

**12:00 PM - 8:00 PM****REGISTRATION DESK OPEN****2:00 PM - 3:45 PM****PRE-CONFERENCE WORKSHOP 1****Torch/Leelanau**

Understanding How Students Learn AND Why Our Minds Make Mistakes: Applications and Implications for the Classroom

Todd Zakrajsek- Faculty Center for Innovative Teaching, Central Michigan University

If you have ever sat in wonder as student after student messed up something you thought was easy, this session is for you. Misremembering facts, coming to conclusions that seem inconsistent with reality, and inability to recall simple concepts are all very likely outcomes of cognitive processing errors. Cognitive psychologists have long studied how the human mind processes information and we all know the amazing capacity of the human mind. In order to realize that capacity, our minds must overcome their disadvantages. During this session we will explore the primary ways in which students learn information with an emphasis on why active learning works. We will also explore some of the disadvantages to learning that can occur and explore classroom opportunities to maximize learning in ways we want students to learn.

4:00 PM - 5:45 PM**PRE-CONFERENCE WORKSHOP 2****Torch/Leelanau**

Beyond 75 Minutes: Maximizing Student Learning During Long Classes

James Eison – Faculty Center for Innovative Teaching, Central Michigan University

To succeed academically, students must devote time and energy to learning course content both in and outside of the classroom. Faculty members, however, report increasing numbers of students who are neither energized physically nor engaged intellectually during class sessions. This observation appears especially true in classes that range in duration from 75 minutes to seven hours. This interactive session, therefore, will both explore and demonstrate instructional strategies that successfully promote active involvement in the learning process during long classes. Topics we will examine include (a) planning class sessions that promote student comprehension and retention of important course content, (b) using low-risk high-impact strategies to stimulate active student engagement, and (c) maintaining student interest throughout the semester. **WARNING:** This program practices what it teaches and active involvement by participants is expected!

9:00 PM - 11:00 PM**HOSPITALITY- PRESIDENTIAL SUITE
(ROOM 905)**



7:30 AM - 8:30 AM **SPEAKER TECHNOLOGY CHECK**

7:30 AM - 5:00 PM **REGISTRATION DESK OPEN**

7:00 AM - 8:30 AM **BREAKFAST**

8:15 AM - 8:45 AM **OPENING PLENARY**

Torch/Leelanau

1P *TgEgevkqpu"qp"Vgcejkipi"cpf"Ngctpkpi*
Milt Cox – Egpvt"hqt"vjg"Gpjcepeg o gpv"qh"Ngctpkpi"cpf"Vgcejkipi."Okcok"Wpkxgtukv{
Laurie Richlin – Rtgrctkpi"Hwwtg"Hcewnv{" ("Ngctpkpi"Eq o o wpkvku"Rtqitc o ."Enctg o qpv" I tcfwcvg"Wpkxgtukv{
Todd Zakrajsek – Faculty Center for Innovate Teaching, Central Michigan University
 " Ocp{"hcewnv{" o g o dgtu" }pf"vjcv"vjg"gctn{" o qtpkpi"qhhtu"cp"qwwvucpfkpi"qrrqtvpkv{"vq"gpici g"
 kp"engct"cpf"vjqwi j vhwntgEgevkqp"cdqww"vgcejkipi"cpf"ngctpkpi"kp"vjg"eqnng i g"qt"wpkxgtukv{"encuutqq o 0"
 [qw"ctg"eqtfkcm{"kpxkvf"vq"urgpf" c"u o cmm"rkgeg"qh" {qwt"gctn{" o qtpkpi"vqfc{" ykvj"Nkmm{"htkpfu"cpf"
 colleagues as we share our insights and understandings about teaching and learning at its very best.

9:00 AM - 10:30 AM **CONCURRENT SESSIONS**

Crystal

2A *Iqyp"cpf"Vqyp<"Rquukdknkvgu"cpf"Rkvhcmnu*
Beverly DeMarr δ"Opcig o gpv."Hgttku"Uvcvg"Wpkxgtukv{
 This interactive session will investigate the possibilities and pitfalls of engaging students
 kp"rtqlgevu." y jkej"tgswwt"vjg"cr rnkcevkqp"qh"uwvfgpvu"mpqyngfi g"kp" c"tgc n"y qtnf"eqpvzv."hqt"nqecn"
 eq o o wpkv{"qt"rtkxcvg"ugevqt"qti cpk|cvkqpu0"Gzrgtkgpeg" ykvj"uwej" xgpvwtgu."dqvj"cu" c"uvcpf/cnqpg"ur gekn"
 project class and as a portion of a traditional subject matter course, will be shared. Audience members
 ykmm"dtckpvt o "cpf"fkuewu"kf gcu"hqt"vjgkt"qyp"rtqlgevu0" J gn rhwn"uw i i guvkqpu" ykmm"dg"rtqxkfgf0

Torch

2B *kfgcu"cpf"Uvtcvigiku"hqt""Vgcejkipi" Cfwnv"Ngctpgtu"kp" c"Eqo rtguugf" Hqto cv*
Abalo Adewui – Vgejgt"Gfwecvkqp"cpf"Rtqhgukqpcn" Fgxnqr o gpv."Egpvtcn" Okejk i cp"Wpkxgtukv{
 " Cu"vjg"fg o cpf" hqt" o qtg"swcnk l g f"rtqhgukqpcnu" kpetgcugu." o cp{"kpukvwwkqpu"qh" jki jgt"gfwevkqp"
 are looking for compressed format instruction as an alternative to meet the educational needs of a
 growing population of adult learners. The purpose of this session is to suggest meaningful and effective
 yc{u"vq" o czk o k|g"ngctpkpi" hqt"vqfc{uu"cfwnv"ngctpgtu0



9:00 AM - 10:30 AM

CONCURRENT SESSIONS, CONT'D

Leelanau

2C *Vgcejkipi"Uvwfgpvu"Jqy"vq"Ngctpkp"Ngctpgt"Egpgvtgf"Encuutqqo"*
Terry Doyle – Egpgvt"hqt"Vgcejkipi."Ngctpkpi"cpf"Hcewnv{"Fgxgnqr"ogpv."Hgttku"Uvcvg"Wpkxgtukv{"
 " Gkijvggp"oqpvju"qh"yqtmkpi"ykvj"42"hccewnv{"vq"fgxgnqr"ngctpgt/egpgvtgf"eqwtugu"ngf"vq"cxgt{"
 k o rqtvcpv"İpfkpi="uwwfgpvu"pggf"cu"o wej"jgnr"kp"ngctpkpi"j qy"vq"ngctpkp"Ngctpgt/egpgvtgf"encuutqqo"
 as faculty do to teach in one. This presentation discusses how to help students adjust to a learner-center
 environment, where they are expected to do deep learning, take more responsibility for their learning
 and take more control over their development as life long learners.

