

Conference Theme:
Evidence-Based Teaching and Learning



Lilly Conference

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Preface to Conference Proceedings

This past January 105 conference participants attended the Lilly Conference on College and University Teaching in Austin, Texas. These individuals represented 64 institutions from 22 different states. The conference program offered four plenary presentations, 34 concurrent presentations; 4 round-table discussions and 6 poster presentations.

Following a blind peer review process with college and university faculty as reviewers, 86% of the proposals were accepted. Presenters were given the opportunity to develop their scholarly work for publication in the conference proceedings.

The conference proceedings consist of three sections. The first section is comprised of expanded papers written by presenters who agreed to capture material presented in their sessions. These papers were peer reviewed following the conference prior to acceptance into this document. As with all conference participants, their conference presentations were also accepted following a blind, peer review process. The second section includes concurrent session abstracts, listing both the presenters and contributing authors. The final section is a listing of institutions represented by our presenters.

I am grateful to all of the individuals who presented their work at the Lilly Conference on College and University Teaching, Austin, Texas 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



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Plenary Presenters

Milt Cox

Miami University

Milt Cox is Associate Director of the Center for the Enhancement of Learning, Teaching, and University Assessment at Miami University, Ohio, where he founded and directs the annual Lilly Conference on College Teaching. He is also the founder and Editor-in-Chief of the Journal on Excellence in College Teaching and the Learning Communities Journal and is co-editor of the book, *Building Faculty Learning Communities*.

Presentation: Why Students Behave the Way They Do: An Instructor's Guide to Cognitive Development

Terry Doyle

Ferris State University

Terry is an author, nationally recognized educational consultant, and Professor of Reading at Ferris State University. He served as the Senior Instructor for Faculty Development and Coordinator of the New to Ferris Faculty Transition Program for the Faculty Center for Teaching and Learning at Ferris State. Terry has presented over seventy workshops on teaching and learning topics since 2000 and worked with faculty on ways to apply current brain research to improve teaching and students' learning.

Presentation: The New Science of Learning: How to Learn in Harmony with Your Brain

Barbara Millis

Barbara has extensive experience in advancing teaching and Learning: University of Maryland-University College, US Air Force Academy, University of Nevada Reno, and University of Texas San Antonio. Barbara frequently delivers keynote addresses at professional conferences, has facilitated workshops at over 300 colleges and universities, publishes articles on a variety of faculty development topics, and has written four books.

Presentation: Using Cooperative Activities to Foster Deeper Learning

Marilla Svinicki

Ferris State University

Marilla is a Full Professor and the Chair of the Learning, Cognition, Instruction and Motivation area in the Educational Psychology Department, at the University of Texas at Austin. She is a respected author and researcher in understanding student and instructor variables influencing in the design, delivery, and effectiveness of teaching and learning in multiple educational settings.

Presentation: Evidence-Based Teaching: Strategies for Motivating and Helping Students to Learn

Todd Zakrajsek

International Teaching Learning Cooperative

Todd is an Associate Professor in the Department of Family Medicine and Executive Director of the Academy of Educators at UNC Chapel Hill. Todd served as a tenured associate professor of psychology at SOU before directing three teaching centers over the past 15 years. Todd currently serves in leadership roles for several educational efforts, including board membership at Lenovo Computer and Microsoft. He has published and presented widely on the topic of effective teaching and on student learning.

Presentation: Aligning Effective Teaching with Best Practices on How Students Learn: Evidence and Strategies



Assessing Online Homework in Mathematics for Liberal Arts

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Abstract

We assess our pilot of online homework in Mathematics for Liberal Arts, a general education course for non-science and non-business majors. We find statistically significant changes in the proportions of assignments completed, attempted but not completed, and skipped entirely as measures of student engagement and participation on homework but not in the proportions of students passing the common final exam as a measure of content mastery, students earning a C or better for the course as a measure of successful completion of the general education requirement in mathematics, or students dropping the course as a measure of retention.

Introduction

In Spring 2010, we piloted Pearson's MyMathLab online homework platform in Mathematics for Liberal Arts, the most commonly used course to satisfy the general education requirement in mathematics among non-science and non-business majors at St. Edward's University. Prerequisite for the course is one year of college-preparatory high school algebra or equivalent skills, and its students have a wide variety of mathematical abilities and backgrounds. What they mostly share in common is the distaste for one, final mathematics class as required in our general education curriculum. We therefore strive to offer a course that is educational (i.e., not remedial), relevant, and accessible to students of varying backgrounds and abilities. In Fall 2008, the curriculum of this course was revised to include:

1. A focus on quantitative literacy; that is, being able to think mathematically, e.g., when reading a newspaper or grocery shopping, rather than just solving textbook problems.
2. Treatment of remedial mathematics as review: fractions, exponents, simple equations, etc.
3. An emphasis on "relevant" and "interesting" topics such as numbers in perspective, personal finance, probability and statistics, geometry in art and architecture, voting theory, etc.
4. Projects with an emphasis on technical and logical communication.
5. Room in the schedule for special topics of particular interest to the instructor.

We chose the textbook *Using and Understanding Mathematics: A Quantitative Reasoning Approach* by Jeffrey Bennett and Williams Briggs published by Pearson for the course, which is coordinated between 4-6 sections, with approximately 100-175 students total, or 18-32 per section, each semester. Before piloting Pearson's MyMathLab online homework platform, our common homework model was to assign about 30-50 textbook exercises and collect papers weekly. Exercises ranged from multiple-choice, quick understanding questions to the expected number-crunching applications to thoughtful open-ended questions that required explanation and justification of an often-subjective answer. Ten to fifteen assignments then counted for 20% of the course grade. Individual grading policies varied by instructor, as did whether to spend class time on homework questions before or after they were due. The most common grading model based approximately half the homework grade on effort and completion and the other half on the correctness of a selected subset of problems that were hand-graded by an undergraduate grader. It was also common not to accept late homework but to drop 2-3 homework grades over the course of the semester.



Under this model, a large number of students failed assignments, indicating little effort and/or incomplete work, or skipped them entirely. Students expressed uneasiness about the fairness of randomly selecting a subset of problems to grade and were quick to blame any subsequent poor performance on spotty homework feedback. The instructional team sympathized with these well-founded concerns but generally agreed that manually grading entire assignments was not feasible given time constraints and the small number of students who would utilize the feedback a week or more after they had struggled with the assignment (similar concerns are also discussed in Halcrow & Dunnigan, 2012). During in-class discussions of homework, it was clear that many students were not confident in their answers, yet relatively few took advantage of office hours or tutoring services provided by both the Department of Mathematics and the University before the assignment was due.

Our Spring 2010 pilot of Pearson's MyMathLab online homework platform was an attempt to address some of these concerns. Using MyMathLab, students can get instant feedback on every problem along with helpful hints when they get stuck. Furthermore, students can retry new versions of each problem until they get it correct at which point they are awarded full credit for the problem.

Methodology

To assess our pilot of Pearson's MyMathLab online homework platform, we collected and compared (via standard two-proportion z-tests of significance) the following data (similar measures were also studied in Mathai & Olsen, 2013):

1. The proportions of assignments completed, attempted but not completed, and skipped entirely as measures of student engagement and participation on homework.
2. The proportion of students passing the common final exam as a measure of content mastery.
3. The proportion of students earning a C or better for the course as a measure of successful completion of the general education requirement in mathematics.
4. The proportion of students dropping the course as a measure of retention (students may drop a class until the eleventh week of our 15-week semesters).

It is important to note that Pearson's MyMathLab online homework platform was the only change implemented in Spring 2010; the course was otherwise identical in terms of the syllabus, grading policies, edition of the textbook (the fourth), what sections were covered, the problems assigned (most problems from the textbook were available on MyMathLab), common midterm and final exams, projects, and even lecture slides and materials. Furthermore, only sections taught by the authors are included in this study, and each author's pilot sections are compared only to their own prior sections. Thus, we have controlled for the following variables: instructor, textbook edition, sections covered, homework problems assigned, common midterm and final exams, projects, syllabus, grading policies, and lecture slides and materials. We may therefore attribute differences in the four measures above to the implementation of online homework.

Moreover, separate comparisons for each author's sections provide repetition of our study (separate comparisons for two instructors were also employed in Halcrow & Dunnigan, 2012). Specifically, one author taught two pilot sections in Spring 2010, comprising 44 students total, which will be compared to two sections of the course taught in Fall 2009, comprising 56 students total. The other author taught two pilot sections in Spring 2010, comprising 41 students total, which will be compared to one section of the course taught in Spring 2009, comprising 23 students. This latter comparison also controls for semester as students who take the course in the fall tend to be somewhat stronger as more of them are incoming first-year students who just took mathematics in high school and are eager for success in their first semester of college whereas some who take it in the spring have failed it in the fall and are retaking it or are upper-division students who have avoided the course as long as possible and have not taken mathematics in several years. It is also worth noting that in Fall 2010 we adopted a new edition of the textbook (the fifth), redesigned the projects, and implemented in-class use of clicker response systems, so we did not continue data collection for this study as these curricular changes represent variables that cannot be controlled for.



Results

Below are the data and P-values resulting from standard two-proportion z-tests of significance for the first author described above; those reaching the 0.05 level of significance appear in boldface. Note that final exam and homework data were collected only for students who did not drop the course and that there were thirteen homework assignments per student in Fall 2009 (resulting in a total of $53 \times 13 = 689$ assignments) and fourteen per student in Spring 2010 (resulting in a total of $42 \times 14 = 588$).

