

1. To familiarize conference participants with characteristics of the traditional learning classroom and the flipped learning classroom
2. To familiarize conference participants with the transition from theoretical assertions to empirical assertions
3. To model and obtain feedback on the empirical approach
4. To explore the influence of the wired generation on the efficacy of the traditional learning classroom versus the flipped learning classroom.

A Mindset for Learning: The Dispositions of Academically Successful Students
Scott Gaier - Taylor University
Do students who succeed in college have a mindset for learning? Academically successful students who entered college academically at-risk based on low high school grade point averages and low SAT or ACT scores were interviewed to determine why they were succeeding academically. Results generated multiple dispositions (e.g., responsibility for academic success). From this research, the Assessment of Student Dispositions for Learning was developed to be administered to students as a feedback tool to assess their dispositions for academic success. Participants in this session will learn about this original research and will be equipped to help students develop dispositions for learning.

Helping Students Apply an Intersectional Lens
Jessica Garcia - Michigan State University
Intersectionality involves an analysis of society and life chances across multiple dimensions—especially race, class, gender, and sexuality—simultaneously. Participants in this session will gain a greater understanding of the intersectional perspective and discuss the benefits and challenges of conveying this concept in the classroom. Micro- and macro-level pedagogical strategies will be reviewed. Abbreviated demonstrations of both approaches will be provided during the session, giving participants the opportunity to apply these practices. At
the end of the program, participants will receive a list of additional resources on the topics of intersectionality and standpoint theory.

**Meeting Student Resistance with Empathy in the College Classroom**  
Chris Gjesfjeld - *Illinois State University*

College teachers experience student resistance in the classroom, such as student inattention and disengagement from learning. While current scholarship has attempted to examine the potential origins of student resistance, scholars have not adequately considered strategies for countering resistance to learning in the classroom. Integrating scholarship associated with immediacy and rapport as well as various helping professions, I propose that student resistance can be addressed effectively through empathic teaching, which is a method for instruction that notices, connects, and responds to student resistance. By moving toward a method of “empathic teaching,” teachers who encounter resistant students can improve their classroom environments.

**Get on Board with Interprofessional Education**  
Tracy Glentz and Lisa Wall - *Ferris State University*

The session is designed to provide educators with ways to create opportunities for students to interact utilizing interprofessional education (IPE) experiences that simulate the real-world setting in which they will be employed. Participants will discuss ways to engage student in various IPE settings.

**Impact of Experiential Learning on Preparation for Student Fieldwork Performance**  
Wendy Goldbach - *Concordia University Wisconsin*

Student apprehensions prior to participation in fieldwork (FW) experiences are documented in the literature. Lack of adequate preparation and poor clinical reasoning has been found to adversely affect success in FW performance. These considerations prompted the development of a Pro Bono clinic to offer hands-on experience with clients for occupational therapy students. Fieldwork performance evaluations and student reflections were analyzed to determine benefit of this experiential learning course. Although results were mixed, student perceived advantage combined with valuable community service make this program model a worthy pursuit for a variety of disciplines. This session will describe its model and outcomes.

**Utilizing Integrated Performance Assessments to Transform Teaching and Learning**  
Emily Gratson - *Cornerstone University*

We all know that assessment is supposed to improve learning and teaching, but how many of us could articulate – and prove - how it is doing so in our own classes? Integrated Performance Assessments (IPAs) provide the framework to do just this at all levels in the foreign language curriculum. Using an IPA from an advanced-level Spanish literature & culture course, participants will be learn about the structure of this assessment, its unique ability to develop autonomous learners, and its potential to serve as a template for a more holistic assessment in a variety of disciplines.
Plenary Presentation: Publish and Flourish! Become a Prolific Scholar
Tara Gray - New Mexico State University

Many scholarly writers are educated at the School of Hard Knocks, but it’s not the only school, or even the best. Much is known about how to become a better, more prolific scholar and anybody can. Even when you can’t work harder, there are important ways to work smarter. Research points to specific steps scholars can take to become better, more prolific scholars, including:

- Write daily for 15-30 minutes
- Organize around key or topic sentences
- Solicit the right feedback from the right colleagues

Previous participants who took these steps increased their scholarly productivity by a factor of three.

Interdisciplinary Teaching Through Collaboration: Understanding Faculty Perspectives and Student Experiences
Laurie Grupp - Providence College

What happens when two faculty members from different disciplines get together to collaboratively teach an interdisciplinary course? Using recent findings from an ongoing qualitative study on a mid-size liberal arts campus as a starting point, we will explore the answers to this question. Through discussion and consideration of various experiences, we will attempt to understand the challenges, successes, and nuances of teaching collaboratively across disciplines. Pedagogical approaches, faculty development, institutional supports, student engagement and learning, and the integration of disciplines will be considered.

Podcast Lectures and the Impact on Student Test Scores
Shannon Hankhouse - Tarleton State University

This session will cover the subject of podcasts and their use in higher education. Discussion topics will include: what podcasts are, how they can be used, and their impact on student exam scores. Participants should be able to understand how to record and post podcasts in their own courses, as well as the potential impact the use of podcasts has on student performance.

iBooks: Publications and Interactive Course Materials for Online Teaching
Edwina Helton and Jeffrey Jones - Indiana University East and Sinclair Community College

In this interactive presentation, participants will explore top uses for iBooks integration into online teaching. Apple's iBooks Author software has many potential applications, including the ability to create content rich books, textbooks and interactive course materials for the iPad and Mac Computer. This presentation will include discussion of all three applications for online teaching, including examples of how to create your own works as well as examples of currently distributed materials.

The Do’s and Don’ts of Community Partnerships
Nicholas Holton - Kirtland Community College

This session will provide participants with the key characteristics of high performance community collaborations. Topics will include: coordinating community needs to the academic curricula; identifying and meeting real community needs; providing properly structured reflection time; developing genuine community reciprocity; issues of diversity; breaking stereotypes for partners and students; proper prior planning;
Rethinking Reading: An Evidence-Based Redesign to Build Students’ Expertise
Alice Horning - *Oakland University*

Given the ample evidence of students’ difficulties with reading and trends suggesting that their abilities are not improving, college faculty members in every discipline need to redesign courses to develop students’ reading skills. The goal of this session is to examine the evidence for the current status of students’ reading as well as new studies that show how stronger reading can contribute to students’ success; research from a variety of sources shows that specific teaching techniques can help all instructors work on developing students’ reading abilities as they work with extended nonfiction prose assigned in most college courses.

“We Live in North America” and Other Little Known Facts: A Shift Toward Global Awareness
Teri Horton - *Baker College, Port Huron*

Studies have shown that American students lack even basic geographic knowledge, not to mention exposure to world regions, language and cultures, leaving them educationally and economically handicapped.” Do you ever wish your students had a broader global perspective? Develop the qualities of a global educator and systematically integrate a global perspective into your classroom. Discover how small adjustments to your teaching can have a lasting impact. This session will explore the meaning and value of global competence and provide participants with concrete instructional strategies to help students appreciate and engage with the world beyond our borders.