Courtyard 1

2D *Dcem yctfu" Fgukip<"C"Rtqcevkg"Uvwfgpv/Egpgvtgf"Cr rtqcej"vq"Cuuguo gpv*
Jim McDonald – Vgcejgt"Gfwecvkqp"cpf"Rtqhguukqpcn" Fgxgnqr"ogpv."Egpgvtcn"Okejkicp"Wpkxgtukv{"
 Using the process of backwards design (Wiggins & McTighe) in your classes creates a proactive
 approach to assessment in any content area. Backwards design considers outcomes and assessment at the
 beginning of planning for instruction. Find out about creating rubrics and assignment descriptions that
 make your students users of assessment, not victims. Come with a particular class and product in mind
 cpf"ycnm"qvw"ykvj"kfkgcu"hqt"engctgt"twdtkeu"cpf"qvw eq o g/dcugf"cuuguo gpv" J cpfqvwu"rtqxfgf0

Courtyard 2

2E *Wpngcujkpi" [qwt"Etgcvkxg"Rqvgpvken*
Don Perini – Hcokn{"Uvwfkgu."Eqtpgtuvpgg"Wpkxgtukv{"
 " Gxgt"jgct" {qwtugnh"uc {"öKù o"pq" c"etgcvkxg"rgtuqp0÷""Kp"tgcnkv {"cp {qpg." {gu í gxgp" {qw."ecp"
 become creative. This creative session is designed to help you develop your creative potential in ways
 vjcv"ykm"tgkpxgpv" {qwt"vgcejkipi í iwctcpvggf0

Top of the Park

2F *A Real World Model for Engaging Students in Classroom Discussions*
Jim Eison – Jki jgt"Gfwecvkqp."Wpkxgtukv {"qh"Uqwwj" Hnqtkfc
Nancy Mills– Jki jgt"Gfwecvkqp."Wpkxgtukv {"qh"Uqwwj" Hnqtkfc
 Instructors would never let students choose not to write a paper or take a test, but many times
 instructors allow students to avoid taking part in classroom discussions. This session will describe
 a learner-centered approach to classroom discussion based on how professionals actually use their
 communication skills in the real world. This real world model of classroom discussion gives students
 input to the rules, guidelines and grading of the discussions and helps students develop the oral
 communication skills they will need in their day to day professional lives. This session guarantees you
 will have better classroom discussions or you can return your knowledge for a full refund.



10:45 AM - 11:30 AM

CONCURRENT SESSIONS

Crystal

3A *Kpenwukxg"Vgcejki<"Jqy"vq"Kpenwfg"cm"Uvwfpgpvu"Xqkegu"kp"[qwt"Eqwtug" "*

Nelson Soto – Qh í eg"ht"Rtqhguukqpcn" Fgxnqr o gpv. "Kp fkcpc" Wpkxgtukv { "Rwtfwg" Wpkxgtukv { "Kp fkcpc rqnku
Jesse Y. Nelson – Qh í eg"ht"Rtqhguukqpcn" Fgxnqr o gpv. "Kp fkcpc" Wpkxgtukv { "Rwtfwg" Wpkxgtukv { "Kp fkcpc rqnku
 " Gfwecvqtu" y j q" tgeq i p k | g" c p f" t g u r g e v" v j g" w p k s w g" k f g p v k v k g u" c p f" d e m i t q w p f u" q h" v j g k t" u v w f g p v u"
 j c x g" v j g" r q v g p v k c n" v q" h c e k n k v c v g" i t g c v g t" u v w f g p v" n g c t p k p i" * I c { . " 4 2 2 2 + 0" K p" v j k u" r t g u g p v c v k q p" h c e w n v { " y k n m"
 deepen their understanding of multicultural course transformation by exploring how diversity penetrates
 eqpvgpv. "kpuvtwevkqp. "cuuguu o gpv. "encuutqq o" f { p c o k e u. " c p f" f k u e k r n k p g / u r g e k í e" k u u w g u" t g n c v g f" v q" g s w k v { . "
 access, and community. At the conclusion of the session, participants will be provided with a self-paced
 and self-directed resource for multicultural course transformation.

Torch

3B *C i g" U v w f g p v u < " V j k t w f" h q t" M p q y n g f i g" k p" v j g" Q e g c p" q h" k p h q t o c v k q p*

Lana Ivanitskaya – Eqnng i g" qh" J g c n v j" R t q h g u u k q p u. " E g p v t c n" O k e j k i c p" W p k x g t u k v { "
Wesley Leonard – Eqnng i g" qh" J g c n v j" R t q h g u u k q p u. " E g p v t c n" O k e j k i c p" W p k x g t u k v { "
 Is cut-and-paste plagiarism on the rise? Is Google responsible for the falling use of scholarly
 resources, even those that have been digitized? The presenters will discuss evidence-based decision
 o c m k p i" c p f" u v w f g p v u i" u m k n n u" k p" í p f k p i" c p f" g x c n w c v k p i" k p h q t o c v k q p 0" k p h q t o c v k q p" C i g" e q o r g v g p e k g u"
 y g t g" o g c u w t g f" y k v j" c p" k p v g t c e v k x g" q p n k p g" c r r n k e c v k q p. " T g u g c t e j / T g c f k p g u u" U g n h" C u u g u u o g p v" * T T U C + 0"
 C f c r v c d n g" v q" o w n v k r n g" f k u e k r n k p g u. " T T U C" o g c u w t g u" t g s w k u k v g" m p q y n g f i g. " e q o o w p k e c v g u" g z r g e v c v k q p u. "
 provides feedback on skill levels and warns against excessive reliance on the public access Internet.

Leelanau

3C *V j t k x k p i" k p" v j g" 4 3 u v" E g p v w t f" E n c u u t q q o < " V e n g u" h t q o" v j g" O c t i k p*

Lee Bash – I t c f w c v g" (" R t q h g u u k q p c n" U v w f k g u. " C x g t g v" W p k x g t u k v { "
 " F t c y k p i" j g c x k n { " h t q o" C F W N V" N G C T P G T U" K P" V J G" C E C F G O [. " v j k u" r t g u g p v c v k q p" y k n m"
 g z c o k p g" v j g" 4 3 u v" e g p v w t { " e n c u u t q q o" v j t q w i j" c" u g t k g u" q h" n g p u g u" v j c v" f t c y" q p" n g u u q p u" n g c t p g f" h t q o" "
 u w e e g u u h w n" c f w n" n g c t p k p i" r t q i t c o u" u k p e g" v j g u g" r t q x k f g" u k i p k í e c p v" k p u k i j v u" c p f" o q f g n u" h q t" v j g"
 rapidly changing environment in higher education. Concepts such as learner-centered classrooms,
 transformational learning, accelerated formats (with their greater reliance on outcomes), heavier
 emphasis on technology (among others) will provide participants with strategies and activities to address
 v j g" ö p g y ÷" e n c u u t q q o" v j c v. " c o q p i" q v j g t" v j k p i u. " e q p v c k p u" c" u v w f g p v / v { r g" w p n k m g" c p { v j k p i" v j g" C e c f g o { " j c u"
 previously encountered.

Courtyard 1

3D *V q q" O w e j" V g c e j k p i. " P q v" G p q w i j" N g c t p k p i" c p f" v q q" N k v n g" H W P*

Stephen DiCarlo – R j { u k q n q i { . " Y c { p g" U v c v g" W p k x g t u k v { "
 Faculty often assume the responsibility for presenting a common body of knowledge to all
 u v w f g p v u" c p f" v j g" u v w f g p v u" c u u w o g" v j g" t g u r q p u k d k n k v { " h q t" t g r g c v k p i" " k v" q p" f g o c p f 0" J q y g x g t" q w t" v c u m" u j q w n f"
 be to engage students in the subject so that they will be excited and interested. If we are successful,
 the students will be impatient to study, contemplate, and really learn. Collaborative learning activities,
 interactive models, educational games and establishing a culture of inquiry/scholarship are critical for
 achieving these goals.



10:45 AM - 11:30 AM

CONCURRENT SESSIONS, CONT'D

Courtyard 2

3E *Vgcejkipi"cpf"Rtqoqkqp<"Ctg"vjg{"Owwwcm{"GzenwukxgA*

Kathy Koch – Jwo cp"Gpxktqo gpvcn"Uwvfkgu."Egptcn"Okejki cp"Wpkxgtukv{

Can effective teaching be used to meet tenure and promotion standards? There are many ways to use the teaching process to address requirements for research and scholarly endeavors, professional development and service. This presentation will offer a variety of suggestions for ways to use the teaching process as a catalyst for achieving tenure and promotion. Participants will develop a plan for using their teaching expertise to address the tenure/promotion process and will have a chance to pair and share with the group.