Course Grade	N	C or above	D of F	Dropped Course
Fall 2009	56	48 (85.71%)	5 (8.93%)	3 (5.36%)
Spring 2010	44	38 (86.36%)	4 (9.09%)	2 (4.54%)
P-value		.9283	.09761	.08572

Final Exam	N	Pass	Fail
Fall 2009	53	43 (81.13%)	10 (18.87%)
Spring 2010	42	37 (88.10%)	5 (11.90%)
P-value		.3576	.3576

Homework	N	Completed	Incomplete	Skipped
Fall 2009	689	535 (77.65%)	61 (8.85%)	93 (13.506%)
Spring 2010	588	452 (76.87%)	25 (4.25%)	111 (18.88%)
P-value		.7414	.0011	.0088

Below are the data and P-values resulting from standard two-proportion z-tests of significance for the second author described above; again those reaching the 0.05 level of significance appear in boldface, and final exam and homework data were collected only for students who did not drop the course. There were fourteen homework assignments per student in Spring 2009 (resulting in a total of $20 \times 14 = 280$ assignments) and fourteen per student in Spring 2010 (resulting in a total of $39 \times 14 = 546$).

Course Grade	N	C or above	D of F	Dropped Course
Fall 2009	23	16 (69.57%)	4 (17.39%)	3 (13.04%)
Spring 2010	41	30 (73.17%)	9 (21.95%)	2 (4.87%)
P-value		.7566	.06599	.2420

Final Exam	N	Pass	Fail
Fall 2009	20	18 (90%)	2 (10%)
Spring 2010	39	34 (87.18%)	5 (12.82%)
P-value		.7490	.7490

Homework	N	Completed	Incomplete	Skipped
Fall 2009	280	172 (77.65%)	28 (10%)	80 (28.57%)
Spring 2010	546	425 (76.87%)	26 (4.76%)	95 (17.40%)
P-value		≈0	.0040	.0002



Discussion

The only differences that reach statistical significance at the 0.05 level are the proportions of homework assignments completed (P-value ≈ 0 for the latter author), failed (P-value < 0.005 for both authors), and skipped (P-value < 0.01 for both authors), so while our observed improvements in the proportion of students successfully completing the general education requirement in mathematics by earning a C or above in the course, remaining in the course (retention), and demonstrating content mastery by passing the common final exam do not reach statistical significance for either author, in the case of the latter author, we can conclude at the 0.005 significance level that Pearson's MyMathLab online homework platform improved student engagement and participation on homework as measured by the proportions of assignments completed, attempted but not completed, and skipped (similar results are also observed in LaRose, 2010). The case of the former author is more curious in that we can conclude at the 0.01 significance level that students are more likely to skip online homework than to not complete it, i.e., if they attempt the online homework (which is less likely than with paper homework), then they are more likely to complete it (separate comparisons for two instructors also yielded different results in Halcrow & Dunnigan, 2012).

We would like to reduce the number of students skipping online homework by implementing email reminders two or three days before the homework is due if they have not yet completed it, but we are pleased to see that if the students attempt online homework, then they seem to be putting in the time and effort to do well on it as opposed to turning in paper homework reflecting minimal effort (and failing grades) as we observed previously. We find this heartening due to our belief that learning occurs through spending more time and effort on homework outside of class over the course of a semester (similar beliefs are also voiced in Halcrow & Dunnigan, 2012, and it is observed that online homework may help achieve this ideal for lower-division courses but not upper-division in Lucas, 2012).

We do find it interesting, however, that content mastery as measured by the proportion of students passing the common final exam did not change significantly given that the exams may have been the only time the students worked problems on paper as opposed to previous semesters when all of their homework had been completed on paper as well. Should this become a concern in the future, we may supplement the online homework with short written assignments on paper to ensure that our students exercise such skills prior to exams. It will be interesting to see if implementing email reminders reduces the proportion of students who skip the homework and consequently increases the proportion who pass it (since students seem less likely to fail the online homework if they attempt it), and then to see if this in turn increases the proportion of students successfully completing the general education requirement in mathematics by earning a C or above in the course, i.e., to see if there is a correlation between proportion of homework assignments completed and successful completion of the course (this is also addressed in LaRose, 2010). It has also been observed that online homework may benefit higher-skilled students more than lower-skilled (Mathai & Olsen, 2013); given the varying backgrounds and abilities of students in our course, this provides another source for further research. Moving the entire course online has also been studied for developmental courses (Potocka, 2010) and could provide a more extreme direction for further research.

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How Two Heads are Better than One: An In-Depth Consideration of Interdisciplinary Collaborative Teaching

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Abstract

A great deal of work is involved in developing an interdisciplinary course. Introduce a teaching partner from a discipline other than your own and the task becomes much more complex (yet much more interesting and potentially rewarding). At Providence College, a recent change to the core curriculum has yielded a significant number of interdisciplinary collaboratively taught courses. This paper raises and begins to address the following questions: How do pairs of faculty identify a theme and begin planning a new interdisciplinary course? How do they adapt to different teaching styles and disciplinary approaches? What is the student experience in these courses?

Introduction

Interdisciplinary collaborative teaching has been implemented on various campuses for decades. Research has focused mostly on either interdisciplinary teaching or team teaching, but not specifically on interdisciplinary team (collaborative) teaching (Klein, 2010; Lester & Evans, 2009). Plank (2011) presents an interesting collection of reflections on interdisciplinary team teaching which is worthy of further consideration. Changes to the core curriculum at Providence College have created a situation where several interdisciplinary courses are being created, presenting an opportunity to develop an understanding of how two faculty members come together to create a meaningful integrated learning experience for students.

Literature Review

In interdisciplinary courses, a single professor can make connections across disciplines, but it may be more powerful for those connections to be made by two faculty members teaching collaboratively (Davis, 1995). Students get the benefit of the deep disciplinary expertise that each professor brings to the classroom in addition to variety in perspective and teaching style. When collaboratively teaching interdisciplinary courses, faculty have the opportunity to learn about other disciplines and approaches to teaching and learning, engage each other and students in intellectual dialogue from multiple perspectives and enhance their own professional development (Davis).

Team teaching has been defined and explored from a K-12 perspective as well as in higher education settings (Lester & Evans, 2009). While this approach has been widely implemented, interpretations of what it means to team teach have varied significantly (Davis, 1995). Teaching approaches range from simply dividing the task of teaching the course and each professor “teaching” for half of the semester to collaborating on every aspect of the teaching and learning process.

A good deal of significant research has been done on the topics of interdisciplinary teaching (Klein, 2005) and team teaching (Lester & Evans, 2009). While some of this research includes cases where faculty have embarked on interdisciplinary team teaching, there has been little emphasis on the process of making this unique teaching enterprise work.



Methodology

Providence College, a small liberal arts institution in the Northeast, recently began implementation of a new core curriculum. A major component of the core is the Development of Western Civilization (DWC) program, a 16-credit four-semester sequence that all first- and second-year students must complete. As part of the curriculum revision, a new approach to the fourth semester of DWC was introduced. All students now have the opportunity to choose from a variety of colloquia courses taught by two faculty members from different disciplines. These courses are designed to link student learning from the previous three semesters to a current issue or problem. Recent colloquia titles include *The Politics of Memory in the Twentieth Century*, taught by faculty from history and political science; *In Sickness: The Experience of Illness*, taught by faculty from philosophy and health policy & management; *Music, Beauty, Eros and God*, taught by faculty from theology and music. *The introduction of this approach to teaching DWC presents an opportunity to learn how faculty engage in interdisciplinary team teaching.*

As director of the CTE, the author has had several interactions with the DWC program and the faculty who teach the interdisciplinary courses. Observations shared here are culled from facilitation or co-facilitation of workshops on course design and DWC teaching, classroom observations, and conversations with several faculty while they were engaging in interdisciplinary collaborative teaching. As a work in progress, the information presented here is observational and presents ideas for further exploration.

Conclusion

Preliminary findings based on the informal gathering of information is organized around three primary questions. The information provided here represents a small sampling of evidence that needs to be gathered to fully answer these questions.

How do pairs of faculty identify a theme and begin planning a new interdisciplinary course?

Anecdotal reports indicate that faculty are likely to come together in two different ways. In the first scenario, they know each other and have learned enough about each other's interests to brainstorm ideas and decide to propose a course for the DWC colloquium. An alternative scenario begins with one faculty member identifying an interesting topic for a colloquium course and initial ideas of the disciplines that should be represented. In this case, the faculty member will ask around in order to identify a colleague from another discipline who would be willing to team teach the course. No matter the means by which the two faculty members pair up, the driving force is often the course theme itself. Discussions about readings and discussion topics precede conversations about approaches to teaching.

How do they adapt to different teaching styles and disciplinary approaches?

This is a question that warrants in-depth consideration. On the surface, it appears that faculty work throughout the semester to find balance. Some pairs have seen each other teach prior to the team teaching semester, but others have not. Either way, they typically have an open-minded approach that allows them to work with and around teaching styles that may differ from their own. Several faculty view the interdisciplinary team teaching experience as an opportunity to learn about other disciplines and grow as a teacher and as an intellectual. With intellectual growth as a primary motivator, differences in teaching styles may seem to be a non-issue.

What is the student experience in these courses?