One Big Teachable Moment: Improvisation as Pedagogy
David Howell - *Milwaukee School of Engineering*

As instructors, we often look for the teachable moment, when students are aware and are particularly responsive to instruction. These moments are rarely planned for or orchestrated—or are they? The content of this interactive presentation focuses on what the teachable moment is and how improvisation can be used as a teaching tool for fostering heightened instruction. The presenters will share narratives, discuss what is required for this pedagogical approach, and share its theoretical basis.

Promoting Student Engagement with Technology-Enhanced Active Learning Strategies
Cheryl Hoy and Amanda McGuire Rzicznek - *Bowling Green State University*

Research shows that the use of active learning environments, strategies, and technological tools significantly enhance classroom dynamics, engagement, and student learning. In this session, the presenters will examine the parallel use of different technologies in three classroom environments—active learning, technology-enabled, and traditional—and discuss the effects on student engagement and learning. Participants will have the opportunity to engage in a collaborative activity that will illustrate the application of these technological tools and active learning strategies in a variety of classroom environments. Participants will need to provide their own laptop, iPad, smartphone, or pen and paper for the activity.
**Overcoming the Communication Limitations of Asynchronous Online Education**  
David Hua, Christopher Davison, Edward Lazaros, and Thomas Spotts - *Ball State University*

There are many benefits provided through online learning environments. At the same time, this educational format is not without its limitations. There are a number of tools available that online instructors can use to enrich the interactions with their students. Instructors can provide students with audio and video feedback on their assignments. There are screen capture tools that would allow instructors to incorporate voice and other media into their online course content. A variety of online collaboration tools are also available for instructors to engage their students synchronously when needed.

**Generation 1.5: Facilitating Learning for Linguistically-Diverse Students**  
Mary Hutchinson - *The Pennsylvania State University, Lehigh Valley*

College faculty are dealing with an increase in the number of Generation 1.5 students—non-native speakers of English who have come into post-secondary education through the U.S. public school system. These linguistically-diverse learners sometimes exhibit characteristics of unprepared students who lack college-level academic language proficiency in reading, writing, listening and/or speaking. At the same time, college faculty often lack the kinds of knowledge and experiences that would help these learners to improve their academic performance. This session will explore strategies for supporting Generation 1.5 students to meet course standards and expectations.

**Assessing Student Motivational Needs**  
Sara Kacin - *Wayne State University*

A significant problem that continues to confront higher education is the number of students who enter college but leave prior to achieving their goal of degree completion. One approach is to engage students through motivational messages that are created using the real-time motivational needs of students. In this interactive session, participants will discuss frameworks to identify the real-time motivational needs of students in their current classes, assess student motivation data collected throughout the semester and discuss strategies to motivate students in the classroom.

**Using Problem-Based Learning Activities to Integrate Biology, Medical Physics, and Radiation Oncology**  
Sara Kacin and Monica Tracey - *Wayne State University*

This session will discuss an innovative approach educators used to design problem-solving activities for a grant funded 6-day course with the goal to integrate content from biology, medical physics and radiation oncology. The results from this study show that more often participants preferred interactive group activities over mini lectures and were able to retain interdisciplinary content learned from the group activities months later. After this interactive session, learners will be able to discuss the importance of designing well-structured group activities, collaborate with colleagues to discuss activity design best practices, and construct and assess problem-solving activities.

**Adjunct Faculty: Engagement and Community Through Professional Development**  
Mary Lou Kata - *Macomb Community College*

Adjuncts teach large numbers of students, but because of the nature of adjunct work they may not feel part of the college community or participate in professional development. In this session we’ll share our successful strategies for generating excitement about teaching and learning and integrating adjuncts into our institutional culture.
Student Collaboration and Game-Based Learning
Amy Kavanaugh and Jacob Pollak - Ferris State University

Discover more about the benefits of game based learning and how to connect university students across departments! This session will outline a case study in which university students from two different departments collaborated to create games tied to curriculum standards for today’s elementary students. During spring 2014 Elementary Education students and Digital Animation and Game Design Students, juniors and seniors at Ferris State University, met to plan game based learning tied to Common Core State Standards.

Read, Reflect, Contribute, Learn: Using Text Connections for Active Learning
Christine Kenney, Aviva Dorfman, Jennifer Lee, and Nicole Evans - University of Michigan, Flint

Face-to-face time with students in the college setting is at a premium and often flies by before we begin to scratch the surface of quality active learning. How can we as college instructors capitalize on the time we have with our students in order to enter into rich conversations and activities beneficial to overall learning? In this session we explore text connections, a strategy to assist students in utilizing the time they spend learning outside of the classroom in order to prepare to contribute in the classroom. The session includes a learning activity using text connections and reflection about implications.

Transformational Teaching: Connecting Organizational Leadership and Teaching Practice
Won Kim - TCS Education System

Effective leadership and teaching have much in common. This presentation makes the case that professors and faculty developers can learn and train others to be better teachers by practicing transformational leadership. Specifically, one quantitative study will be discussed in detail to outline the positive effects of transformational leadership on student learning and satisfaction. The purposes are to discuss the research findings and to brainstorm methods for applying transformational leadership to teaching practice. Participants will leave with immediately actionable plans that can be used for their own teaching or for sharing with colleagues.

After Traumatic Brain Injury: Helping Students Navigate the College Experience
Diane Kimoto Bonetti and Laurie Gastineau - Grand Valley State University

Nearly 2.5 million people sustain a brain injury every year, most of which occur for individuals between the ages of 15 to 24. Data has shown that college-bound students will attain greater success when faculty and administration understand the nature of Traumatic Brain Injury (TBI). Outcome Driven Learning is based on the principles of communication, action learning, personal development, and employability with impacts. It is presented as one option for educators to employ in helping TBI students better communicate, find solutions for real problems, and make critical decisions as they prepare for their future lives.

Service Learning as an Opportunity to Challenge Deficit Perspectives
Angela Kinney - College of Mt. St. Joseph

Service learning experiences provide both a means of addressing needs in a community and a vehicle for students to expand in their learning of course content and skills. Additionally, service learning has been viewed as a potentially transformative opportunity in which students challenge and/or broaden their perspectives toward diversity. However, research supporting whether these latter outcomes are actually achieved has been mixed. In this round table discussion, participants will explore best practice linking service learning and transformed thinking toward cultural diversity. Further, participants will discuss possible means of assessing change in student thinking toward diversity, and the challenges inherent in such.
Retaining Freshman: High Impact Practices and Student Engagement
Jill Klefstad, Susan Wolfgram, Chelsea Lovejoy, Cynthia Rohrer, and Tami Weiss - University of Wisconsin, Stout

George Kuh argues that at many institutions the utilization of active learning practices is unsystematic, to the detriment of student learning (2008). The purpose of this interdisciplinary study was to study, implement, and assess high impact practice for freshman students with the long-term goal of student engagement and retention. There is a sizable body of research on student engagement and success resulting from high impact practices which include First-Year Seminars and Experiences, Common Intellectual Experiences, Learning Communities, Writing-Intensive Courses, Collaborative Assignments and Projects, Undergraduate Research, Diversity/Global Learning, Service Learning, Community-Based Learning, Internships, Capstone Courses and Projects (Kuh, 2008).