Room 905

3F *Yjcv"vjg"Gnfgtu"Jcxg"Vcwi jv"Wu<"Cp"Gfwecvkqp"Oqfgn"cpf"ø Yc{"qh"Dgkpi i'hq"Uweeguuhwn"Cfwnv"*

" *Ngctpkpi"cpf"Yqtmhqteg"Rcvjyc{"Fgxgnqrogpv"kp"Twtcn"cpf"Htqpvkgt"Cncumc0*

Larry Roberts – Jwo cp"Ugtxkegu"Rtqitco."Wpkxgtukv{"qh"Cncumc"Hcktdcpmu"

Beth Kersey – Jwo cp"Ugtxkegu"Rtqitco."Wpkxgtukv{"qh"Cncumc"Hcktdcpmu"

In frontier Alaska, the root network of our entire health services system is a collective of local rctcrtqhgaukqpcnu0"Jqy xgt."dg{qp"vjg"rctcrtqhgaukqpcn"ngxgn"tgncvkgxgn{"hgy"Cncumc"Pcvkxgu"jcxg"jgnf" degree level positions. This presentation introduces an education pathway model for growing our own culturally competent behavioral health workforce beyond the paraprofessional level. Operationally termed the ABC model, we now have an adult educational model that Accelerates educational access cpf"ngctpkpi"qrrqtvwpkvkgu"hq"nCncumc"Pcvkxgu"cpf"twtcn"tgukfgpvu0"kv"cnuq"Dngpfu"vjg"ykufo"qh"Gnfgtu" with profession knowledge, traditional practice with non-traditional practices, cultures, modalities, and teaching practices. And lastly, students are individually and collectively supported as a Community (or Cohort) of learners. In this presentation we will engage participants in a demonstration and discussion that addresses the elements of this model, some lessoned learned, and its application for other programs vjcv"ycpv"vq"øitqy"vjgkt"qypù"ewnwtcn{"eqo rgygpv"rtqhgaukqpcnu"vjtwij"jki jgt"gfweckqp0

11:30 AM - 12:15 PM

LUNCH- PARK PLACE BALLROOM

12:00 PM - 1:15 PM

POSTER SESSION WITH DESSERTS

Park Place Ballroom

4P- Poster Table A

Qp/nkpg"Vgukpi

David Powers – Ocvjgo cvkeu"cpf"Eqo rwwgt"Uekpeg."Pqtvjgtp"Okejki cp"Wpkxgtukv{

The advantages of using on-line testing for University courses will be presented. The problems with traditional paper tests for distance courses and how these problems can be solved using on-line testing will be discussed. A general plan for converting from traditional paper tests will also be included. Question types, testing parameters and grading will be discussed. The topic of security for on-line testing will also be presented.



12:00 PM - 1:15 PM

POSTER SESSION WITH DESSERTS, CONT'D

Park Place Ballroom

4P-Poster Table B

kp"Ugcte j"qh"vjg" Fki kvcn" E jcnmdqctf<"Ku"Vjgtg"Nkhg"Chvgt"RqygtRqkpv

Gregory Wellman – Eqnng ig"qh"Rjct o ce{."Hgttku"Uvcvg"Wpkxgtukv{

Advancing technology for content delivery (e.g. course management system, digital podium), has created pressure for more immersive and interactive media. Faced with the limitations of slide-dcugf" rrtqi tc o u"nkmg"RqygtRqkpv."v jku"rtgugpvcvkqp"y knn"fkuewu"qpg"hcwv{u"ugcte j" hqt"vjg"kf gcn"ö fki kvcn" e jcnmdqctf0÷:"Gzrgtkgpeg"ykvj"4F"*Ocetq o g fkc"Hncuj+."5F"*5FU"Ocz+"cpk o cvkqp"cpf"kpvtgcevkxg" multimedia software (Macromedia Authorware) will be presented. Actual teaching media, along with experience with learning curve, prep-time, advantages and disadvantages will be included.

4P-Poster Table C

Crrn{kp i"vjg"Ugxgp"Rtkpekrngu"qh" Jki jn{"Ghhgevkxg"Gfwecvkqp"vq" Ygd/dcugf"Vgcej kpi

Roberta Foust – Institutional Research, Mott Community College

" Jqy"ecp"hcwv{ "cpf"uwvfgpvu"ko rrtq xg"gfwevkqp"kp" c" ygd/dcugf"gpvktqpo gpvA"Ocp{ "ec o rwugu" ctg"cumkpi"v jku"swgukqp0"Vjg"Ugxgp"Rtkpekrngu"rtqxfg"chqewu"hqt"vjg"cpu ygt0"Vjg"ugxgp"rtkpekrngu"ctg" the result of research of good teaching and learning practices in colleges and universities by Arthur Y0"Ejkemgtkpi." \gnfc"H0" I c o uqp"cpf"Uvgr jgp"E0"Gj t o cpp0"Ngctp"uvtcvg i kgu"hqt"eqppgevkpi"ykvj" {qwt" students to improve student retention and success.

4P-Poster Table D

C"NGCTPGT"EGPVGTF"Crrtqcej"K o rcevü"öVgcej kpi"Uq"Gxgt{qpg"Ngctpu÷

Marilyn Harris – Rtqhuukqpcn"Gfwecvkqp"Ugtxkegu."Egpytcn"Okejki cp"Wpkxgtukv{

Beverly Jones – Rtqhuukqpcn"Gfwecvkqp"Ugtxkegu."Egpytcn"Okejki cp"Wpkxgtukv{

" Vjku"rtgugpvcvkqp"İ tuv"tghgtgpegu" c"pgy"ngctpgt"egpvtgf" o qfgn."cntgcf{ "kp"rtcevkcg"cpf"gzrnqtgu" the impact of such a model in colleges and universities. The implications of the use of the learner centered model are discussed in terms of faculty, administrators, advisory staff within and without the walls of the institution. The focus of this poster board session is in understanding the current use of a eqpvgo rqtct{e{eng"qh"ngctpkpi<"Ngctpkpi"htq o"G ogti kpi"Hwwwtgu"/"vjcv"ku."ngctpkpi"j qy"vq"kpqxcvg="uq" important in teaching so everyone learns to develop with purpose in mind.



12:45 PM - 1:15 PM

ROUND TABLE SESSION

5P- Round Table A

Ecug"Uvwf{<"Pq"Gzc o kpcvkqpu" ("Pq"Rcrgtu0"Ecp"v jku"Kor t q x g"Rgthqt o cpegA"
Tom Goulding – Eq o r wgt"Uekgpeg"cpf"Kphqt o cvkqp"U{uv g o u."Fcpkgn"Ygduvgt"Eqmng i g

A case study with a dramatic reversal in student and instructor roles in an undergraduate classroom will be presented. Included in the non traditional experiment was the abandonment of vtc fkvkqpcn"cuuguu o gpv" o gv j q fu0"Uvw f g p v"cvkwv f g u" y knn"dg" r t g u g p v g f"qp"uwe j "uwdlgevu"cu"y q t m n q c f." content retention and motivation. A radical alternative strategy for student assessment will also be r t g u g p v g f"cnqp i" y kv j"v j g"u v w f g p v u" g x c n w c v k q p"q h"v j g" o g v j q f 0

5P- Round Table B

Qpnkpg"Eqwtug"Fxgnqr o gpv

Catheryn Cheal – g/Ngctpkp i"cpf"Kpvtwevkqpcn"Vge j p q n q i {."Qcmncpf"Wpkxgtukv {

" Nqy"tgvvkvqp"tcvgu."vqq"k o r g t u q p c n."vqq"gc u {."vqq"j c t f."vqq" o w e j"v k o g"v q"e t g c v g."vqq" o c p f" v g e j p k e c n" r t q d n g o u" c t g"q h v g p" o g p v k q p g f"cu" d c t t k g t u"v q" d q v j"v g c e j k p i" c p f"v c m k p i" q p n k p g"e q w t u g u 0"Kùxg" found a successful design format for my students that circumvent these problems. Join this discussion about how to format online courses and transfer face-to-face activities to online techniques.