One striking observation made by some faculty members involves their assumptions about students who were enrolled in the colloquium courses. Unlike the traditional DWC program where all students had to take the course each semester and all sections were essentially the same, the colloquia present an opportunity for students to choose a section of the course based on their interest in a discipline or theme. From the faculty member's perspective, students would be enrolled in the class by choice and therefore would be more enthusiastic about the work. Faculty were surprised to see that this was not the case for all students. Perhaps some students chose a particular section of the course because it fit best with their schedules rather than because of a genuine interest in the theme. Aside from this observation, faculty view the colloquia as a beneficial experience for students, providing them with current perspectives on traditional DWC concepts. Their informal assessments indicate that student learning is enhanced through the interdisciplinary collaborative approach.



Themes and Next Steps

Beyond consideration of the three general questions about interdisciplinary collaborative teaching, two prominent themes have been identified. The first theme is “intersections.” These are the places and spaces where notable overlap between the two faculty members can be observed and studied more closely. Some examples of intersections include disciplines, teaching styles, interactions with students, planning and preparation, integration of content, and assessment of student learning. Another theme relates to faculty concerns. These include use of time, teaching models, student participation, grading, connections to overall program objectives, and expectations.

These themes and the following questions will be used as the basis for further research into interdisciplinary collaborative teaching:

How is collaborative teaching defined and operationalized by each team?

How will faculty members (and students) integrate disciplinary knowledge and learning?

How will the College support and sustain faculty who opt into this teaching arrangement?

How will students benefit from interdisciplinary collaborative teaching?

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Need and Development of Online Teaching Modules on Developmentally Appropriate Practices (DAP) for Guiding Young Children's Behavior

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This work was funded by the Teaching Grants Committee at East Carolina University

Abstract

In this paper researchers highlight the need and process utilized to develop online teaching modules to assist in undergraduate student learning of developmentally appropriate practices (DAP) as it relates to guiding young children's behavior. Modules created included: introductions to topics such as supporting children's emotional development and conflict resolution skills, videos of interactions between teachers and children, and a post-interaction interview with each teacher. Modules will enable students to see firsthand how teachers facilitate children's learning and guide their behavior in a developmentally appropriate fashion.

Introduction

Recent studies speculate that children learn developmental behaviors through repetitive engagement, or a high rate of using the skills they have already learned (Mahoney, 2013; Adolph, Vereijken, Shrout, 2003). As young children spend more time in school, teachers become a more influential factor in early child development, so it is important that the practices that they reinforce are developmentally appropriate. Despite attempts to teach these developmental practices at the undergraduate level, professors have difficulty helping college students to understand the importance of using developmentally appropriate practices (DAP). This paper will explore reasons for teaching undergraduates various disciplining strategies that one can use as a teacher to guide children's behavior in a DAP fashion and explain in detail the process utilized by the researcher to develop these modules.

Literature Review

Teachers have long been considered the face of our education system, the ones who interact with children on a daily basis and who inform children of how they are supposed to act. In order to guide teachers, the National Association for the Education of Young Children (NAEYC) adopted a position of excellence, encouraging teachers to promote quality care for young children (NAEYC, 2009). This teaching guide presents three core considerations of DAP: knowing about child development and learning, knowing what is individually appropriate, and knowing what is culturally important. These considerations all allude to the idea that teachers are the backbone of child learning, and therefore, it is important to highlight the work that they do. This article expands on the key ideas of developmentally appropriate practices in early education classrooms, and how specific online modules can be developed and used to facilitate undergraduate student learning.



Importance of using DAP in teaching

DAP focuses teacher instruction on meaningful learning activities to increase child learning outcomes. Young children, specifically pre-k and kindergarten classrooms, need DAP to build a foundation from which other learning outcomes develop. Many teachers attempt to incorporate such practices into their classrooms by considering the powerful impact that the environment can have on learning. Appropriate classroom set up for young children should facilitate student learning, increase children's learning capacity, and provide areas for pleasure and growth (Şahin, Erden, & Akar, 2011). It is important for teachers to create a welcoming environment in which children feel comfortable and have clear expectations for behavior. When behavior gets out of control, teachers engage in conflict resolution techniques to help teach children how to manage their emotions (Stephens, 2013; Chen, 2003; Gartrell, 2011). If respectful conflict resolution skills are not mastered during early childhood years, these skills are difficult to learn later in life. Consequently, the same individuals might be aggressive and indulge in violent behavior as adults (Stephens, 2013). At this young age, children have a hard time regulating their emotions, or handling emotions in productive ways, so teachers are responsible for guiding this behavior (Denham, Bassett, & Zinsler, 2012; Hemmeter, Santos, & Ostrosky, 2008; Webster-Stratton & Reid, 2004). Due to the increase in children's time spent in group settings, such as day care, schools, and sports teams, children must be taught how to monitor emotions and modify them when necessary (Denham, Bassett, & Zinsler, 2012).

One of the most essential components of DAP in early childhood education is teachers' focus on relationship development, which teachers believe helps to create responsive relationships (NAEYC, 2009; McKenzie, 2011). Teachers must help children to establish a sense of belonging and security, while developing a sense of self and an understanding of societal expectations (Degotardi, Sweller, & Pearson, 2013; Geisthardt, Brotherson, & Cook, 2002). Guided by DAP, teachers can use their knowledge of child development to "foster social skills, build positive relationships, and create nurturing classroom environments" (Mckenzie, 2011, p. 160). If children do not develop these key social skills, they may experience depression, become school drop outs, and also develop other psychological problems during adolescence or adulthood (Asher, Parkhurst, Hymel, & Williams, 1990).

As evidenced above, literature highlights the importance of early-education teachers embracing DAP in order to provide children with a solid educational foundation. Teachers understand the importance of using DAP in classrooms to provide appropriate instruction (McKenzie, 2011); however, there is a dearth of resources that provide concrete examples of teachers using DAP in the classroom (Williams, Ballard, Johnson, & Hegde, 2012), especially when it comes to guiding children's behavior. Because of this, it is difficult for undergraduate instructors training future teachers or students interested in child development to understand how these practices can be applied. To remedy a lack of concrete examples, some instructors turn to online resources to assist student attainment of learning outcomes.

Online Teaching

Many authors have reviewed the difficulty that students experience when applying information that they have learned to real life experience (Bing, Pratt-Phillips, & Farin, 2012; Williams et al., 2012; Grant et al., 2011). Providing students with multiple ways to learn, that allow students to practice their understanding of the knowledge, can be beneficial to student learning and academic success. One way to present additional information is via supplemental online resources (Bing, Pratt-Phillips, & Farin, 2012). Students not only state that online resources are useful (Bing, Pratt-Phillips, & Farin, 2012), but also that the flexibility of online modules allow students to work at their own pace (Kelly, Lyng, McGrath, & Cannon, 2009; Schitteck, Mattheos, Lyon, & Attstrom, 2001).



Past literature shows that students find a multi-method teaching approach most beneficial, where lecture is combined with online teaching modules (Kelly, Lyng, McGrath, & Cannon, 2009). The goal of these additional online modules is to increase student academic performance and overall learning, which is supported by studies that show students perform better when online resources are made available to them than those who don't have access (Bing, Pratt-Phillips, & Farin, 2012).

Purpose of this Study

Undergraduate students within Child Development and Family Relations (CDFR), many of those who are prospective early childhood teachers seeking licensure to teach young children in infant, toddler, preschool, and kindergarten settings, struggle to understand DAP and its application due to a lack of concrete examples. Given the limited amount of time and resources within some CDFR classrooms, use of online modules to enhance students' understanding of guidance was felt necessary. In the methodology section we explain how each module was built and the process carried out to formulate these DAP modules. A detailed account on the development of these modules might assist future college educators in replicating this model within their own teaching and learning environment.

Methodology

Modules designed dealt with five specific topics: 1) Supporting children's emotional development, 2) Encouraging friendship skills in children, 3) Planning physical set up of the classroom, 4) Teaching and empowering children with conflict resolution skills, and 5) Including and working with children with disabilities. Each topic designed followed a specific format: 1) An introduction to the topic that was well researched and supported the importance of DAP in early childhood classrooms; 2) Teacher interviews on the topic, for example, "explain why it is important that children be emotionally competent"; 3) Examples of children's behavior in the classroom; and 4) an interview with the teacher describing how the situation was handled using DAP strategies.

The researchers wanted to record teachers who demonstrate exemplary teaching practices across birth to kindergarten settings. That is, teachers who taught infants, toddlers, and preschoolers across three settings; child development laboratory or a teacher training center affiliated to the university; a preschool teacher of a high quality preschool classroom at a private child care center; and lastly, teachers who work in public school preschool settings. A purposive sampling technique was employed to recruit teachers from all these high quality settings.

For the laboratory school and private child care setting the researchers had to go through their own research board request before the paperwork was processed by the Institutional Review Board (IRB) at the university level. In the public school setting, prior permission from the county supervisor was taken in addition to the preschool supervisor who had to support this research endeavor. Only after those consents were acquired could researchers get approval from the IRB board at the university level.

Consent forms were acquired and recorded from the child care directors and public school administrators, followed by teacher and parental consents. Only parents who gave consent for their children to be included in the study were recorded for the purpose of this study.