Best Practice: Applying Standards in Contrasting Contexts
Elizabeth Knepper-Muller and Margaret Malenka - Central Michigan University

Two instructors compared their approaches in teaching two very different sets of students. One teaches entry-level literacy classes at an urban community college. The other works with student teachers at a large university. The question was posed – What do particular elements of effective practice look like in each of the two classes? Drawing from a variety of sources to identify “best practice” the instructors began a systematic analysis of specific practices that each uses. The findings illustrate that when they applied the standards, the applications were different, yet the results were the same. This led to the conclusion that the standards, as posited, are applicable in any situation and that all teachers can illustrate how they apply best practice.

Beyond the Basics: Teaching Students to Get a Job
Daphene Koch - Purdue University

Professional development skills for students are imperative especially when internships are required for degree completion. A curriculum has been developed and shown to increase the confidence of students. Over a several week time, students complete:

1. Developing a resume which is peer reviewed and revised
2. Creating an account to connect to employee information
3. Reviewing company information to create questions, and
4. Practice for the career fair at the mock event.

This will outline the development, implementation and assessment for attendees to take away knowledge for future use.

Approaches to Promote Interprofessional Learning Among Undergraduate Allied Health Students
Gideon Labiner, Charity Accurso, Alan Vespie, Tina Whalen - University of Cincinnati

Interprofessional Education (IPE) has become a growing movement in health care. This collaborative approach addresses quality of care issues in health-care delivery. We will look at the evolution of and approaches to IPE, as well as ongoing efforts to support the incorporation of IPE. The focus of this talk will be based on how Allied Health programs can become involved in these improvement efforts.
Strategies for Using Clickers in the University Classroom
Edward Lazaros, Thomas Spotts, David Hua, and Christopher Davison - Ball State University

In this day and age, the use of technology in the classroom, whether it be in the form of cell phones, laptops or tablets, is customary. All this technology, however, typically comes with many distractions. This presentation will seek to highlight the most problematic distractions concerning technology in the classroom and some tips on how to prevent these distractions from occurring in your own classroom.

Distractions Caused by Technology in the University Classroom
Edward Lazaros - Ball State University

Using clickers in the university classroom can be a great benefit for instructors, especially since clickers can be used in so many different ways. They can be used to take attendance in large classes, record students’ opinions or test their knowledge of course material. This presentation will highlight some of the benefits of clickers and how to most effectively use them in the university classroom.

Lessons Learned from Engaging in a Teacher Learning Community
Ji-Eun Lee, Heather Turner, Colleen Ansara Cory Hincks, and Jessica Jablocki - Oakland University

This presentation reports on our experiences of refining the K-12 teachers’ assessment practices while we worked together as members of a teacher learning community in a university course setting. While examining the literature on classroom assessment, creating our own assessment items, designing intervention plans, and reflecting upon our own practices, we redefine priorities in classroom assessments and identify the areas to reset goals. This presentation briefly shares the experiences our teacher learning community had and shares implications of this work for teachers and educational researchers.

It’s Not What You Say, It’s How You Say It: Maximizing Human Presence for Online Learning
Megan Lin and Melissa Lucken - Lansing Community College

In this age of digital learners, this presentation will bring to light the benefits of creating a human presence in online courses by way of eBook technology. Participants will review, compare, and discuss traditional and interactive online course styles. Using free software such as Adobe Acrobat and Open Office, instructors and students can easily add clickable links to videos, movies, forms, voice threads, and websites. This provides a personalized approach for instructional enrichment and the student learning experience. The versatility of these living documents allows for countless modes of expression and accommodates various teaching/learning styles for instructors and students.

Co-Curricular Collaborations with Librarians
Cindy Logan and Melia Erin Fritch - Kansas State University

A college’s athletic training curriculum was being revised to incorporate evidence based practice research to fulfill needed accreditation requirements. Curriculum faculty consulted librarians to provide information literacy instruction to support this change in curriculum and aid in making it successful. Faculty met and developed one initial approach for a few classes and then, over the summer, created the complete curriculum. Librarians will share their successes as well as highlight areas to focus special and extra attention.
Questioning Techniques: Research-Based Strategies
Lesa Louch - Baker College

Research indicates that questioning as an instructional method is second only to lecturing. The research on questioning points to the value of intentional and leveled techniques. If done well, questioning techniques have the potential to be used as formative assessment, a tool of student engagement, and a strategy to nurture reflection and promote critical thinking. This session is intended to provide a space to explore the nature of questioning techniques and their value in promoting student learning. As a result of participating in this session participants will leave with their own course/discipline specific questions ready to implement!

Cultivating Habits of Writing
Nicole Mazzarella - Wheaton College

Whether for our students who declare, “I’m not a writer,” or for students who desire to write but face writer’s block, or for our own writing projects, identifying habits of the writing life empowers us to not simply wait for ideas but cultivate habits of thinking and being that lead toward writing. This session will address how to cultivate habits of attention, habits of reading as a writer, and habits of writing regularly. Participants will leave with writing prompts and classroom activities that generate writing and move writers past the blank page.

Are We Using Crayons in College?
Corrina McLeod - Grand Valley State University

This presentation discusses how a strategy of having students draw out scenes from a text can be used to teach theoretical approaches that empower the student as a reader. Because most students are not expert artists, and because this class is not an art class, they build community in part through their acceptance of “inexpert” elements—something many students are otherwise afraid to reveal. Students who are intimidated by a text, or who have limited methods of approaching a text, find new inroads into reading and analyzing a piece of literature.

Essays and Bracelets: Bridging Cognitive and Motivational Gaps by Analogies
Ildiko Melis - Bay Mills Community College

“Metaphor” became a household term in cognitive science that considers human cognition the work of our analogical mind. The presenter will demonstrate how analogies help college writers and learners from a variety of content areas to connect new concepts with familiar ones, to gain deeper understanding, and to develop a positive mindset. Participants will be encouraged to reflect on and share metaphors and analogies useful in their area of teaching.

Students in Action: Leveraging 3D Art to Explore Mathematical Concepts
David Meel - Bowling Green State University

This presentation illustrates with pictures and words how 3D art forms provide opportunities to draw students into discussions of deep-level mathematics while engaged in building an accessible art form. The session will present the case of a set of freshman students and the insights they drew from developing a 3D quilt. In doing so, we illustrate that by being open to explore mathematics in new and visual ways, 3D art forms can enliven the mathematics classroom while providing opportunities for students to engage with mathematics in new ways. Additionally, participants will engage in building a 3D art piece.
The Relationship Between Self-Efficacy and Female Leadership
Marian Mety - Baker College, Clinton Township

Perceptions regarding the gender-specific behaviors of female leaders have often prevented women from realizing their full leadership potential. While some women leaders have been more accepting of gender-specific leadership behaviors, others have overcome them and become more effective leaders. Several theories support the importance of self-efficacy when completing a task or overcoming a challenge. The focus has been on external elements, but the internal element of self-efficacy is essential for leadership effectiveness, especially for women.