5P- Round Table C

C"Ncwkp i"K o r c e v"q h" c" Nk d t c t { " E t g f k v" E q w t u g < " C p" k p x g u v k i c v k q p" q h" U v w f g p v u i" T g v c k p g f" U m k m u
Rui Wang – Nkdtct{."Egpytcn"Oke j k i c p" Wpkxgtukv {

V j k u"u v w f { " h q w p f"v j c v"v j g t g" y g t g"u v c v k u v k e c m n { " u k i p k f e c p v" f k h h g t g p e g u" k p" e k v c v k q p" w u g" c p f" i t c f g u" between students who took a library credit course and students who did not. The results of independent-sample t tests indicated that the student group that took a library credit course cited more scholarly resources, produced fewer incomplete citations, and received higher grades for its papers and courses. V j g" f c v c" k p e n w f g f" : 5 8" e k v c v k q p u" r t q f w e g f" d { " 3 4 2" u v w f g p v" r c r g t u" c p f" v j g u g" u v w f g p v u i" i t c f g u" h q t" v j g k t" r c r g t u" c p f" e q w t u g u" k p" v j g" h c n n" q h" 4 2 2 6 0" C f f k v k q p c m n {."v j g" u w t x g { " t g u w n v u" t g x g c n g f" v j c v" c" n k d t c t { " e t g f k v" course was recognized as a major source of learning bibliographic research and citation skills by most of these students who previously took the library course, while their counterparts tended to rely on informal sources. The range of evidence revealed a lasting impact of a library credit course on student learning.

5P- Round Table D

Uggmkp i"Qwv"Qwt"Kp x k u k d n g" H c e w n v { < " R w t r q u g h w m n { " c p f" U { u v g o c v k e c m { " Y g n e q o k p i" C f l w p e v" H c e w n v { " k p v q" "
Higher Education

Rick Albrecht – Oqxg o g p v"Uekgpeg." I t c p f" Xc n g { " U v c v g" W p k x g t u k v {

" Gxgt/kpetgcu k p i" f g o c p f u" h q t" e q u v" e q p v c k p o g p v" j c x g" h q t e g f" k p u v k v w k q p u" v q" t g n { " j g c x k n { " q p" inexpensive (and expendable) adjunct instructors. Professional resentment and limited interpersonal interaction can result in adjunct instructors becoming marginalized within their own academic unit. N c e m k p i" v j g" o p q t o k p i" : " k p E w g p e g u" g z g t v g f" d { " q p / i q k p i" e q n g i k c n" k p v g t c e v k q p." k p u v t w e v k q p" e c p" d g e q o g" sporadic and reinforce perceptions that adjuncts are inferior instructors. This session will help participants explore creative – but practical – ways their institution can be more welcoming of adjunct faculty.



12:45 PM - 1:15 PM

ROUND TABLE SESSION, CONT'D

5P- Round Table E

Vgcejki"Vjtqwi"vjg"Wug"qh"cp"Kpvgtrtgvgt

Pat Barber – Rtqhgaukqpcn"Gfwecvkqp"Ugtxkeg."Egvtcn"Okejki"cp"Wpkxgtukv{"Wpkxgtukv{"qh"Rjqgpkz."Dcmg"Eqnngig
 " Vjg"rtgugpvgt"yknn"fkuewuu"ejcnnpgigu."vkru."cpf"vgejpkswgu"hqt"vgcejki"pqp/Gp"nku"j"urgcmgtu"
 through the use of an interpreter thus allowing the instructor to penetrate the language and cultural barriers and make the classroom experience meaningful for all parties.

5P- Round Table F

Ogpvqtkpi"<M/34"Gfwecvkqpcn"Ngcftgu"cpf"Jki"jgt"Gfwecvkqp

Lynn Babcock – Gfwecvkqp"cpf"Eqo"owpkv{"Ngcftgu"jkr."Egvtcn"Okejki"cp"Wpkxgtukv{"

Brenda Kallio – Gfwecvkqp"cpf"Eqo"owpkv{"Ngcftgu"jkr."Egvtcn"Okejki"cp"Wpkxgtukv{"

" Yjkg"Htgf"tqigtu"fglpgu"ogpvtkpi"cu."ö000hquvgtkpi"vjg"kpvgmngv"cpf"urktkv"cpf"goqvkqpcn"
 itqyv"j"qh"qwt"hgmnqy"jwo"cp"dgkpi"u0000.÷"o"wnvrng"fglpkvkqpu"qh"ogpvtkpi"gzkuv"kp"vjg"nkvgtcvwtg0"Vjku"
 uguukqp"gzrntgu"ewtgpv"fglpkvkqpu"qh"ogpvtkpi"cpf"nkpmu"vjg"fglpkvkqpu"vq"rtqhgaukqpcn"rtcevkgl"
 Through the use of handouts and discussion, participants will understand the value of mentoring programs. Additionally, attendees will leave the session with information pertinent to developing, maintaining and evaluating mentoring programs.

5P- Round Table G

Cftguukpi"Nkhg"Pggfu"qh"Rtg/Ugtxkeg"Gfwecvkqp"Oclqtu<"Rgturgev"hxgu"htqo"tgugcte"j"Hkpfkpi"u

Laura Frey – Eqwpugnki"cpf"Urgekci"Gfwecvkqp."Egvtcn"Okejki"cp"Wpkxgtukv{"

" Uvwfgpv"vgcejki"ku"c"rkxqvcn"vk"og"hqt"vjg"rtg/ugtxkeg"gfwevkqp"oclt"cu"vjku"kpvkcn"hwmm/vk"og"
 teaching experience impacts their total life quality. This session presents both investigation results and process in a study designed to apply the concepts of Choice Theory and Quality World with pre-service
 oclqtu"kp"vjgkt"ftuv"ug"oguvgt"qh"uvwfgpv"vgcejki"0"Vjku"rtqlgev"hqewugf"qp"vjgkt"fxg"dcuke"nkhg"pggf"vq"
 maintain quality life during student teaching.

5P- Round Table H

*Vgcejki"vjg"Ucog"Eqwtug"kp"FKhhgtgpv"Hqto"cvu<"Jqy"K"Ngctpgf"vq"Uvqr"Yqtt{kpi"cpf"Nqyg"vjg"Etgfkv""
 Hour*

John Ballard – Ocpcigogpv."Eqnngig"qh"Oqwpv"Uv0"Lqgrj

Nontraditional courses and new technologies have brought the value of the student credit hour into question. The history of the Carnegie unit and student credit hour will be reviewed, followed by examples of the utility of the credit hour in instructional design and delivery in different formats.



12:45 PM - 1:15 PM

ROUND TABLE SESSION, CONT'D

5P- Round Table I

Building Learning Relationships in a Changing Society: A World of Difference

Colleen Braun – Eqmng ig"qh"Gzvgpfgf"Ngctpkpi."Egpytcn"Okejki cp"Wpkxgtukv{

This interactive program supports instructional effectiveness through increased sensitivity and competence in creating a culturally inclusive classroom. Participants gain tools and insights enhancing recognition and resolution of cultural factors impacting classroom performance. Broadly applied, skills acquired in the program build relevance and reduce learning barriers in any learning context.