Researchers used approximately two to three months to complete all the recordings. Prior appointments were made with the classroom teacher before the start of any recording. Researchers spent a minimum of 4 – 5 hours a day during the week to complete the various recordings. Multiple recordings were made each day on every topic (i.e., how teachers facilitate conflict resolution skills between children). At the end of every month recordings were viewed, discussions were held between researchers, and later those recordings were included within the module. Teacher interviews on various topics and follow-up interaction interviews ranged from 45 minutes to 1½ hours.



Conclusion

This innovative approach to teaching explains the need for and process of development of online modules which facilitate students' understanding of developmentally appropriate practices in terms of guiding young children's behavior. These online modules will be used in every CDFR class, including face to face and online instruction as a part of classroom assignments. Each assignment will be worth 25 points, which includes an assessment component in the form of a question and answer section at the end of every module. Questions designed are conceptual, applied, and reflective in nature. The ultimate goal is for students to realize why these topics are important for children and their development based on sound research, see firsthand how "real classroom teachers" implement these DAP strategies in their own classroom settings, and ultimately impact how undergraduate students will use these strategies within their own classroom to foster better outcomes for children.

The next logical step that the researchers have followed is to implement these modules. Presently, these online modules are being implemented within two CDFR classes; one that is taught face to face and the other is a distance education (DE) class that uses Blackboard as its platform for instruction. Every instructor uses a detailed and similar rubric for assessing student learning on every module. Further, every student is given a chance to answer how these modules have impacted their learning and how helpful they find these modules, using open ended responses at the completion of every module. Finally, researchers will also follow up with students who have consented to participate in the focus group interviews to understand how these modules have impacted their learning, how they will use these skills learned through this module within their own life as a teacher, parent or a person wanting to work with children.

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A Web-Based Repository for Crowdsourcing Pedagogical Best Practices

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Abstract

Effective collaborative skills are an essential competency identified within the Interstate New Teacher Assessment Standards Consortium (InTASC) standards for teacher preparation. Research is readily available that explores expectations for collaboration from the viewpoint of the cooperating teacher and the student teacher but the expectations of the university supervisor are less well-documented. This study examines the expectations of the university supervisors regarding how they view collaboration between the cooperating teacher and the student teacher within the student teaching experience. Utilizing InTASC competencies as the investigative framework, this paper identifies three themes incorporating a range of practices that foster effective collaborative practices in the student teaching classroom.

Literature Review

Pedagogical practices in higher education are changing at a remarkable pace, particularly as universities leverage the use of online education (Finch & Jacobs, 2012) and the flipped classroom approach (Bergmann, Overmyer, & Willie, 2011). These changes generate fundamental differences from traditional courses and new pedagogical best practices need to be developed (Finch & Jacobs, 2012). Finch and Jacobs (2012) identified several practical system factors that are essential to online learning success. These factors range from organizational-level practices, such as policy and strategy, to technology-level practices, such as platform user interface design. They do not delve into the organizational sphere, but detail the best practices relevant to the platform user interface. They divide the UI into content, interaction, reflection, activity and assessment. Bergmann and colleagues (Bergmann, Overmyer, & Willie, 2011; Bergmann & Sams, 2012) present their experience with flipped classrooms and stress that they need to go beyond simply automating and digitizing education. Flipped classrooms require a blending of direct instruction and constructivist learning. Students need to be fully engaged in both the online lecture and in-class case work (McGhee, 2012). A culture that promotes and values both current and lifelong learning is a prerequisite.

Chou (2003) investigated nine dimensions of interactivity in a series of computer-learning designer focus groups to determine how important they are to the effective computer-based pedagogy that underlies both online courses and flipped classrooms. These practical recommendations map quite closely to the flipped classroom philosophy.

- Choice: Do students have access to a large amount of content and of various types?
- Non-sequential access: Can students access content in a non-linear sequence?
- Responsiveness: Is feedback provided quickly?
- Monitoring: Can students track their progress and performance?
- Decision support: Does the system help the student select the best content?
- Adaptability: Is the system interaction process customized to the student?
- Playfulness: Is the student entertained and his/her curiosity aroused?
- Communication: Can students communicate with each other synchronously and asynchronously?
- Expandability: Can students add content?



One result of these efforts is an overwhelming need for new pedagogical best practices. When Chou (2003) crossed his nine dimensions with Hillman, Willis, and Gunawardena's (1994) four types of interaction, the result was thirty-six different possible interactive functions. For the electronic component of the course, fixed menus, a well-structured FAQ section, useful external links, student-student and student-instructor email capabilities, and threaded discussion forums were all considered very important. Education games and online voting were rated least useful and most difficult, and therefore the lowest priority for inclusion. Similarly, Bergmann, Overmyer, and Sams (2012) warn against simply replacing classroom instruction with videos and homework labs.

Challenges

The success of online learning platforms and flipped classrooms depend on more than just their functionality. New pedagogical best practices that leverage technology and classroom interactivity are needed. In an extensive literature review, Garrison and Akyol (2009) concluded that despite the great promise of educational technology, most implementations fail to significantly impact teaching effectiveness because they simply tack on-line videos on top of, or in lieu of, classroom instruction.

Meyer and Xu (2007) warn that the workload required of faculty to transition their courses into on-line and/or flipped classroom designs can be prohibitive. Faculty need to transform their instructional content and to adopt a new set of pedagogical practices appropriate for the new learning environment. Alleviating this workload by facilitating faculty collaboration in the development of, experimentation with, and implementation of online learning activities is critical. Encouraging faculty to work together in the development and implementation of learning strategies can reduce the workload demands on instructors and increase student learning.

Liu, Tao, Chen, Chen, and Liu (2013) warn that this virtual collaboration is often challenged by a lack of participation. Ambiguous ownership, control, credit, and intellectual property rights can be unsettling and demotivating. Faculty who develop valuable online practices need to maintain some transparency of authorship for the intangible benefits of scholarly gratification and more tangible promotion and tenure concerns. On the other hand, a perceived lack of ownership can lead to edit wars and mass deletions such as those seen on Wikipedia (Kittur, Suh, Pendleton & Chi, 2007). Kittur et al.'s prototype system includes a tracking mechanism that allows each member to review and disclose their personal contributions to any collaboration for immediate and future reference.

Methodology

This project was initiated by a private business university in the Northeast U.S. to investigate possible solutions to the above challenges. The intention was to create a collection of specific and actionable best practices for faculty to blend online learning, the flipped classroom approach, and in-class instruction. The objective was to investigate the potential for a living repository that could be continually expanded, enhanced, and updated. The architecture should stimulate inter-faculty sharing and collaboration and minimize the demotivating influences of credit and ownership ambiguity.

Phase 1: Faculty Survey

A survey was developed to elicit an initial set of best practices to populate the repository. An interactive survey methodology allowed the investigators to probe for additional details, constraints, and implementation details. The survey focused on collecting a wide set of pedagogical best practices with a variety of objectives, intended outcomes, course types, time frames, and interactivity requirements.

The university faculty was contacted through a widely disseminated email inquiring about their willingness to share online learning strategies they use in their courses. The university's Academic Technology Center (ATC) was also used as a resource to collect best practices currently supported by this organization for the existing online learning platform.



Phase 2: Elaboration

The faculty members who responded to the broad faculty survey were interviewed in detail to better understand the nature of each contribution. The interviews focused on eliminating confusion, misunderstanding, or missing details so that the investigators were clear on the nature and task flow involved for each best practice. The elaboration stage was intended to ensure that the descriptions in the repository were actionable by an instructor who had not used them before with minimal assistance. This was seen as essential to reduce the overhead of best practice sharing.

Phase 3: Supplementation

The literature was re-reviewed to identify best practice categories that were not yet being exploited by faculty. Pedagogical techniques that added new capabilities to the repository were considered and added to the information architecture. These served as placeholders for future elaboration by instructors interested in experimenting with them.

Phase 4: Platform Investigation

In the interest of maximizing the effectiveness of implementation, several technology platforms were investigated. Baseline requirements were for the platform to allow instructors to search and sort best practices, share them with colleagues, modify them to suit their specific course needs, and to collaborate with the original author to improve the practice.

Results

A card sort (Spencer, 2011) was used to organize the pedagogical best practices that had been collected through the faculty survey, from the ATC, and from the literature review into a cohesive architecture. Six major categories were identified: Course Wiki, Course eBook, Student Blogs, Interactive Surveys and Voting, Group Project Support, and Online Tests and Quizzes. An information architecture that matched instructors' mental models of course pedagogy was needed to make the repository easy to navigate, search, and use. This list was not envisioned as an exhaustive architecture, but rather as a starting point for building the repository.

An extensive literature review was conducted to explore the media platforms available to store and organize the best practice repository. In addition to storing the pedagogical practices, platforms were evaluated for how well they supported the ability of instructors to discuss, evaluate, and improve practices in a collaborative fashion. The wiki was selected for this component because several studies have demonstrated its strength as a sharing platform, especially in academia (Tsai, Shen, & Tsai, 2011). Wikis afford a high perception of content reusability, cross-fertilization, knowledge preservation, and continuous improvement (Milovanovic, Minovic, Stavljanin, Savkovic, & Starcevic, 2012). Wikis are simple to use, ensuring that this contribution and discussion did not add significantly to faculty workload. Wikis have tracking mechanisms so that the trail of authorship is maintained, as described earlier in this paper. The most prevalent online learning platforms support wikis so a technology investment would not be needed and many faculty may already be familiar with wiki use.