Using Cooperative Base Groups to Create a Cooperative Learning Environment
Beverly Mihalko - Eastern Michigan University

Hiring managers seek graduates with strong communication skills, critical thinking, and ability to work successfully in teams. Drawing from theory in social interdependence, cognitive development, and behavioral learning, cooperative learning is being used internationally in schools and universities across disciplines to maximize student learning. Recognizing the need to strengthen student social interdependence, group processing, and individual accountability, Cooperative Base Groups formed the foundation for a discussion-based graduate course in healthcare management to facilitate positive interdependence, consensus-building, group decision-making, problem-solving, and cooperative learning.

Train-the-Trainer, Experiential Education (T2E2)
Andrew Mills, Mitchell Klett, and Carl Wozniak - Northern Michigan University

The current scientific consensus on global climate change based on climate science is recent warming indicates a fairly stable long-term trend in which serious damage may result if steps are not taken to halt the trend. There is a small but vocal number of scientists in climate and climate-related fields who disagree with the consensus view. The development of a scientifically literate and knowledgeable citizen is critical to becoming an informed voting body. This project proposes an avenue for developing scientifically literate and knowledgeable citizens through a train the trainer, experiential education (T2E2) model which will effectively bring these important.

Online Retention Strategies: Motivate Your Students While Directing Their Learning
Shaun Moore and Christina Moore - Oakland University

How do we translate empowering learning strategies, such as active learning and collaborative communities, into an online environment to help with retention? Two first-year writing instructors will show the methods they use to empower students to navigate, thrive, and take ownership of the online class space. Participants will learn how to effectively use elements such as: consistent course design, open communication, setting student expectations, instructor presence and visibility, community building forums, completion tracking, and intrusive advising. Presenters will facilitate a brainstorming session to further develop these strategies and techniques that faculty can use in their courses.

Using Students to Create Interactive Simulations for College Courses
Aaron Mundale, Sean Huberty, and Sean Nagler - Lansing Community College

Three grant-funded projects used students in IT-related programs to make simulation-style games. These students work alongside Lansing Community College employees and instructors to create games that train students in other technical careers such as hybrid automotive mechanic, energy engineer, and surgical
technology. They learn valuable skills in the process such as programming, 3D art and design, web design, game design, and the subject matter for whatever program they are building the simulation for.

**Undergraduate Teaching Assistants: Designing Best Practices from Psychoanalytic Theory**  
**Jeffrey Murray - Virginia Commonwealth University**

This session will outline a theoretical framework for thinking about how Undergraduate Teaching Assistants (UTAs) function as role models in the undergraduate classroom. Specifically, Jacques Lacan's psychoanalytic notion of the “The Mirror Function” provides a promising framework for maximizing the lasting impact of UTAs. This represents a subtle but potentially significant difference from a learning-centered framework insofar as the UTA would be positioned in classroom activities not primarily to assist the students’ learning but rather to provide a “mirror” in which students can recognize their own-most potentialities as scholars and life-long learners.

**Using Color-Coded Drafts to Facilitate Meta-Cognition in Undergraduate Writing**  
**Jeffrey Murray - Virginia Commonwealth University**

This interactive session will share a very simple but highly effective technique for achieving both better written products and a higher degree of meta-cognition in the undergraduate classroom: the strategic use of color-coded drafts. The interactive session will begin by modeling the pedagogical technique through active participation, followed by an overview of a theoretical framework for thinking about meta-cognition which both explains the utility of this pedagogical technique and points out its primary benefit and limitation as a learning tool. The session will conclude with participants considering how they might incorporate this technique into their own assignments.

**Using Behavior-Based Fieldnotes for Consistent Assessment of Family Medicine Residents**  
**Scott Nass - Eisenhower Medical Center, Family Medicine Residency**

The Next Accreditation System instituted by the ACGME includes semi-annual resident evaluations with feedback using Milestones: observable developmental benchmarks of skills, knowledge, and behaviors. Residency programs are to develop tools to assess Milestone achievement toward improving the resident evaluation process. Field Notes are forms to document feedback about directly observed resident physician behaviors. Field Notes were implemented in 9 Family Medicine residency training programs for 6 months. Variability among Milestones assessments decreased across all tested Milestones when Field Notes were used. Faculty found Field Notes helpful in evaluating residents according to Milestones. Residents found Field Notes effective for quality feedback.

**Reflective Journaling and the Social Network**  
**Lori Nelson, Kia Richmond, Mitchell Klett, and Maria Arenillas - Northern Michigan University**

This presentation is intended to examine the social benefits, cognitive development, and content application of students’ use of Social Networking and Digital Media (e.g., blogs, Facebook, etc.) in a variety of university course work. In particular, university students examine their responses to emergent/developing technology in Economics, Clinical Laboratory Science, English Composition, Earth and Space Science, and Modern Languages. As one example, a presenter will share how students responded to Jay Asher's (2007) *Thirteen Reasons Why*, a novel which has a vibrant online presence. Another example will show how maintaining a travel log enhances a study abroad experience.
Building Learning Communities Through Social Media
Shelby Newport, Joseph Reinsel, and Annie Whitlock - University of Michigan, Flint

Social media seems to be on the minds of educators, is it good or evil? How can we use it to strengthen community and build connections? We think that there are new ways to create connections between students and build communities of learners through social media applications. Three panelists from three disciplines will outline their techniques for connecting their students to the world through Facebook, Twitter, Instagram and Pinterest. The session will also include a hands-on element when each of the panelists will work in a group to explain the logistics of working social media into the curriculum.

Relational Cultural Theory in the Classroom: Strategies to Improve Relational Health
Pamela Niesluchowski - The Chicago School of Professional Psychology

It is clearly evident that relationships are a vital part of human life. Strong relationships lead to greater physical and mental health (Uchino, 2004; Kawachi & Berkman, 2001) and higher self esteem and self worth (e.g., Walker & Green, 1986). However, less is known about the profound effects relationships can have on student success on many levels. This presentation will discuss current research on the effectiveness of a relational approach to teaching in increasing the relational health of students in a doctoral level ethics class. Implications for further application and research will be proposed.

Measuring Outside the Lines: Assessing Creativity in the Classroom
Annie Ormsbee - University of Kentucky

Creativity in the college classroom is becoming increasingly popular—not simply as a pedagogical tool but as a required aptitude for students. Innovation is a coveted skill in today’s economy, and universities across the country are preparing a new workforce by requiring creativity as a part of a liberal arts education. Instructors, compelled or inspired to teach creativity, face several challenges. How can creativity be objectively measured and assessed? Can creative discovery occur within the confines of graded, taught courses? This session will address these questions and more by providing practical and innovative methodologies.

Student Recall and Feedback Mechanisms: Does Electronic Versus Handwritten Matter?
Megan Osterbur and Liz Hammer - Xavier University of Louisiana

Student recall of feedback is a necessary precondition of formative assessment. Although researchers have studied attitudes toward electronic feedback versus handwritten feedback, little research has addresses whether the form of feedback influences student retention. We examined how the mechanism for the transmission of feedback impacted student retention of feedback content in three different courses. Results showed that students who received electronic feedback were more accurate in their recall of the feedback, but they listed a lower proportion of the comments received than did those who received handwritten feedback. We will discuss the implications of these findings for instructors.