5P-Round Table J

Wukpi"O{vju."Qtcnkv{"cpf"Tkvwcnu"vq"Vgcej"Gvjkeu"cpf"Xcnwgu

Monica Holmes – Dwukpguu"Kphqt o cvkqp"U{uvgo u."Egpytcn"Okejki cp"Wpkxgtukv{

The author uses the myths, orality and rituals of Native American literature to teach ethics and values in business. There are many lessons that can be learnt from traditions passed on from one generation to another. An example is the legend of windigos, which are cannibals with hearts of ice. Rgtjcru"y kpfki qu"ctg"cu{ o dqn"qh"vjg"eqtrqtcvg"i tggf"kp" o qfgtp"uqekgv{*Dgtm"4227+0"Qvjgt"gzco rngu" are more palatable and evolve around the need to respect the environment.

1:30 PM - 2:45 PM

PLENARY PRESENTATION

Park Place Ballroom

6P *Humor as a Coping Strategy for the Stressors of Academe*

Ron Berk – Uejqqn"qh"Pwtukpi."Vjg"Lqjp"J qrmkpu"Wpkxgtukv{

" Cu"cpgydkg"qt"xvgtcp"rtqhgguqt."fq"{qw"gxgt"gzrgtkpeg"uvtguuA"Pqrg#ö [qwùtg"mkf fkp i 0÷" [wr0" There seem to be multiple stressors in our academic careers such as: teaching load, hours of advising, student e-mails, student requests, publication demands, pressure to obtain external funding, a quadrillion meetings, an endless barrage of tasks, and a frantic pace. The major ones cannot be eliminated. But we jcxg"ejqkegu"kp"jqy"y g"tgurqp"vq"vjgo 0"Vjg"uk o rnguv"uqnwvkqp"ku"*Ctg"{qw"tgc f{A"Kupùv"vjku"gzekvki A+<" Vjqtcl kpg"Î 0" Mkf fkp i 0"Ujqtv"qh"eqpvtqmgf"uwduvcpegu."eqpukfgt<"jwo qt"cpf"ncw i jvgt0" [qw"y knn"cuuguu" {qwt"qyp"wug"qh"jwo qt"qp"vjg"Eqrkpi"Jwo qt"Uecng0"Vjku"uguukqp"y knn"fguetkdg"ugxgtcn"u{uvgo cvke"jwo qt" uvtcvg i kgu" {qw"ecp"wug"fc kn{"vq"eqrg"ykvj" {qwt"uvtguuqtu0"Pgctn{"62" {gctu"qh"tgugcte j"qp"vjg"ru{ejqnq i kecn" and physiological effects of humor and laughter will be summarized and then applied to our lives. You y knn"y cmm"qww"qh"vjku"uguukqp"y kvj"eqpetvgv"ogvj qfu"vq"öfgcn÷"y kvj"y jcvxgt"qt"y jgxgt"ku"ftkxkpi" {qw" nuts!!!

3:00 PM - 3:45 PM

CONCURRENT SESSIONS

Crystal

7A *Vgcej kpi"uq"vjcv"Gxgt{qpg"ku"Cevkxg*

Karl Smart – Dwukpguu"Kphqt o cvkqp"U{uvgo u."Egpytcn"Okejki cp"Wpkxgtukv{

Research shows students learn best by doing. But how do you incorporate active learning into {qwt"eqwtuguA"Vjku"jcpfu/qp"uguukqp"dtkgE{"tgxkgyu"vjg"dcuku"hq"cevkxg"ngctpkpi"cpf"vjgp"kpqxng"vjg" audience in several activities that demonstrate how active learning can be used. Participants will identify numerous strategies that ensure retention and application of concepts through student involvement. As time permits, participants will share active learning strategies theyve found successful in their own experience.



3:00 PM - 3:45 PM

CONCURRENT SESSIONS, CONT'D

Torch

7B *Wukpi "Etkvkecn"Vjkmkpi "vq"Vgcej "Eqpvgpv<"C" Yqtm"kp"Rtqi tguu*

Dave Terrell – J w o c p k v k g u " / " R j k n q u r j { . " P q t v j y g u v g t p " O k e j k i c p " E q m g i g

Using critical thinking to teach content is neither rocket science nor magic. Making critical thinking, this workshop will take an evaluative look at tools and methods that are important to critical thinking centered teaching with an emphasis on what worked and what did not work during the last year. Participants in the workshop will come away with materials that work in the classroom as well as ideas on how to make some of the tools that did not work work better.

Leelanau

7C *Gp i c i k p i " U v w f g p v u " k p " N g c t p k p i " v j t q w i j " I c o g u . " F g o q p u w t c v k a p u " c p f " S w g u w k a p u*

Daphne Cyr Koch – Construction Technology, Indiana University Purdue University Indianapolis

Vqfc { u " i g p g t c v k q p " q h " u v w f g p v u " j c x g " c n y c { u " d g g p " k p u v c p v n { " i t c v k f g f " d { " o k e t q y c x g " q x g p u . " x k f g q " games or the internet so it is important to keep them engaged in the learning process by actively having assignments to take attendance. No matter what the subject matter, these tips are sure stimulate and invigorate young minds.

Courtyard 1

7D *R w w k p i " c " R n c i k c t k u o " O q f w n g " Q p n k p g*

Michael Lorenzen – N k d t c t { . " E g p v t c n " O k e j k i c p " W p k x g t u k v {

Over the years, I have given many presentations on how to deal with student plagiarism. This has been done for faculty development on campus and at professional conferences. As useful as this has been, I realize it entirely misses the Off-Campus faculty who teach at other locations or online. As such, I converted my plagiarism presentation into an online module useable by anyone regardless of Conference will look at the process of turning a presentation into an online module which employs both streaming video and PowerPoint. I will also highlight a few good resources for dealing with plagiarism.

Courtyard 2

7E *E q i p k v k x g " E q p u k f g t c v k a p u " h q t " G p j c p e g f " V g c e j k p i " G h h g e v k x g p g u u*

Margo Bowman – R u { e j q n q i { . " Y c { p g " U v c v g " W p k x g t u k v {

Debra Frame – R u { e j q n q i { . " Y c { p g " U v c v g " W p k x g t u k v {

" C p " w p f g t u v c p f k p i " q h " h c e v q t u " v j c v " k p E w g p e g " j w o c p " n g c t p k p i " e c p " d g " k p x c n w c d n g " y j g p " f g x g n q r k p i " a teaching format geared at reaching the wide range of abilities and learning styles typically found in audience participation and interactive demonstrations of classic cognitive psychology experiments. Throughout the session, participants will experience the effect of having information presented in the manner most conducive to a variety of learning styles.



3:00 PM - 3:45 PM

CONCURRENT SESSIONS, CONT'D

Room 905

7F *Ecp"[qw"Rkevwtg"KvA"Kocigu"cpf"Vgcejki*

Mary Jane Tremethick – Eq o o w p k v { " J g c n v j " G f w e c v k q p . " P q t v j g t p " O k e j k i c p " W p k x g t u k v {

Patricia Hogan – Eq o o w p k v { " J g c n v j " G f w e c v k q p . " P q t v j g t p " O k e j k i c p " W p k x g t u k v {

" V j g " w u g " q h " k o c i g u " k p " v j g " e n c u u t q q o " k u " e t k v k e c n " k p " o " V g c e j k p i " U q " G x g t { q p g " N g c t p u 0 : " " V j k u " j k i j n { " interactive session will explore the diverse meanings of images and the use of images as metaphors.

The presenters will also provide a demonstration of the use of online sites which provide free images.