One challenge of using a wiki as a repository platform is that they do not include a mechanism to motivate contribution (Resnick, 2004). There is an initial labor investment to format and input the pedagogical best practices into the system. An organizational effort to minimize workload addresses part of this challenge, but the interviews with instructors, even those who were willing to contribute their ideas, identified workload fears as a major concern. Crowdsourced enhancement and expansion of the contributed ideas and practices relies on the contribution of still more discretionary time. It is likely that only the most motivated instructors will make this effort. An effective performance management system (Resnick, 2007), especially one that includes gamification mechanics (Resnick, in preparation) could help to alleviate this obstacle.



On the positive side, it would be easy for the majority of the faculty to access the wiki, search for appropriate strategies, and make use of them. In short, the selection of the wiki requires faculty motivation, but makes it easy to participate. This tradeoff was seen as the best combination of features for the collaborative dimension of the repository.

Discussion

This project investigated the potential for a repository through which instructors could search for, share, and collaborate on the development of pedagogical best practices. The need for the repository was identified because of the fundamental shift in the learning environment towards on-line learning and flipped classroom approaches. The results suggest that a wiki-based platform would be the most appropriate medium because of its prevalence and simplicity. However, organizations need to create clear mechanisms for assigning credit and ownership. They also may need to develop motivational incentives to overcome the additional workload required for instructors to contribute. In light of these challenges, the sponsored university is currently considering potential next steps. No path forward has been determined at this time.

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Abstracts

In alphabetical order

Infusing Technology in the Classroom: Creating Opportunities for Multiple Voices

Jeff Angera - *Central Michigan University*

This presentation will share recently adopted strategies to enhance student participation in discussing potentially sensitive course content topics. The presenters will share their experiences of integrating technology and utilization of peer facilitated discussion groups in their Introduction to Human Sexuality courses. The technologies require any form of Wi-Fi enabled device that can access the Internet. Anecdotal data and an introduction to a backchanneling program and survey program will be presented along with examples of how these efforts influenced class participation. Additionally, the integration of peer facilitated discussion groups will be described as a means to provide opportunities for critical thinking.

The Blended Education Innovation Institute

Len Bogner - *University of Central Oklahoma*

Blended Education (BE) is the intentional design process of planning instructional components and connections in ways that enhance flexibility and “humanness” in the learning process. Too often, online and distance education courses fail to support the human connections needed to support effective learning processes. In many conversations, technology is acknowledged as the reason for this challenge. BE uses systems based design thinking to leverage technology in ways that enhance the human-centered nature of learning while increasing learners’ flexibility to personalize their learning environment to how they learn best.

Objectives:

- Participants will be able to analyze Blended Education at the University of Central Oklahoma.
- Participants will be able to use the Blended Education Framework for developing their own versions of Blended Education.
- Participants will be able to plan and innovate Blended Education courses by using the Innovative Instructional Design Model.

Developing a Faculty Learning Community for Adjunct Professors

Nathan Bond - *Texas State University*

Adjunct faculty members pose unique challenges for universities. These professors vary greatly in terms of teaching abilities, workloads, and motivation levels. This case study examined a faculty learning community (FLC) designed specifically for adjunct professors at an emerging research university. Data were collected from the facilitators’ curricular materials for the meetings, semi-structured interviews with participants, and anonymous written evaluations after the meetings. Findings showed that the adjunct professors learned useful instructional strategies and felt more valued by the university. The professors recommended sending study materials before the FLC meetings and allocating even more time for networking and discussing work-related issues.

Objectives:

- Examine the reasons for establishing a Faculty Learning Community (FLC) for adjunct professors.
- Analyze what worked and what did not work in this FLC for adjunct professors.
- Generate solutions to the problems that arose in the FLC.
- Compare and contrast conference attendees’ FLC experiences with those described in this study.



Assessing Online Homework in Calculus and Mathematics for Liberal Arts

Jason Callahan and Carol Gee - *St. Edward's University*

Over the last three years, our department has implemented online homework in every course that satisfies our university's general education requirement in mathematics, thus affecting every student. In this session, we give an overview of this project with a focus on our implementation of online homework in Calculus and Mathematics for Liberal Arts. We present data to assess the effects of online homework on student learning and the administration of these courses, and invite discussion of online homework in other disciplines and common challenges faced.

Objectives:

- Learn reasons why online homework might be implemented.
- Learn benefits and features of various online homework platforms.
- Learn drawbacks and challenges of implementing online homework.
- Learn effects of online homework on student learning and success.
- Learn effects of online homework on course administration and coordination.

MetaLearning: Building Effective Self-Directed Learners

Stephen Carroll - *Santa Clara University*

In the 21st century, professional and personal success depend on being able to adapt swiftly and effectively to rapidly changing circumstances. Thus, the most important skill college students need to learn is HOW TO LEARN independently, consciously and with maximum efficiency. In this workshop, you'll learn by doing—experiencing brain-based learning activities and pedagogies you can use to accelerate students' progress toward becoming effective self-directed learners. You'll leave with resources and curricula to facilitate metalearning and an assessment instrument to help prove that it works.

Objectives:

- Recognize and understand some of the myths and misperceptions that inhibit students' ability to learn efficiently and effectively.
- Acquire and practice techniques to overcome these barriers.
- Be motivated to incorporate the latest scientific research/evidence about how people learn into their teaching practices.
- Leave the session with a set of resources and experiences that will allow them to quickly integrate what they've learned into their teaching practices.

Making Content Global, Practical and Personal

Eddie Case - *Wingate University*

What do you do when you are faced with a room full of students who are taking your course to meet university requirements, who are not interested in the content, and who would honestly rather be somewhere else? One option is to suffer through, trying not to be as miserable as the students. A better option is to involve them in the planning and development of the course, helping them to connect the content to the "real world" and their own lives. This session will focus on the second option using an introductory Earth Science course as an example.

Objectives:

- Consider strategies for engaging students in course content and design.
- Discuss assessment strategies for project-based courses.
- Identify content suitable for this model of instruction.



Stress Models, Cognitive Style and Graduate Teacher Preparation

Lorraine Cleeton - *Northcentral University*

The progress of students taking a Stress Management course in a teacher education program was analyzed in terms of Cognitive Style preference (Riding, 1991) and which models of stress they employed to assist them in completing their practicum course in Special Education. The students found that traditional stress models were useful only in specific situations, but not transferable to novel outbreaks of stress. They thought that this was due partly to constructs used in definitions of stress. Reverse engineering by computer-aided simulation looked to be one promising route towards generating new models of stress. Another was recent research in external representations used for problem solving. It was hoped that spin-off from traditional models of stress would lead to transferable models of stress and possibly new models discovered by students.

Objectives:

- To distinguish between scientific and lay conceptualizations of stress.
- To compare and contrast the relative strengths and weaknesses of different stress models.
- To apply stress models to different situations encountered by a graduate student in a field experience, e.g., special education practicum.

Designing a Critical Thinking Honors Elective

Elizabeth Connor - *The Citadel, the Military College of SC*

This session discusses the design and classroom management of a critical thinking elective for honors students enrolled at a military college. This course adapted content from Carnegie Council and the University of Buffalo's Case Studies in Science collection as building blocks for highly motivated students with various majors and career plans. By analyzing complex issues that have varying positions and assumptions, students stated and created new positions, and acknowledged other positions including implications and consequences. This highly interactive session will help participants generate ideas and approaches for incorporating case study methods and assignments into their teaching and learning activities.

Objectives:

- Session participants will generate and rank order case studies, active learning techniques, and assignments that can form the building blocks for a hypothetical course in their areas of interest. After participating in these activities, session participants will be able to adapt similar approaches for future course revision and new course development.

Plenary Presentation: Why Students Behave the Way They Do: An Instructor's Guide to Cognitive Development

Milt Cox - *Miami University*

Are you curious about why most of your students prefer that you lecture rather than engage them in active, inquiry-based learning? Is it because they are slackers? Do you wonder why some students are eager to work in small groups and others are not? And why do some students not understand evidenced-based approaches in a course? Many of these behaviors are explained when framed in the cognitive development structures of Perry or Belenky and colleagues. In this session we will discuss approaches that you might engage to nudge students along developmental paths that may lead to their understanding and practice of critical thinking and a commitment to lifelong learning.



Employing What we Have learned from the Faculty Learning Community Movement to Build and Sustain Effective FLCs Today

Milt Cox - *Miami University*

Faculty learning communities (FLCs) were initiated in 1979 and have now been implemented at many institutions, including two-year colleges, four year liberal arts colleges, comprehensive and research universities, and medical schools. FLC programs have been initiated by individual entrepreneurs, teaching and learning centers, and system-wide consortia. We will begin our session with an overview of FLCs and then consider some key items and numbers: 7 reasons why we initiated FLCs, 16 recommendations for building a successful FLC infrastructure, 12 decision points in the design and implementation of FLCs, and 7 important lessons we have learned.

Exploring Critical Reflection through Service-Learning and Digital Storytelling

Kisha Daniels - *North Carolina Central University*

In an ongoing effort to address the needs of 21st century teachers, a service-learning project was designed which coupled structured reflection and technology. This session presents the application and outcomes of a service-learning project between an urban university and an elementary school in which pre-service teachers utilized digital storytelling as a method for critical reflection and application of content methodology. The focus on the pre-service teacher's understanding of content skills, reflective inquiry and enhanced technology skills also supports the National Educational Technology Standards.