Plenary Presentation: Why Our Experiences Are not Enough: Using Evidence-Based Practice for More Effective Learning
Adam Persky - University of North Carolina, Chapel Hill
We don’t teach faculty how to teach or students how to learn. We often let experience or intuition drive our educational decisions. This session will challenge some common assumptions and discuss some of the research findings from a variety of disciplines that hold direct implications for teaching. In addition, a number of easily adaptable classroom activities will be discussed. At the conclusion attendees will have a better understanding of how students learn, how to facilitate higher-order learning, and how students can study more effectively to achieve these goals. This workshop will demonstrate and explain how to make classroom learning more meaningful.

**Plenary Presentation: Exploring Unintentional Biases and Their Impact in the Classroom**
Kathryn Plank - Otterbein University

As teachers and scholars, we strive to create an environment in which students can learn and to create an academic community that nurtures growth. And yet despite our best intentions, the simple fact is that we all at some point or other unknowingly reinforce cultural biases against marginalized groups. This isn’t a session about blame or guilt, but rather an opportunity to 1) understand how others experience things that may seem innocent, trivial, or invisible to us, and 2) see how we as individuals can help disrupt and revise the dominant cultural narrative.

**Studying Teaching Practice and Culture in STEM Disciplines**
Kathryn Plank and Anna Young - Otterbein University

What do we know about how faculty in STEM teach, how they learn about teaching practices, and why they adopt them, or why they don’t? As part of an NSF grant, our university has been using a rigorous, mixed-method design to understand the current state of practice, culture, and learning from the perspectives of both faculty and students. In this session, participants will review preliminary findings, as well as our efforts to promote interdisciplinary faculty learning communities, and explore ways to apply what we’ve learned to understanding and supporting STEM teaching at their institutions.

**Student-Centered Learning: Transforming Perspectives Through Visual Communication**
Kim Ranger and Victoria Veenstra - Grand Valley State University

Working collaboratively, a professor and librarian increased student engagement by redesigning lessons, assessments, and rubrics in two courses. We applied the principles of informed learning pedagogy (emphasizing awareness of both information use and subject content) to an interdisciplinary photography program with underpinnings of rhetoric, cultural discourse, and visual communication. Through conversation, discussion, writing, and group work, students engaged images and written information, studied language and production of visual media, and applied techniques and knowledge in client projects, image exhibitions, and theses. Results: improved creative work, transformed personal and social perspectives, and a library guide which corresponds to the disciplinary model.

**Developing Successful Faculty Teaching/Learning Circles that Engage Faculty from Diverse Disciplines!**
Martina Reinhold - Grand Valley State University

In this session, implementation and execution of the ‘Research Circle’ will serve as an example for the development of similar Teaching/Learning Circles, with particular emphasis on faculty, venue and leadership considerations. The goal for the ‘Research Circle’ is to provide a venue for faculty in the College of Health Professions (CHP) at Grand Valley State University (GVSU) to develop and build knowledge of clinical research methodology and application. This is particularly important for clinical faculty who join the college.
with limited to no research background, allowing for the development of the skills required to successfully pursue scholarly work.

**Four-Wheel Drive Advising in the First Year**  
Veronica Riha, Neal Haldane, and Nicole Nagy - *Madonna University*

Are you looking for a way to help your students navigate around the potholes, detours and other obstacles they face during their first year? Do you wish faculty and staff would work together to provide an “advising GPS map” students can follow to reach their desired destination? This presentation will provide attendees with a look “under the hood” of an advising model at Madonna University that brings together four intentional points of contact to ensure first-year student success. This presentation will provide attendees with strategies that have been used to increase student engagement, persistence, academic achievement and retention.

**Universal Design for Instruction: Making Your Course Accessible**  
Kelly Roberts - *University of Hawaii*

Universal Design for Instruction (UDI) in postsecondary education is a relatively new concept/framework that has generated significant support. The presenters will report on findings from a systematic review of empirically based, peer-reviewed journal articles on UD for learning/instruction in postsecondary. This includes qualitative, quantitative, and mixed methods, on the use of UDI (and related terms) in postsecondary education. The findings will be presented and a discussion held on the benefits of UDI in postsecondary education settings - both in person and online.

**Please Pass the Potatoes: Hospitality as Educational Metaphor**  
Matthew Roberts - *Grand Valley State University*

Sage on the stage. Guide on the side. Students as consumers. There is no shortage of metaphors to describe what teaching and learning are all about. Participants in this session will examine the landscape of educational metaphors and discuss on how they do or not capture the reality of education. After considering the dangerous nature of ill-fitting metaphors, we turn to a different metaphor based on the practice and virtue of hospitality. This metaphor is both more faithful to what we know about the learning process and better reflects the unpredictable and potentially transformative nature of learning itself.

**Two Professors’ Self-Efficacy Case Study: Creating Educational Leadership Practitioner Scholars**  
Pamela Ross McClain and Elaine Makas - *University of Michigan, Flint*

This presentation examines the experiences of two tenured-track faculty members as they address the unproductive schism between those deemed as “theoreticians” versus “practitioners” in an advanced degree granting Educational Leadership program. The presenters will explore the complexity of utilizing a co-teaching model to presumably assure a balanced perspective that would not inflate the importance of educational theory while simultaneously diminishing the value of real world educational professional experiential knowledge and applied learning. The presentation will share proactive strategies that the presenters employed to navigate a politically charged land mine field in order to exercise academic freedom and curriculum oversight.

**Online Teaching in the Sciences: Transitioning from Traditional Laboratories**  
Melissa Roti - *Westfield State University*
Several laboratory sciences are incorporating online content and even transitioning to completely online. How do you make the transition from a traditional to hybrid or online science course? How do you maintain the integrity of the laboratory work? Teaching strategies related to using technology in a traditional, hybrid or online science course will be emphasized, as well as, application of learning theories to the online environment. A review of current educational research and examples of online educational experiences will be provided. Additional discussion will include how to navigate the policies of the transition to an online format.

**Moving from an Asynchronous Professional Development Model to Competency-Based**

Dustin Saalman - *Baker College*

The existing nine week professional development is a requirement that all new faculty must complete prior to being able to teach for Baker College Online. The initial model was six weeks of asynchronous instruction focusing on institution mission and guiding principles, andragogy, instructional strategies, technical skills related to the LMS, departmental policies, and assessment. This was followed by a three week mentoring phase during course setup. While effective, it was an unpaid on-size fits all experience. The six week experience has been redesigned to be a competency based delivery model to allow for differentiation of pace and content.

**Preparing Future Minority Faculty Using Distance Technology (PF)2**

Theodore Scholz - *The Chicago School of Professional Psychology*

The Preparing Future Psychology Faculty program, designated (PF)2 enabled our institution to enhance the pipeline of psychology doctoral students for successful careers in the professoriate. Funded by a grant from the American Psychological Association to provide focused support to minority students who are interested in being professors, the (PF)2 program introduced students to various learning workshops through both synchronous and asynchronous technology. Results from the 2 year program were an increased number of minority students who expressed the desire to enter into faculty positions and the understanding of the roles and responsibilities required of a faculty member at different institutions.