Please join us in a learning community as we seek to better understand why a picture is worth more than a thousand words

4:00 PM - 5:00 PM

CONCURRENT SESSIONS

Crystal

8A *Tgcnkv{"kp"Qpnkpg"Vgcejki*

Sue Slick – U e j q q n " q h " G f w e c v k q p . " W p k x g t u k v { " q h " Y k u e q p u k p " / " U v g x g p u " R q k p v

Dayle Upham – U e j q q n " q h " G f w e c v k q p . " W p k x g t u k v { " q h " Y k u e q p u k p " / " U v g x g p u " R q k p v

Patricia Shaw – U e j q q n " q h " G f w e c v k q p . " W p k x g t u k v { " q h " Y k u e q p u k p " / " U v g x g p u " R q k p v

This presentation addresses the realities of using technology in teaching on-line classes. It will hqewu"qp"Vjg"Ocmg/Qxgt"*cfcrvki"cpf"tghtc o k p i " q p g u u " o k p f u g v " c p f " e q p v g p v " h q t " q p n k p g " k p u v t w e v k q p . " V j g " H g c t " H c e v q t " * c f f t g u u k p i " v j g " k p u v t w e v q t u u " c p f " v j g " r c t v k e k r c p v u u " c p z k g v k g u + . " c p f " V j g " U w t x k x q t " * u w t x k x k p i " q p / line in creating opportunities for personal relationships).

Torch

8B *Eqqrgtcvkqp."Eqnncdqtcvkqp."cpf"Eqo o w p k v { < " E j c m n g p i k p i " Y q t m . " D w v " Y q t v j " K v*

Milt Cox – E g p v g t " h q t " v j g " G p j c p e g o g p v " q h " N g c t p k p i " c p f " V g c e j k p i . " O k o k " W p k x g t u k v {

" C " h g y " s w g u v k p u " g z k u v " c d q w v " v j g " n g c t p k p i " x c n w g " q h " v j g " v j t g g " E u u " k p " v j g " v k v n g 0 " E q q r g t c v k q p < " E c p " K " e q x g t " v j g " p g e g u u c t { " e q p v g p v A " E q n n c d q t c v k q p < " Y j { " y q t m " k p " v g c o u " y j g p " K " c o " o q t g " g h l e k g p v " y q t m k p i "

cnppgA"Eq o o w p k v { < " Y j { " f q " p g y " h c e w n v { " l p f " v j k u " o k u u k p i " k p " j k i j g t " g f w e c v k q p A " V j k u " u g u u k q p " y k n n " f k u e w u u " these issues and the opportunities community provides. Faculty and professional learning communities can engage cooperation and collaboration to increase communication across disciplines and create a venue to work productively together.

Leelanau

8C *Qh"Eqwtug"K"Vgcej"Etkvkecn"Vjkpmki<"Qt"Fq"KA*

Elizabeth Stolerak – N c p i w c i g u " c p f " N k v g t c v w t g . " H g t t k u " U v c v g " W p k x g t u k v { " "

This presentation examines critical thinking theory, focusing on its elements and standards, as c f x c p e g f " d { " v j g " H q w p f c v k q p " h q t " E t k v k e c n " V j k p m k p i " k p " U q p q o c . " E C 0 " R c t v k e k r c p v u " y k n n " c n u q " d g " k p v t q f w e g f " to several teaching strategies designed to help students internalize and better understand course content through critical thinking.



4:00 PM - 5:00 PM

CONCURRENT SESSIONS, CONT'D

Courtyard 1

8D *Eqpwrtwevki"cpf"Cuuguukpi"Twdtkeu"ô"Fq"[qwt"Twdtkeu"TGcm{"YqtmA*

Ray Shackelford – Kpfwuv{"cpf"Vgejppqi{"Dcm"Uvcv"Wpkxgtukv{"

This presentation will focus on the process of rubric construction and attempt to answer the hqnnqy kpi "swguvqkq<"ôCtg" {qwt"twdtkeu"vtwn{" o gcuwtkpi "vjg"kpvgpfgf"qwveq o guA÷

Courtyard 2

8E *Dwknfki"Eqjgukxg"Uvwfgpv"Vgcou<"Vjtg"Cevkxvkgu"[qw"Ecp"Wug"Koogfkcvgn{"*

Spence Tower – Management, Central Michigan University

Rebecca Tower – Eqnngig"qh"Gfwecvqkq"Uvwfgpv."Egptcn"Okejkicp"Wpkxgtukv{"

" Itgcvgt"eqjgukq"yknn"ngcf" {qwt"uwvfgpvu"vgcou"vq"dg"oqtg"rtqfwevkg"cpf"gpgtik|gf0"Lwuv" rwwkpi"vjgo"kp"vgcou"cpf"ngvki"vjgo"ôicv"kv÷"ku"egtvckpn{"vkog"ghfekgpv0"Jqygxgt."kpxgukpi"wrhtqpv" vkog"vq"dqquv"eqjgukq"yknn"kpetgcug"uwvfgpvu"ghhqtv."rgthqtocpeg."cpf"ucvkuhcevkq"Yg"yknn"kfgpvkh{"ukz" main factors affecting team cohesion. More practically, three easy-to-use exercises will be presented that you can apply immediately. Additional activities from workshop participants will also be sought (and with this group, we anticipate many will be found).

Room 905

8F *Dwukpguu"Kphqtocvkq"U{uvgo"U<"Gpjcpgef"ngctpkpi"ykvj"Encuutqqo"Rgthqtocpeg"U{uvgo"cpf"Vjg"KRqf"" Rjgpqogpqp"*

Toni Somers – Kphqtocvkq"U{uvgo"U<"Gpjcpgef"ngctpkpi"ykvj"Encuutqqo"Rgthqtocpeg"U{uvgo"cpf"Vjg"KRqf""

" Vjku"ugukq"yknn"hqewu"qp"jy"vjg"Encuutqqo"Rgthqtocpeg"U{uvgo"ERU+ ecp"dg"wguf"vq"ghhgevkxgn{"kp"vjg"encuutqqo"0"Gxkfgpeg"uwiiguv"vjcv"ERU can help students master key ideas, concepts and terminologies. Tests, quizzes, and review (TQR) sessions can be conducted using a number of different strategies, including a game format where uwvfgpvu"vgcou"eqorgvg"ci ckpuv"qpg"cpqvjgt0"Vjg"rquukdknkvgu"qh"wukpi"ERU"vq"hccknkvcvg"ngctpkpi"vjg" ôjctf"ukfg÷"ocvgtkc"ctg"gpfnngu"cpf"vjg"tgwvnu"jcxg"dggp"xtg{"rqukvxg0"kp"cf"fkvqkq."qwt"uwvfgpvu" nowadays are walking around campus with an amazing device called an iPod. It is an application- urgekfe"fgxkeg."yjkj"jcu"cdwknv"kp"jctf"fkum."cu"nctig"cu"82"iki cd{vgu"vq"uvqtg"cpf"rnc{dcem"ogfk0"Vjg" iPod can be enhanced with a voice recorder and universal microphone adapter that lets you record sound fktgevn{"qpqv"vjg"KRqf"u"fkum0"kp"vjku"rtgugpvckq."yg"yknn"fkuewu"cpf"fgoqpuvctvg"vjku"fkikvcn"nkhguy{ng" cu"vjg"pgy"ötcxg÷"vq"fkikvcn"ngctpkpi0"Hqt"gzco"rng."Rtqhgguqtu"ecp"wrnqcf"encuu"cuukipogpvu."tgcfkpiu." cwfkk"ngu."cpf"qvjgt"ocvgtkc"vq"cngevtg"ugt"xtg"y"jgtg"vjg"uwvfgpvu"ceeguu"vjg"Kphqtocvkq."fqy pncf"kv" to their iPods, and take it to class, the library, the gym - wherever.