Objectives:

- Define the components of successful Service-Learning and Digital Storytelling projects (Knowledge).
- Discuss and Give Examples of how they use (or could use) the cycle of Critical Reflection in their content areas (Comprehension).
- Examine the use of Critical Reflection Journals in their content areas (Application & Synthesis).
- Create or Outline a plan to incorporate Service-Learning and/or Digital Storytelling into their content area course (Evaluation and Synthesis).

Internationalization: Strategies for the Classroom

Alba De Leon - *Palo Alto College*

In this interactive session, participants will have an opportunity to examine and discuss how to develop courses with international content. Information about online resources that are readily available will be presented before we examine and discuss four levels that faculty tend to use to internationalize courses.

Objectives:

- Identify 2-3 reliable online resources that can be used to internationalize a course.
- Define the four levels of course internationalization often used by faculty.
- Have an opportunity to explain how they could include international content into a course they currently teach.



A Deeper Delve into the Experience of Foreign Language Graduate Student Instructors in a Cross-disciplinary Pedagogy Seminar

Devon Donohue-Bergeler, Joanna Gilmore, and Molly Hatcher -
University of Texas at Austin

This round table discussion will focus on a research project in progress. A description of the reactions to an examination of assignments, questionnaires and interview data from approximately 20 foreign language graduate student instructors (GSIs), who participated in an interdisciplinary Scholar's Seminar, will be presented. Topics of discussion for this round table will include the extent to which GSIs feel supported within their teaching departments, the benefits of cross-disciplinary connections, and how a Center for Teaching and Learning may assist with support of GSI work.

Plenary Presentation: The New Science of Learning: How to Learn in Harmony with Your Brain

Terry Doyle - *Ferris State University*

Almost daily neuroscience, biology, and cognitive science researchers reveal new insights about how the human brain works and learns. The value of this research is its potential to elevate the learning success of all students regardless of their learning situations. Although it is clear that these new brain research findings need to be integrated into current higher education teaching practices it is equally as clear that students need to alter their approaches to learning. This presentation will discuss five key things students can do to significantly improve both their readiness to learn and the effectiveness of their learning and studying efforts. These are oxygen's role in brain energy, hydration of brain cells, proper diet to insure glucose availability, aerobic exercise and proper sleep. Students that bring their learning into harmony with their brain are much more likely to enjoy academic success.

Putting the Research on Learning into Practice

Terry Doyle - *Ferris State University*

Almost daily neuroscience, biology and cognitive science researchers reveal new insights about how the human brain works and learns. The value of this research is its potential to elevate the learning success of all students regardless of their learning situations. This presentation will discuss seven findings about how the brain learns that have the strongest support from research and how to integrate these finding into your daily teaching practices.

Steps to Service-Learning Sustainability

Brooke Flinders, Betsy Wilson, Amy Schubert, and Rachel Clark - *Miami University*

As many can attest, service-learning has the potential to be both meaningful and worthwhile or to be a total disaster. In this session, we will describe an innovative strategy for creating sustainability, utilizing a multi-level student learning community to deliver service-learning programming and to evaluate outcomes for both the community and the undergraduates, themselves. We'll go on to discuss "lessons learned" from a SoTL study, now in its fifth year. Finally, we'll split into small groups and will brainstorm with one another, to develop ideas for building a sustainable service-learning program (in any discipline), using a simple, step-by-step approach.



Objectives:

- Participants will learn about the details of an on-going service-learning program.
- Participants will discuss the benefits of and barriers to service-learning with a panel of undergraduate students.
- Participants will brainstorm ideas for building their own sustainable programs in a guided, small-group activity.

Reimagining the Common Final in First-Year Composition Courses

Amanda Gradisek and Michael Wirkus - *Walsh University* and *University of Wisconsin - Rock County*

The predominant method of departmental assessment used in first-year composition courses centers on the collective grading of essays generated in response to a writing prompt given to all students. This project questions whether this method effectively gauges student success in satisfying the department learning objectives. In response to these concerns, the participants in this project developed a standardized, skill-based test to assess students' mastery of the skills outlined in the department's learning outcomes. This new common final was intended to improve consistency and continuity among sections of first-semester writing courses and to address inconsistent skill levels in the composition sequence.

Objectives:

- To reconsider the format of common final examinations given in most first-year composition courses.
- To develop an effective and relatively objective method of grading composition courses.
- To dispel the myth that English and composition do not teach measurable skills.

Competency-Based Teaching and Learning

Virginia Gregg - *Minnesota State University Moorhead*

A much-desired goal and oft-lament in education is implementing teaching and learning methods that defy constraints of time, technique, and fair treatment. Assigning grades for specific behaviors at specific times caters more to grading systems than to content and student. Competency-based education reduces those boundaries and adapts time, method, and student individuality in their learning activities. Competence becomes the over-riding factor and affirmation of specific competencies is based on evidence provided by the student. Not all students need be competent in the same areas nor at the same time, to be deemed knowledgeable in that content.

Objectives:

- Understanding: Attendees will be able to identify methods of breaking down content areas into sequential units in which competence can be defined and achieved.
- Application: Attendees will apply various methods of assessing the same competence for different learning behaviors.

Nonverbal Behaviors that Reflect Positive Communication

Virginia Gregg - *Minnesota State University Moorhead*

Sometimes voice and behaviors used in the routine of teaching unintentionally project moods we would otherwise avoid on a conscious level. If we attempt to sound interesting when our body is bored, we send conflicting messages. We must employ body cues that match our intended emotional voice to create a sincere underlying message. Enjoy learning how mood and emotion can inadvertently influence nonverbal communication, how body language and voice affect each other, and how subtle positive behavior adaptations can alter messages. Attendees will experiment with techniques for adjusting their own mannerisms to portray favorable nonverbal communication.



Objectives:

- Understanding: Attendees will be able to identify the basic terms and behaviors for common positive and negative nonverbal messages as seen in communication activities.
- Learning Objective 2 (Application): Attendees will be able to portray common positive and negative nonverbal messages in a simulated teaching exercise.

How Two Heads are Better than One: An In-Depth Consideration of Interdisciplinary Collaborative Teaching

Laurie Grupp - *Providence College*

A great deal of work is involved in developing an interdisciplinary course. Introduce a teaching partner from a discipline other than your own and the task becomes much more complex (yet much more interesting and potentially rewarding). At Providence College, a recent change to the core curriculum has yielded a significant number of interdisciplinary collaboratively taught courses. How do pairs of faculty identify a theme and begin planning a new interdisciplinary course? How do they adapt to different teaching styles and disciplinary approaches? What is the student experience in these courses? Join us as we consider these and other questions.

Objectives:

- Develop an understanding of the integration of interdisciplinary courses into the core curriculum.
- Explore the nature of interdisciplinary teaching and learning.
- Reflect on the role of collaboration in interdisciplinary course design and delivery.
- Consider the factors that impact “success” for faculty and students in interdisciplinary collaboratively taught courses.

Getting Students to Talk: Methods for Improving Student Engagement in Classroom Discussion

Clark Harris - *Mott Community College*

Be prepared to learn! Be prepared to get involved! Participants will leave the session with several strategies to enhance discussion in their instruction. The presenter will model good discussion strategies and participants will be actively involved in this session. We will discuss how students’ discussion in class will keep them actively engaged in the lesson, increase their preparation prior to class, and contribute to their academic success.

Objectives:

- Explain three ways to set the tone in class to encourage participation in discussion.
- Develop a set of class discussion guidelines, working with their students.
- Explain four benefits of having quality classroom discussion.
- Demonstrate three strategies to improve discussion and improve classroom engagement.
- Create a plan on how to incorporate ideas for classroom discussion into their instruction.

Flourishing or Floundering? Using Positive Psychology Principles to Shape New Learning Paradigms

Corrie Harris - *University of Alabama*

What do we really know about motivation—where does it come from and what sustains it? How do we account for motivational differences we see among students? Positive psychology scholars posit promising theoretical constructs for understanding why some students flourish while others flounder. In this session, we’ll explore major findings from a decade of literature and consider corresponding implications for invigorating learners



and learning environments. Participants can expect to walk away with a deeper conceptual understanding of the underpinnings of motivation—including hope, grit, and psychological well-being—as well as practical suggestions for translating theory to practice.

Objectives:

- Review of recent literature integrating concepts of positive psychology and learning.
- Discuss relevance and significance of learner motivation and well-being to academic performance.
- Suggest practical ways to take learner well-being into account when designing learning experiences (how well-designed learning environments promote flourishing).

Efficacy of Group Projects from the Undergraduate Student Perspective

Archana Hegde and Brittany Sullivan - *East Carolina University*

Group work in higher education is often met with conflicting opinions of protest and enthusiasm by the student population. However, this experience is necessary for success in any field of study and later in the occupational realm. As professionals, we seek to determine how these perceptions affect student experiences in group assignments and how we can effectively incorporate such work into our classrooms. In this presentation, researchers present empirical data, collected using questionnaire, that assessed undergraduate students' perspectives on group projects. Implications for the field of higher education and suggestions for change will be discussed in this presentation.

Objectives:

- Understand that students' perceptions of group projects can affect their experiences throughout the process of the assignment.
- Demonstrate understanding of students' perceived costs and benefits of group work in higher education.
- Discuss effective ways that group assignments can be incorporated into higher education based on empirical data collected within this research.