**Pre-Writing in PreQuill: Encouraging Process in Product Oriented Classrooms**

Mike Schulz and Amy Rybak - *Bowling Green State University*

Find out what happens when two composition instructors spend years talking in office doorways about how they can update the curriculum of their General Studies Writing courses, and then receive a grant to develop an online application for pre-writing. This session will moderate discussion on how students compose in electronic environments and/or a traditional classroom, and demonstrate PreQuill, a pre-writing app that allows instructors to create and share pre-writing questions and outlines.

**Becoming Metacognitive: Engaging Undergraduate Students Through Learner-Centered Teaching**

Kelli Servizzi - *Indiana University, Kokomo*

The presentation will highlight the usage of learner-centered teaching in undergraduate courses as evidenced in two studies. In teaching metacognitive strategies and incorporating assignment choice into classes, faculty can facilitate deeper student learning; and when faculty considers students, the students have more favorable opinions of the course. The use of learner-centered teaching is highly motivating and engaging to students and is proven to meet course objectives while providing students responsibility in the learning process.
GIFTED: Gifted Identification for Talented Educational Development
Susan Sheth and Ellen Fiedler - Michigan State University and Wings for Education, Inc

Have you encountered a gifted student in the past? Was it a challenge? Do you wish you understood the gifted student better? Gifted adults may be oblivious to time constraints and don’t like superficial relationships or conversations which typically can make them outcasts in the classroom. Research has shown that the most successful students have received special opportunities and attention from faculty. In this session you will learn why you want a gifted learner in the classroom, how to identify them, their characteristics as students, determining their interests, keeping them from underachieving and positively utilizing their intelligence in the classroom.

Kill PowerPoint Before it Destroys Your Class: Move Your Lecture to the Web and Teach
Steven Simpson - Baker College, Jackson

In a climate of technological innovation that seems to outpace even the most dedicated's ability to keep pace, one aging technology has seized hold of our faculty core with an iron grasp-PowerPoint. Despite its well-documented abuse, deficiencies, and damage to critical thinking this technology continues to infect our classrooms, lecture halls, and even our educational conferences. What follows is not an indictment of a technology (effective when used properly) but rather a larger discussion about how we utilize class time. A challenge to all participants- Discover what could be possible if you moved your PowerPoint to the web!

Left in the Dust: Prepare for Blended Learning Before Your Students Leave You Behind
Steven Simpson - Baker College, Jackson

Research on the integration of technology and the diversification of instructional modalities in K-12 environments indicates the next five years will see the continued proliferation of high school graduates coming to postsecondary institutions with experiences in online education, blended learning, and with enhanced technological literacy. These experiences have changed the norms and expectations for educational processes among these students. Many postsecondary institutions have been slow to respond and adapt to these learners leaving faculty ill-prepared to meet new expectations. This session presents a simple application-based framework for faculty wishing to begin this transition now as institutions work to play catch-up.

Creating an Interdisciplinary Course with Interdisciplinary Faculty
Lisa Singleterry, Kathleen Harlan, Kathryn Niemeyer, Sarah Pelton, and Cindy Seel - Ferris State University

A five member interdisciplinary faculty team was appointed to develop an interdisciplinary course. Generally, health professionals are educated in separate departments or colleges within a University. The College of Health Professions (COHP) at Ferris State University includes twelve health profession departments. Driven by cost containment and the Institute of Medicine's (2003) call for interdisciplinary education, an investigation of common courses delivery began in 2011. After considerable deliberation, one course was identified to pilot fall 2014: Evidenced-based Health Practice. The goal was to design a course to meet the requirement of research for all programs in the COHP.

Are You out of Your Flippin’ Mind?
Randy Smith - Darlington School
Are you stuck in the “teaching” past? Are you seeking news ways to deliver content and meaning to your students? Well now is the time to break those chains of industrial age education and jump into the “flipped classroom!” Your personal renaissance in this session will begin with a self-assessment to springboard you into an innovative/creative 21st century teacher/facilitator. You will be able to thrust yourself into the world of screen recording and movie posting as a means of pre-teaching, tutoring, and reviewing material. It will be flippin’ AWESOME!

**The Summer Service Collaborative: Shared Learning Goals and Assessment**  
Andrea Smith Shappell - *University of Notre Dame*

The Summer Service Collaborative (SSC) promotes the exchange of promising practices among colleges and universities who sponsor domestic summer service programs and courses. A variety of course/program designs will be presented: a research-based immersion, an internship within a Poverty Studies Minor, and a three-credit summer service-learning course from April – September. The SSC created a rubric of shared learning goals that led to pre- and post- immersion surveys. Findings from the study will be shared. The presentation aims to prime participants for small group discussions of learning goals and assessment of service-learning immersions. The session will conclude with sharing promising practices.

**The Influence of Sexual Identity on Academic Development for LGBQ College Students**  
Carl Sorgen - *Wayne State University*

This session is for anyone wanting to learn more about how adopting a lesbian or gay identity influences college students’ learning. It will highlight developmental models and also discuss original research of sexual identity in college students, particularly around issues of self-esteem, academic development, and engagement. The purpose of this session is to help those who teach college students better understand non-heterosexual development as a process and how it influences student learning.

**Blending Immersive Learning, Classroom Instruction, and Problem Solving for Actual Problem Consultation**  
Thomas Spotts, Edward Lazaros, Christopher Davison, and David Hua - *Ball State University*

Engaging students in actual work-place situations/problems to provide real-world solutions is the thrust of current educators and many universities. At our university the term Immersive Learning has been coined to describe projects that engage faculty guided student teams in unique learning experiences resulting in answers to actual real-world problems. This poster presentation provides examples of this technique used to motivate and engage students in a problem solving situation. Students in an Ink/Substrate class addressed a problem of ink-jet graphic display fading at a museum exhibit. Positives, negatives and some of the complications will be presented.

**How to Construct an Irrefutable Tenure Portfolio Using Impact-Mining**  
Mischelle Stone - *Ferris State University*

Much of the literature on securing tenure discusses the necessity for tenure-track faculty to obtain explicit expectations for meeting the tenure criteria, or the difficulty of balancing the demands of teaching, scholarship, and service. Missing from the discussion has been the identification and application of specific techniques for how to improve the tenure portfolio. In this presentation, the technique of impact-mining is described and applied to the construction of the tenure portfolio.
Amazing Procrastination: How It Affects Teacher and Student Writers Alike  
Diana Stout - Davenport University

Teachers write to the mantra of publish or perish. Students write to the pressures of class deadlines. Writer's block is a blight for all writers and procrastination is a common woe. Yet, there is hope for all writers by understanding the science behind procrastination which leads to writer's block. Surprisingly, procrastination is an innate characteristic. While there is no cure, procrastination and writer's block can be overcome.

An Innovative Service-learning Program Addressing Health Literacy  
Jean Szura and Victoria Lucia - Oakland University

Service-learning in medical education is an effective mechanism to provide skills necessary to work with a diverse patient population. The prevention course partnered with a local community organization to provide health education to underserved children and parents. Medical student teams created health education stations and activities that were age and literacy appropriate that were then presented at a health fair designed for the community organization. Pre- and post-health fair team reflections evaluated the impact the medical profession can have within the community, as well as the importance of the role of the community organization within underserved communities.