5:30 PM - 6:30 PM

RECEPTION- TOP OF THE PARK

6:30 PM - 8:30 PM

DINNER- PARK PLACE BALLROOM

8:00 PM - 11:00 PM

HOSPITALITY- PRESIDENTIAL SUITE (ROOM 905)



7:30 AM - 8:30 AM **SPEAKER TECHNOLOGY CHECK**

7:30 AM - 5:00 PM **REGISTRATION DESK OPEN**

7:00 AM - 8:30 AM **BREAKFAST**

9:00 AM - 10:30 AM **CONCURRENT SESSIONS**

Crystal

9A *Vgcejkipi "Uq"Gxgt{qpg"Ngctpu"cpf"Ngctpkpi "Uv{ngu*

Denise Mitten *δ" Tgetgcvkqp"Ngkuwtg"Ugtxkegu"cpf" Ygmpguu."Hgttku"Uvcvg"Wpkxgtukv{*

Understanding student learning styles and designing instructional material accordingly can help development of additional learning styles or to encourage the learning styles already preferred. Because the Grasha-Riechmann model focuses on the orientation between faculty and students it is a useful tool can learn how this tool can help faculty make informed decisions about teaching methodology.

Torch

9B *Fgukipki "hqt"Ngctpkpi <"Etgcvkpi"Eqwtugu"vq"Hceknkcvg"cpf" Fqewogpv"Ngctpkpi*

Laurie Richlin *— Rtgrctkpi"Hwwtg"Hcewnv{" ("Ngctpkpi"Eqo o wpkvkgu"Rtqi tco."Enctgo qpv" I tcfwcvg"Wpkxgtukv{"*

Participants in this workshop will (re)design one of their own courses based on the latest move on to their goals for teaching, student learning objectives, creating learning experiences, assessing student learning, and documenting their scholarly teaching. Participants are encouraged to bring a syllabus, tests, and assignments to the session.

Leelanau

9C *Vgcejkipi."Ngctpkpi."cpf"Vgejpqni{<"Owvkvogfkc"kp"Cevkqp*

Peter Doolittle *— Jwo cp"Uekgpegu"cpf"Vgejpqni{"."Xtkikpkc"Vgej*

The purpose of this presentation is (a) to examine, through activity, the role of cognitive psychology in the construction of knowledge and meaning, and (b) to analyze and synthesize how essential cognitive principles can be effectively used to enhance and improve the implementation and integration of teaching, learning, and technology into the higher education experience. This session will primarily focus on the use of multimedia instructional technology and its theoretical, empirical, contextual, and practical foundations.



9:00 AM - 10:30 AM

CONCURRENT SESSIONS, CONT'D

Courtyard 1

9D *Crrn{kpi"vjg"Swcnkv{ "qh"Kpuvtwevqt"Ugtxkeg"vq"Uvwfgpvu"*SKUU+"Crrtqcej"vq"Uvwfgpv" Tgncvkqpujkr"*
*" Ocpicigopv"*UTO+*
James Adams ô"Urggej"cpf"Vjgcvtg."Vtq{"Wpkxgtukv{
Richard Emanuel ô"Eqo o wpkecvkqpu."Cncdc o c"Uvcvg"Wpkxgtukv{
 " Tgugcej"eqpfwevgf"d{"Cfcou" ("Gocpwgn"*4226+"jcu"kfgpvkfgf"kpvtwevqtu"cu"vjg"rtkocct{"
 providers of service(s) to student customers in the higher education setting. Their Quality of Instructor
 Ugtxkeg"vq"Uvwfgpvu"*SKUU Î +"swgukqppcktg"cuuguu"uwvfgpvu"gzrgevcvkqpu"cpf"gzrgtkgpegu"cnqpi"vjg"
 fxg"oquv"eqo o qpn{"kfgpvkfgf"cvtkdwygu"qh"swcnkv{"ugtxkeg"Vcpikdngu."Tgnkcdknkv{"Tgurqpukxgpguu."
 Cuuwtcpeg."cpf"G o rcvj {"Vjku"yqtmujqr"yknn"rtgugpv"rctvkekrpvu"ykvj"vjg"vqqu"pggfgf"vq"*3+"kfgpvkh{"
 yjcv"uwvfgpvu"rgtekgxg"vq"dg"swcnkv{"ugtxkeg"cu"qhhtgf"d{"kpvtwevqtu."*4+"cuuguu"uwvfgpv"rgtegrvkqpu"
 qh"kpvtwevqt"ugtxkeg"xlc"vjg"SKUU="cpf."*5+"crrn{"SKUU"uvcfctfu"cu"cp"kpvgitcn"eqo rqpqpv"qh"cp"
 kpvtwevqtu"uwvfgpv"tgnvkqpujkr" o cpcigopv"*UTO+"rtqegfwtgu0

Courtyard 2

9E *Vgcejkpi"Cfwvnu"Qpnkpg<"Vkrucpf"Vgejpkswgu"Vjcv" Tgcm{" Yqtm*
Dick Cassle — Rtqhuukqpcn"Gfwecvkqp"Ugtxkegu."Egptcn"Okejki cp"Wpkxgtukv{
 This session will be interactive with presenter and participants sharing their online course
 fgnkxgt{"dguv"rtcevkegu"cu"vjg{"tgnvq"vq"cfwnv"ngctpgtu0"Vqrke"ctgcu"yknn"kpenwfg"Ugnh" Fktgevkqp."Tgn{kpi"
 qp"Gzrgtkgpegu."Vjg"Uqekcn" Tqng."Pggf"vq" Crrn{"Ngctkpi."Kpvtgpcn"Oqkxcvkqp."cpf"qvjgtu0

Room 905

9F *Cevkxg"Ngctkpi<"Vjg"Rgturgevkg"htqo"Gfwecvkqpcn"Ru{ejnqi{"*
Suzanne Swiderski – Gfwecvkqpcn"Ru{ejnqi{"."Vjg"Wpkxgtukv{"qh"Kqyc
 " öCevkxg÷"crrtqcejgu"vq"ngctkpi"jcxg"fqo kpcvgf"fkuewuukqpu"cdqww"rgfcii{"kp"jki jgt"
 gfwecvkqp0"Jqygxgt."vjgug"fkuewuukqpu"qhvgp"fq"pq"cfftguu"gvjgt"vjg"eqi pkvkg"tcvkqpcng"qt"vjg"eqi pkvkg"
 strategies that underlie active learning in college classrooms. In this session, participants will engage
 kp"uk o wncvgf"ögzrgtkgpegu÷"htqo" gfwecvkqpcn"ru{ejnqi {"vq"wpfgtuvcpf"vjg"vjgqtkgu"cpf"tgugcej"
 supporting an active learning approach to teaching. Additionally, participants will be guided through a
 process for incorporating active learning strategies into their teaching.



10:45 AM - 11:30 AM

CONCURRENT SESSIONS

Crystal

10A *I t c f k p i " c p f " C u u g u u k p i " P a p / V t c f k v k a p c n " E q w t u g y q t m < " J q y " V q " O c p c i g " ö J c p f u " Q p ÷ " E n c u u t q q o "*
" C e v k x k v k g u " c p f " R t q l g e v u

Patricia Williamson – Broadcast and Cinematic Arts, Central Michigan University

Kevin Corbett – Broadcast and Cinematic Arts, Central Michigan University

Heather Polinsky – Broadcast and Cinematic Arts, Central Michigan University

For many of us, grading written assignments and exams is a small part of our teaching responsibilities. *k p u y g c f . " q w t " h q e w u " k u " q p " y j c v " o k i j v " d g " e q p u k f g t g f " ö j c p f u / q p ÷ " u w d l g e v " o c v v g t . " u w e j " c u " q t c n " r t g u g p v c v k q p u . "* and performance or production-based projects. This session will focus on how to successfully guide these non-traditional classroom activities, focusing on time management, class participation, grading, and assessment of learning objectives.