Need and Development of Online Teaching Modules on Guiding Children's Behavior

Archana Hegde and Jessica Melowski - *East Carolina University*

Given the limited amount of time and resources within some Child Development and Family Relations classrooms, online teaching modules were determined to be necessary to assist in undergraduate student learning. Modules are being created including: introductions to topics such as supporting children's emotional development and conflict resolution skills, videos of interactions between teachers and children, and a post-interaction interview with each teacher. Conference participants will learn how implementing these modules will enable students to see firsthand how teachers facilitate children's learning and guide their behavior in a developmentally appropriate fashion.

Objectives:

- Understand difficulty in presenting undergraduates with information on teacher-guided behavior.
- Understand importance of using developmentally appropriate practices and teaching undergraduates various disciplining strategies that one can use as a teacher to guide children's behavior.
- Present five important topics that students often struggle with
- Describe how modules mitigate this problem (i.e., what modules include)



Flipped out! Challenging Traditional Learning Space

Kimberly Hurley - *Ball State University*

Student learning modes and preferences have changed dramatically over the past decade, aligned with the fast-paced technological advances for information sharing. Antiquated instructional strategies and learning spaces that were once accepted as standard pedagogical practices and environments may be inadequate for the current generation learner. Small changes to instructor approach, classroom space, and course design are a first step in challenging the status quo. Flipped or blended classrooms are an attractive progression for moving teachers and students into online learning opportunities gradually and confidently. Results from a single class/instructor case study highlight the flipped process from teacher and student perspectives.

Objectives:

- Participants will get tips and troubleshooting for implementing “flipped” components to their courses.
- Student perspectives will be shared regarding effective and ineffective practices in flipped/blended classroom design.
- Participants will see how innovative technology support in the learning environment facilitates the flipped course delivery.

Integrating Industry Experts to Increase Student Learning

Daphene Koch - *Purdue University*

Industry professionals are many times interested in how to motivate students to be successful. Experts in the industry also have knowledge of the current trends. One instructor has developed programs to integrate industry into everything from resume review to networking skills to high end technical skills. It can be a challenge to continually motivate students but research shows that hands-on, real world activities increase students’ self-efficacy and motivation. This session will identify, demonstrate, and discuss proven activities to integrate industry in any area of study.

Objectives:

- Identify samples of industry experts and related course outcomes.
- Demonstrate real world, hands-on examples of activities to integrate industry.
- Discuss with the attendees options for connecting to appropriate industry.
- Present research data related to student learning.

Experiencing Community Resources for Future Reference

Deborah Kuster - *University of Central Arkansas*

This poster session will present the results of two specific collaborative projects that incorporated art museums in a teacher education program. Participants will be able to identify how to use community museums and discuss the advantages and obstacles of incorporating community resources in their courses.

Objectives:

- Participants will be able to identify ways to use community museums as a resource in their courses.
- Participants will be able to discuss the advantages and obstacles of incorporating community museums in their courses.
- Participants will be able to examine the results of two specific collaborative projects that incorporated art museums in a teacher education program.



Getting Our Students to Think Outside the Box

Maria Lazo - *Texas A&M University*

This poster will demonstrate practical teaching strategies that faculty can use to foster creative thinking in their students. Resources will also be provided for their future development in this area. The presenter will be available to answer questions and promote discussion around the topic of creativity. The poster will also include research-based strategies and their outcomes. A QR Code will be provided for participants to follow as well as a link to a Wiki where faculty can learn about these practices and share their own.

Objectives:

- Identify practical teaching strategies for fostering creative thinking in their students.
- Identify resources for teaching for creativity.
- Ask questions regarding creativity and network with faculty interested in creativity.
- Discuss their teaching practices and how they foster creativity in their students.

Contemplation in the College Classroom: A Pedagogy of Mindfulness

Pat MacEnulty, Lisa Kendall, and Ken Harmon - *Johnson & Wales University*

Evidence suggests that incorporating mindfulness into the college classroom can improve information retention, concentration, and student engagement. We have found in our own classrooms that contemplative educational practices ensure that students participate as knowledgeable, reflective, creative, collaborative, and critical members of the learning community. Contemplation and mindfulness practices have proven to be invaluable tools for the development of knowledge and wisdom. They have the power to transform the college classroom into a community of openness and self-reflection that values alternative ways of thinking.

Objectives:

- To understand the role of contemplative practices in the integration of learning material.
- To demonstrate how contemplation in the classroom promotes engagement and student community.
- To explore the neurological evidence and anecdotal responses correlating contemplative practices with higher levels of student and faculty engagement.
- To discuss practical applications for incorporating contemplative practices in a college classroom and engage educators in activities they can use in the classroom.

Successful Short Collaborative Activities for the Classroom

Sandra McCurdy - *San Jacinto College South*

Brain theory research suggests that student physical activity enables their brains to better encode concepts. The use of collaborative activities of short duration in the classroom engages students in the material and allows them to develop a social connection with other members of the class. Survey results indicate that students are more likely to persist if they have engaged with other students.

Objectives:

- Discuss implications of research results in brain theory for collaborative activities.
- Engage in three or more collaborative activities that may be applied in many disciplines.
- Discuss possible applications for classrooms in their disciplines.



Plenary Presentation: Using Cooperative Activities to Foster Deeper Learning

Barbara Millis

Deep learning emerges from the careful sequencing of assignments and activities “orchestrated” by a teacher committed to student learning. The research on deep learning has been ongoing, systematic, and convergent. It involves motivating students to acquire a solid knowledge base through active, interactive learning. This interactive keynote will help teachers understand how to sequence structured assignments and activities to foster research-based deep learning approaches. Students complete relevant assignments outside of class—for which they are accountable—that help them learn new knowledge by connecting it to what they already know. Because students come to class prepared, class time can be spent productively by having students in pairs or small groups compare their out-of-class products to foster critical thinking and constructive feedback. This model—called by Eric Mazur the “flipped classroom”—works well for hybrid courses.

Forward Thinking, Backward Design: Creating a Course Plan

Sara Ombres - *Embry-Riddle Aeronautical University*

While it is called Backward Design, it is really forward thinking to consider the end goals of your course before diving into planning and developing individual weeks and activities. However, this can be an awkward approach for faculty who are not familiar with the concept of creating an outcomes-based course. In this presentation, we will walk through the practical steps any instructor can take to start with a list of course outcomes and end with weekly objectives and activities that demonstrate mastery of these overarching outcomes.

Objectives:

- Define Backward Design
- Explain the importance of an outcomes-based course
- Create measurable objectives based on an overall outcome.
- List activities in various modalities that could be completed to accomplish objectives.

The Evidence Behind the 7 Principles of Good Practice in Undergraduate Education

Adam Persky - *University of North Carolina Chapel Hill*

Chickering and Gamson (1987) proposed the 7 principles of good practice which has guided instruction at all levels for two decades. In this session, the facilitator will summarize some of the research findings from cognitive psychology, education, and physiology that support the 7 principles. In addition, a number of easily adaptable classroom activities will be used and discussed during the session. At the conclusion of this session, attendees will have a better understanding of how students learn, determine what you can do to facilitate that learning, and identify some activities to help engage the students in the learning process.

Objectives:

- Describe some evidence supporting Chickering and Gamson’s 7 principles of good practice.
- Translate the evidence of good practice into practical examples.
- Identify areas of improvement in their courses to address the 7 principles.

Sharing Best Practices for E-learning through a Web-Based Wiki Repository

Marc Resnick - *Bentley University*

This project investigated the potential to collect, structure, and organize the best practices being used across campus for its online learning platform in an informal and collaborative way. The result is a wiki where faculty



can browse through e-learning practices for ideas or to search for a solution to a specific problem. The wiki encourages casual sharing and assistance between faculty in low formality, low visibility manner. There is evidence that the wiki is a good platform for viewing best practices, but less reliable evidence that it will attract a high volume of activity creating and enhancing the wiki content.

Objectives:

- Learn how to leverage educational technology for collaboration among instructors.
- Learn how to manage the use of wikis and other crowdsourced information tools.
- Learn the obstacles to e-learning tools and how to overcome them.

Integrating Problem-Based Learning (PBL): Faculty Experiences on Active Learning

Veronica Rosas-Tatum, Victoria Beckman-Wilson, and Joseph Coppola - *Palo Alto College*

Our institution took on the challenges and opportunities inherent in integrating Problem-Based Learning (PBL) as part of a Quality Enhancement Plan (QEP) developed in conjunction with our accreditation process. A group of “PBL Pioneers” formed the first cohort of faculty, representing several disciplines, and engaging faculty who ranged from boldly eager to mildly skeptical. This session will provide background information on our PBL implementation process, address the training and experiences of faculty as we prepared to integrate PBL in our courses, review institutional data from three sources - student survey, course analyses, and student reflections – and introduce a sample PBL assignment.

Objectives:

- Participants will gain an understanding of problem-based learning, including a definition, explanation, and overview of the process.
- Participants will develop a strategy to outline an implementation process that includes faculty engagement and institutional support.
- Participants will evaluate activities designed to engage students through lessons based on a problem, question, or scenario which requires them to identify data and evaluate alternatives.
- Participants will gain an understanding of the impact of problem-based learning on collaborative and team-based learning.
- Participants will gain an understanding of the impact of problem-based learning on student learning outcome indicators such as productive grade rates, student satisfaction, and student self-reflections.