Using Technology to Teach the Teachers and the Students  
Maris Stella Swift - Grand Valley State University

The purpose of this presentation is to describe GVSU’s various web sites and mobile apps as free teaching tools for the world. The web sites and mobile apps are made by students, faculty and alum by a group called Team Web GVSU. The technology (web sites and mobile applications) is advertised through a $40,000.00 per month Google ads grant. This grant allows the team to improve the technology and better understand the needs of users through the analytics used by Google. To see a summary of the work by Team Web go to: https://www.youtube.com/watch?v=mhgJ6SuS124

Massive Open Online Courses: Confronting How Future Students Will Learn  
Keith Tatarelli and Mingsheng Dai - Central Michigan University

The sudden emergence of “Massive Open Online Courses” (MOOCs) as an alternative education model has inspired its share of “fear and loathing” among Teachers and Administrators. While many have a vague understanding of the “Institutional threats” posed by this potentially disruptive trend, few have considered the far-reaching opportunities now presenting themselves. This interactive “hot topic” session will illuminate the likelihood that MOOCs are here to stay, the pros and cons of this exclusively “digital learning” model, and how we as educators can successfully adapt to the impact MOOCs will have on Universities and life-long learning.

Using Analytics and Benchmarking to “Connect the Dots”  
Kate Thedwall and Ken Wendeln - Indiana University–Purdue University Indianapolis

The faculties and administration of a large urban university have come together to improve Gateway course completion and first-year student retention by nearly 30% and the doubling of the IPEDS graduation rates. This presentation will highlight the key data and graphics used to inform and demonstrate the importance of success in Gateway Courses, their ultimate impact on retention and graduations, and the use of comparative benchmarking for setting realistic longer-term goals.
Project Connect: A Professional Engagement Model for Teacher Educators
Jeff Thomas and Joyce Gulley - University of Southern Indiana

As teacher educators we are deeply committed to promoting P-12 curricula and professional issues to the students (future teachers) we prepare. To maintain an authentic voice in teacher preparation, we began Project Connect to stay “connected” to current issues and teaching practices from a practitioner, versus theoretical, point of view. This is accomplished by working in real elementary classrooms teaching lessons to real elementary students. This presentation will share the background of the project, how the experience helps us teach our university students, and the inherent challenges for balancing the experience alongside our university responsibilities for teaching, scholarship, and service.

Serenity Now: Transform Careers by Combining Teaching, Scholarship, and Service
Jeff Thomas and Joyce Gulley - University of Southern Indiana

Come see and hear our story outlining how we developed a project linking children’s literature and science education into one that became a career defining body of work connecting our teaching, service, and scholarship. All new faculty want to excel and listening to others’ stories is always helpful to those that reflect upon how these stories might help them. The goal for attendees is to participate as we tell our story and, if desired, develop your own plan of action that might transform your own work.

Poetry in Motion: Creative Writing in the Composition Classroom
Qiana Towns and Diana Stout - Davenport University

Presenters will provide handouts for two different activities for instructors to take back to their students, allowing them to play with the language, word usage, style, voice, and content. The outcomes of these exercises could then be transferred into writing essays in the traditional composition class.

Transforming an Academic Book Club from Dull to Dazzling
Laura Treanor and David Hultgren - Baker College

While academic book clubs can be effective for many purposes, they can easily get a reputation of being dull or boring if not properly structured and facilitated. This interactive session will draw on participant experiences as it chronicles the journey of one Academic Book Club from dull to dazzling over the course of one academic year. The book club was designed to foster the professional development of key faculty leaders, build their community, and encourage them to model and promote learner-centered classroom practices—and thus support institutional goals. Participants will receive resources for structuring, facilitating, reflecting and revising individual learner-centered sessions.

Bringing the Global Experience to Your Classroom
Marjolijn van der Velde - Davenport University

Each year approximately 9% of US undergraduates study abroad for academic credit. In this session you’ll learn about resources that you can use to bring a study abroad experience to the other 91% of our students, whether your classroom is in-seat or online.

Your Audience Participation Required Please!
Julia VanderMolen and Julie Alles-Grice - Grand Valley State University
Audience response systems (ARS) use programs designed to increase student interaction, collect assessment data, provide each user immediate feedback, and generate higher ordered thinking and discussions. ARS’s such as handheld clicker systems (i.e., iClickers) are now being supplemented by web-based response systems, which allow students to use mobile technology to respond to questions posed by the instructor (Educause Learning Initiative, 2011). The web-based nature of these new tools makes it possible to even use them in distance education.

**Piloting Pecha Kucha Presentations and Website Creation as Teaching Tools**  
Alan Vespie, Barry Southers, and Whitney Bowen - *University of Cincinnati*

Students in the Advanced Medical Imaging Technology program are accustomed to preparing traditional presentations for case studies, peer lecture material, and cultural competence exercises as part of their professional development activities. During the fall semester, professional curriculum students used the pecha kucha method for delivering cultural competence presentations. The student evaluations were highly positive and consistent with past student evaluations. Faculty considered expanding the pecha kucha to address professional conduct in the clinical setting but wondered if a method already more familiar to students such as webpage creation could parallel the perceived effectiveness of the pecha kucha.

**Lessons from the Trenches: Digging for Gold**  
Jody Vogelzang - *Grand Valley State University*

Experiential learning covers a wide range of educational experiences from study abroad to community service to participating in faculty research. This session will examine faculty University service as a springboard for creative experiential projects for students. These projects provide authentic, real-life opportunities for critical thinking and knowledge application.

**Tripartite Learning Framework: Is Our Health Informatics Program in Alignment?**  
Victoria Wangia-Anderson and Malinda McReynolds - *University of Cincinnati*

Curriculum developed to be flexible and to prepare students with demonstrated skills for employability is a model the World Bank and global stakeholders recommend and refer to as the Tripartite Learning Framework. The framework is useful and very relevant in the context of the rapidly changing US healthcare system facilitated by information technology advancements, therefore upholding Thomas Friedeman’s viewpoint that “The world is flat”. A qualitative assessment of a new Graduate degree program in Health Informatics is conducted to compare the curriculum against the learning framework. The authors find close alignment and discuss findings.

**I Didn’t Realize I was so Judgmental: Empathy and Multiculturalism**  
Christine Wilson - *Wright State University, Lake Campus*

In this presentation, I take the latest research on empathy and reading into the classroom and explore the effects of linking empathy, literature, and multicultural competence in an introductory literature class. I combine a synthesis of existing research on empathy, literature, education, and multicultural competence with my own original research gathered from an introductory literature course I recently taught. Through analyzing a variety of student work, including formal and informal writing responses, in-class assignments, and psychological scales that measure multicultural competence, this presentation explores how students respond at the intersection of empathy, critical reading and writing, and multicultural competency.
Cognitive Training and Student Success  
Stewart Wood and Dennis Bozyk - Madonna University

The number of cognitive training programs and their participants are increasing rapidly. Such programs claim gains in attention, memory, and other “brain-based” capabilities that have the potential to enhance student academic success. In this session, we review the goals, methods and epistemology of selected examples of cognitive training programs. After reviewing evidence-based assessments of the successes and limitations of such training, participants will debate the potential utility of such training to enhance the learning and success of university students.

Multi-tiered Reflective Practice: Facilitating Transformative Learning Outside the Traditional Classroom  
Jeanneane Wood-Nartker, Ren Hullender, Shelly Hinck, Travus Burton, and Sue Bowlby - Central Michigan University

Reflective practice in academic service-learning classes has been regarded as the necessary bridge between experience and learning in community-based classrooms. A cross-disciplinary faculty learning community has developed a 3-D “Transformative Learning Reflection Model” that is grounded in Kolb’s Learning Cycle (1984), Mezirow’s (1991) Transformative Learning theory and Hatcher and Bringle’s reflective practices (1997). The model’s intent is to foster and assess conditions for transformative learning while advancing critical thinking skills within personal, academic and civic contexts. Informed by their research on transformative learning, the panelists will describe the model and optimal reflective practices within a service-learning context.

Flipping the Classroom: Past, Present, and Future- Lessons Learned  
Helen Woodman, Christine Conley-Sowels, and Monica Frees - Ferris State University

Engaging participants in activities involving the flipped classroom approach, this interactive session allows participants to: recognize the components of a flipped class approach in order to weigh its usefulness within their own classrooms; identify existing content that can be flipped in order to increase student learning and engagement; discover the difference between teaching for concepts rather than teaching for answers and use “time on task” activities for practical application in their own disciplines. Three experienced faculty will help participants transform their classrooms into learning spaces where everybody can win. Attendees will carry home activities to use Monday morning.

Meeting the Educational Needs of College Students with Disabilities  
Dorothy Jean Yocom - University of Wyoming

More and more students with documented disabilities are attending and succeeding in postsecondary institutions. While this process of integration has been slow, postsecondary schools are making their programs accessible. This session will offer a quick background on the federal laws supporting postsecondary students with disabilities followed by suggestions for best practice accommodations and modifications for use in the classroom. Additionally, faculty who advise students with disabilities will learn best practice techniques and strategies for assisting students in the process of self-advocacy. Time for questions and interactive conversation will be given for participants to collaborate and share their ideas and experiences.
Student Engagement in Learning Research Methods: Searching for the Holy Grail
Amy Yorke and Thomas Ruediger - University of Michigan, Flint and Trine University

Faculty members teaching research methods and statistics commonly face a challenging audience of students who do not recognize the value or purpose of research; however, attitudes towards research do not consistently predict the amount of learning that actually occurs. Negative attitudes do not necessarily lead to poor learning. The purpose of the presentation is to provide participants with current evidence on teaching research methods and statistics, describe methods to engage students when teaching research method and statistics, and provide the opportunity for faculty to actively reflect on their own teaching and develop one new method to implement into their teaching.

Community-Based Learning and Research on Program Evaluation
Brandon Youker and Nick Bayer - Grand Valley State University

This presentation describes a graduate-level service learning course on program evaluation. Students were divided into small evaluation teams and assigned one of two distinct models (i.e., goal-free evaluation or success case method) by which to independently and simultaneously evaluate the same non-profit organization. At the conclusion of the course, the students were administered an attitude survey regarding their service learning experience; and after reading the evaluation reports, program stakeholders were surveyed regarding the perceived utility of each of the evaluations. The presenters will discuss the course structure, evaluation methodology, research on evaluation methodology, and findings of the evaluation models’ utility.

Community-Based Learning for Teaching of and Research on Program Evaluation
Brandon Youker and Nick Bayer - Grand Valley State University

This presentation describes a graduate-level service learning course on program evaluation. Students were divided into small evaluation teams and assigned one of two distinct models (i.e., goal-free evaluation or success case method) by which to independently and simultaneously evaluate the same non-profit organization. At the conclusion of the course, the students were administered an attitude survey regarding their service learning experience; and after reading the evaluation reports, program stakeholders were surveyed regarding the perceived utility of each of the evaluations. The presenters will discuss the course structure, evaluation methodology, research on evaluation methodology, and findings of the evaluation models’ utility.

Plenary Presentation: The New Science of Learning: Concepts and Strategies for Changing the Way We Teach
Todd Zak rajsek - University of North Carolina, Chapel Hill

Research is emerging at an accelerated pace demonstrating that learning takes place when the student’s mind is actively engaged in the learning process. Much of the research has direct implications on how we teach and how we can help students to learn. A primary issue at hand is how to use that research to develop classroom strategies that work, regardless of the discipline or event specific content. Participants in this session will leave with strategies that can be put to immediate use.....all based on evidence regarding how students both process information and what can be done to facilitate long-term retrieval.
Student-Led Public Symposium Demonstrates High-Level Student Learning in an Interdisciplinary Class

Gregory Zimmerman and Jillena Rose - Lake Superior State University

Public performances make for powerful learning experiences. We used that approach in a class in which the major ‘product’ was a student-organized, public symposium. Both years of the class, the event was well attended and successfully created a community of learners, developed deep learning, and helped students develop skills in public outreach and project organization and implementation. We attribute the success to tapping into student feelings about the topic, using a combination of individual and group projects, building on intermediate assignments, providing latitude in the projects, students providing peer encouragement and support, and building on our community connections.
Institutions Represented

Adrian College
Alma College
Anthony Wayne High School
Baker College, Clinton Township
Baker College, Grand Blanc
Baker College, Flint
Baker College, Canton
Baker College, Center for Graduate Studies
Baker College, Jackson
Baker College, Jacksonville
Baker College, Port Huron
Ball State University
Bay Mills Community College
Bowling Green State University
Brody School of Medicine
Calvin College
Central Michigan University
College of Central Florida
Concordia University
Concordia University, Wisconsin
Cornerstone University
Darlington School
Davenport University
Eastern Michigan University
Ferris State University
Grand Rapids Community College
Grand Valley State University
Idaho State University
Illinois State University
Indiana Tech
Indiana University
Indiana University, East
Indiana University, Indianapolis
Indiana University, Kokomo
International Teaching Learning Cooperative
Ithaca College
John Carroll University
Kansas State University
Kirtland Community College
Lake Superior State University
Lansing Community College
Latter Education Consult
Louisiana Tech University
Macomb Community College
Madonna University
Miami University
Michigan State University
Midwestern University
Mott Community College
Mount St. Joseph University
New Mexico State University
Northeastern Illinois University
Northern Michigan University
Northwestern Michigan College
Northwood University
Oakland University
Otterbein University
Pennsylvania State University
Providence College
Purdue University
Saginaw Valley State University
Sinclair Community College
St. Ambrose University
Saginaw Valley State University
Tarleton State University
Taylor University
TCS Education System
The Chicago School of Professional Psychology
Trine University
University at Albany, SUNY
University of Hawaii
University of Iowa
University of Kentucky
University of Michigan, Flint
University of North Carolina, Chapel Hill
University of Notre Dame
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University of Toledo
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