Service-Learning & Reflection through Social Media

Margaret Sass - *Purdue University*

This poster emphasizes how service-learning can be incorporated into the classroom online, hybrid, or face-to-face through social media tools. A specific element for service-learning is reflection. Reflection can be performed through social media tools and sites as Twitter, Popplet, and Blogger to name a few. These approaches can create interest among students as well as an opportunity to share their knowledge with classmates and the community, if desired. An added benefit of using these technology tools is allowing an online class to incorporate service-learning even though they may not have face-to-face exposure typical of a traditional class.

Objectives:

- Create ways to reflect through social media sites.
- Engage students with reflective questions through social media.
- Develop reflection through video.



An Ecological Approach to a University Course: Developing Sustained Service-Learning Initiatives Impacting the University and Community

Sharon Shields and Carol Nixon - *Vanderbilt University*

This presentation discusses the philosophical and theoretical orientations that guide our teaching, service, and scholarship. It will be demonstrated how a university undergraduate course that utilizes service-learning has leveraged theory to build university-community collaboration. Using illustrative examples of several service-learning projects, we show how an ecological systems orientation has enhanced the course, increased student engagement in learning, supported a systemic approach to university collaboration in schools and communities, and facilitated strategic, mutual, and sustained partnerships. We conclude by highlighting the implications of an ecological approach to university-community collaboration, including enhanced student learning, organizational capacity building, and implementation of evidence-based practices.

Objectives:

- Demonstrate the theoretical and scholarship based implications of an ecological approach to teaching a university undergraduate course.
- Describe the evolution of a university course that engages community partnerships over time and the positive impact it has on the quality of both faculty teaching and student-learning.
- Discuss how an ecologically driven approach to developing service-learning initiatives has facilitated considerable organizational learning and capacity building for schools, community organizations, and the university.
- Provide discussion of the implications for such an approach to university teaching with special focus on reciprocity of relationship between the needs related to student learning outcomes and community needs and expectations.

Yes! Students Can Teach Themselves in 10 Days or Less!

Karen Stewart, Cheryle Snead-Greene, and Melissa Dewitt - *Prairie View A&M University*

This interactive session will outline typical classroom strategies that can be used to help students learn to “connect-the-dots: and integrate prior knowledge. The concepts discussed are not new; rather, they are an approach to taking some of the teaching strategies used by instructors to design “targeted learning” sessions geared for students to succeed. Be it a course or standardized test (i.e., ACCUPLACER, COMPASS, TSI or the HESI) students often forget key concepts that play an integral part to understanding the materials presented and obtaining mastery. Data will be shared illustrating how select students at Prairie View A&M University were able to achieve success as a result of using these strategies.

Objectives:

- Identify the most important concepts of the subject.
- Apply concepts to targeted learning objectives.
- Organize key concepts to make meaningful connections necessary to master content.

Plenary Presentation: Evidence-Based Teaching: Strategies for Motivating and Helping Students to Learn

Marilla Svinicki - *University of Texas Austin*

It is a fairly common situation that the practices we use in teaching come not from the literature on learning and motivation but on what we experienced as students. There has been a lot of progress on finding good practices through research in educational psychology for the last 25 years and it seems reasonable to put that research to use. The focus of this session will be on a small number of evidence-based practices for supporting student learning and motivation that can be incorporated into classes without major overhauls of the curriculum. In



addition to learning about the research and the theories on which it is based, you should come away from the session with at least four good ideas, 2 to help students learn and 2 to make them want to learn as well.

Focused Learning in an Unfocused World

James Therrell - *Central Michigan University*

Do your students act distracted? Do they truly understand, remember, and apply your course content? Evidence from “Academically Adrift” and other studies strongly indicate a learning disconnect among students. Learn about evidence-based strategies and tips about how to focus students, deepen their learning, and increase their critical thinking, both in and outside of the classroom. Including a participant brainstorm on this topic, take away resources for specific, practical, easy-to-implement ideas that impact how well (or if!) your students focus.

Getting Hooked on Team-Based Learning

Josh Walker and Anne Braseby - *University of Texas at Austin*

Team-Based Learning (TBL) is a special form of collaborative learning that uses a specific sequence and structure of individual work, group work and immediate feedback to create a motivational framework in which students increasingly hold each other accountable for coming to class prepared and contributing to discussions. TBL is broadly applicable across domains and scales to large classes; when implemented well, it can transform classrooms, students, and teachers alike.

How to Keep Your Flipping from Flopping - Adventures from Teaching to Learning

Mike Wallace - *University of Texas at Austin*

The Flipped Classroom has received mixed press over the last year ranging from the next educational breakthrough to an utter flop. Leading one to ask, “what does it take to successfully flip a class?” Come explore the essential elements of the flipped classroom model that leads to learning.

Objectives:

- Describe the essential elements of a flipped classroom.
- Explain why a flip might flop.
- Differentiate the instructional paradigm from the learning paradigm.

Engaging Students with Video Scribing: Academic Entertainment or Animated Education?

Christol Williams - *Midwestern University*

Video scribing, a highly-acclaimed and engaging marketing tool in the business sector, is an information delivery method well-suited for teaching foundation concepts in many disciplines. It’s instructional worth has not been explored in the literature. One pilot study revealed that integrating a video scribe into the educational process has invaluable potential to improve learners’ experience. This interactive session invites all participants to view a video scribe series and to bring their smart phones, laptops and/or iPads for engaging audience response participation. The academic value of an engaging video scribe, its educational implications and video-instruction support resources are explored.

Objectives:

- Discuss the educational benefits and limitations of a video scribe after viewing one.
- Identify at least four components of high-quality, effective video scribe creation.
- Generate three educational topics that may be well-suited for video scribe instruction.
- Receive hand-outs on resources describing how to create a video scribe for classroom instruction.



From the Cyber Trenches - Building Community While Teaching Online

Leslie Owen Wilson - *University of Wisconsin-Stevens Point*

Despite the proliferation of online courses, increased cyber formats, and supportive software, many academics are trying to sort out affective goals like -- how to best teach in cyberspace while still creating strong classroom communities. During this presentation the legacies of years of online teaching will be shared to include numerous methods for creating community, different discussion formats, and how to best go about orchestrating personally meaningful assignments and optimal peer interactions. Related to building community, participants will explore activities and resources that create group cohesion, as well as discussion rubrics, rules for netiquette, and interactive instructional frameworks.

Objectives:

- Employ brainstorming, discussion, and use some of the common reflective principles of the backwards course design process.
- Share common visions of our learners and delve into creating revised end-visions of e-learners - what is desirable meets what is achievable.
- Examine some of the problems in trying to build a sense of community in today's cyber learning environments and examples of how to overcome those barriers.
- Explore possible solutions and methods for creating engaged online communities.
- Revisit and discuss the backwards course design process and apply its principles to revising online assignments so that they actively engage students and focus on encouraging peer-to-peer interactions.
- Discover how to best craft and redesign online instruction so that it supports quality peer interactions, community building, and is aligned with the engaging "essential questions."

Pre-Conference Workshop: Active and Engaged Learning: Strategies that Can be Implemented in Any Course

Todd Zakrajsek - *University of North Carolina Chapel Hill*

This 3-hour workshop is designed for anyone who would like to develop new teaching strategies to engage learners. Motivating students to learn is actually much easier than most realize. Humans are naturally motivated to learn, so that part is easy. The only challenge is motivating them to learn what we have outlined as the objectives in our courses. Ok, so that can be a bit difficult, but there are strategies that have shown good success. This workshop is based on the latest evidence related to student learning and will have specific emphasis on brain-based learning. Fear not, this is NOT going to be a lecture on active and engaged learning. We will participate in a variety of activities and then dissect why the activities work and how they can be adapted to any course. I have designed this workshop based on workshops given in 42 states and 6 countries over the past several years. Although primarily designed for faculty in their first 5 years of teaching, faculty at any level will find both helpful suggestions and enhanced understanding related to active and engaged learning in the classroom.

Plenary Presentation: Aligning Effective Teaching with Best Practices on How Students Learn: Evidence and Strategies

Todd Zakrajsek - *University of North Carolina Chapel Hill*

Many educators continue to struggle with how best to proceed from delivering lectures to creating truly effective learning environments. In addition, students struggle to understand the best way to learn in our classrooms. In this session, through active learning, we will discover how effective evidence-based teaching practices can be aligned with effective evidence-based learning strategies to create classrooms where students enthusiastically participate, are interested in course content, and effectively contribute to their own learning.



Objectives:

- Be able to cite evidence that engaged/active learning is more effective than lectures.
- State at least three methods to increase student participation in class.
- Be able to explain to colleagues the key aspect that will make the difference between the “Flipped Classroom” craze being successful rather than a fad.
- Be able to explain at least two study strategies that have been demonstrated to be effective for student learning; and two that are not.

Learning Portfolios and Critical Reflection for Deep Learning

John Zubizarreta - *Columbia College*

Learning portfolios are a powerful tool for engaging students in the benefits of critical reflection for significant learning. Grounded in reflective practice, collaboration, and evidence, they promote deep learning and offer teachers and programs a compelling assessment strategy. Curious to see what diverse, new models of learning portfolios exist in a variety of courses and programs? Want to see some actual examples of student portfolios? Come find out about the benefits and challenges of learning portfolios. Bring your experiences and varied models for active sharing of ideas and resources on learning portfolios.



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