Torch

10B *O w n v k o g f k c " V g c e j k p i " V q q n u " q h " V g e j p q n q i { < " R t q o q v k p i " U v w f g p v " T g e g e v k a p " c p f " E q m n c d q t c v k a p*

Terry Hallett – *U r g g e j / N c p i w c i g " R c v j q n q i { " c p f " C w f k q n q i { . " W p k x g t u k v { " q h " C m t q p*

V j k u " u g u u k q p " y k m n " f g o q p u v t c v g " o w n v k o g f k c " v q q n u " q h " v g e j p q n q i { " v j c v " r t q o q v g " u v w f g p v " t g e g e v k a p " and collaboration. Multimedia combines video, audio, text, graphics, animation, and special effects to *r t q o q v g " n g c t p k p i 0 " X k f g q u . " c p k o c v k q p u . " i t c r j k e u . " c p f " q v j g t " o w n v k o g f k c " v q q n u " d t k p i " c e c f g o k e " e q p e g r v u " v q "* life and engage students in the learning process. Participants will be exposed to a variety of multimedia materials and activities that may be tailored to meet the needs of students across disciplines.

Leelanau

10C *V g c e j k p i " C e t q u u " I g p g t c v k q p u*

Sheri Beattie – *G h h g e v k x g " V g c e j k p i " c p f " N g c t p k p i . " D c m g t " E q m n g i g*

This session provides participants with a chance to discuss learners of various ages in the classrooms. Participants will learn how generational characteristics can translate into learning habits. Discussions will center around how instructors can manage the generational challenges facing them and what types of teaching methodologies may work with learners from the Millennial generation to *v j g " U k n g p v " i g p g t c v k q p 0 " U k p e g " g c e j " i g p g t c v k q p " t g u r q p f u " f k h h g t g p v n { " v q " o q v k x c v k a p " c p f " v g c e j k p i " u v { n g u . " v j k u "* session will prepare instructors to balance and address these different needs.



10:45 AM - 11:30 AM

CONCURRENT SESSIONS, CONT'D

Courtyard 1

10D *Wukpi"Dngpfgf"Rtqhuukqpcn"Fxgnqro gpy"Opukvg"cpf"Qpnkpg+"vq"Uwrrqtv"FKhhgtgpkvcvgf"Kpwtwevkqp*
Harry Hall – I tcfwcvg"Uvwfkgu"kp"Gfwecvkqp."Kpfkpc"Ygung { cp"Wpkxgtukv {

Jim Smith – Uwrgrtkpvgpfgpv."Qcm"Jknn"Uejqqn"Eqtrqtcvkqp

This presentation will describe the background, process, and outcomes of a recent successful eqnncdqtcvkqp"dgvy ggp"cp"Kpfkpc"uejqnn"eqtrqtcvkqp"*Qcm"Jknn+"cpf"Kpfkpc"Ygung { cp"Wpkxgtukv {0"
 The collaboration involved a system-wide, blended (onsite and online) professional development that provided teachers and administrators with the practical skills necessary to improve student learning through differentiated instruction. The presentation will describe the initial negotiations, engagement/ dialogue with teachers and administrators, assessment planning, course development, instruction, school administrator follow-up, and lessons learned.

Courtyard 2

10E *Vjg"Ngctpgt/Egpygtgf"Eqo owpkv{"cv"Hgttku"Uvcvg"Wpkxgtukv{*

Susan Jones – Octmgvki."Hgttku"Uvcvg"Wpkxgtukv {

Kp"Hcn"qh"4226."Hgttku"Uvcvg"Wpkxgtukv {"kpkvcvgf"kvu" f tuv"Ngctpgt/Egpygtgf"Vgcejki"Eqo owpkv {"
 under the leadership of Terry Doyle. Ten faculty from a wide range of disciplines met weekly for three j qwtu"vq"fkuewu"vjg"ejcpi g"htqo "dgkpi"övjg"ucig"qp"vjg"uvcig:"vq"övjg"i wkg"qp"vjg"ukfg:"// "cpf"cevkggn {"
 engaging our students in their own learning. In this presentation we will share the struggles, ups and fqy pu."cpf"wnvk o cvg"vkw o r ju"cpf"ejcngpi gu"kp"ko r ng o gpvki"ngctpgt/egpygtgf"vgcejki"0" Ygünn"ujctg"
 tgcn/y qtnf"ödghqtg"cpf"chvgt÷"encuutqqo "gzco r ngu"cpf"o cvgtknu."vqq0"

Room 905

10F *Vjg"Rqygt"qh"öA÷<"Dwknfkpi"Eqo owpkv{"cpf"Mpqyngfi g"Vjtqwi j"Swgukqpu*

Larry Juchartz – Jwo cpkvkgu."Oqvw"Eqo owpkv {"Eqnngig

Michelle Dunnam – Jwo cpkvkgu."Oqvw"Eqo owpkv {"Eqnngig

Christy Rishoi – Jwo cpkvkgu."Oqvw"Eqo owpkv {"Eqnngig

Glenn Harris – Jwo cpkvkgu."Oqvw"Eqo owpkv {"Eqnngig

Kim Owens – Jwo cpkvkgu."Oqvw"Eqo owpkv {"Eqnngig

Bill Reich – Jwo cpkvkgu."Oqvw"Eqo owpkv {"Eqnngig

Philip Greenfield – Jwo cpkvkgu."Oqvw"Eqo owpkv {"Eqnngig

Classrooms can be lecture sites or discussion zones. This session encourages the latter by focusing on the role of questions in the classroom through dialectical exchanges, ethnographic research assignments, textual interrogation, interactive assessment and conferencing, and continuous modeling of the questioning process for students. Participants will gain a new or reinforced paradigm for viewing the educational process not as the delivery of content, but as an exchange of ideas.

11:30 AM - 12:15 PM

**LUNCH AND BOOK DRAWING-
 PARK PLACE BALLROOM**



12:00 PM - 1:15 PM

POSTER SESSION WITH DESSERTS

Park Place Ballroom

11P-Poster Table A

Vktgf"qh"Wukpi"vjg"Ucog"Qnf"CuukipogpvuA

Lorraine Berak – Vgcejgt"Gfwecvkqp"cpf"Rtqhgaukqpcn" Fgxgnqr o gpv."Egpvtn"Okejkicp"Wpkxgtukv{"

Karen Edwards – Vgcejgt"Gfwecvkqp"cpf"Rtqhgaukqpcn" Fgxgnqr o gpv."Egpvtn"Okejkicp"Wpkxgtukv{"

" Nqqmkpi "hqt"pgy"yc{u}{qwt"uwvfgpvu"ecp"ujctg"kphtq o cvkqp"htq o "vjg"vgzva""Kp"vjku"uguukqp."{qw" will learn several creative ways to engage your students in processing informational text by producing tangible products they create.

11P-Poster Table B

Kpfkpc"Ygung{cpui"Urgekc"Gfwecvkqp"Qpnkpg"Nkegpuwtg"Rtqitc o "cpf"vjg"Cfwnv"Rtqhgaukqpcn"Ngctpgt

Yvonne Kirk –"Egpvgt"htq" Fkuvpeg"Ngctpkpi."Kpfkpc"Ygung{cp"Wpkxgtukv{"

This proposal explores the attributes, learning styles, and challenges of the adult learner in the pqpvtcfkxkqpcn"qpnkpg"ugvvpki."cpf"vjg"wpkxgtukv{"uu"uvtcvgikgu"cpf"htq o cv"vq"hcenkvcvq"kp"vjgkt"ngctpkpi" gzrgtkgpeg"Vjg"Urgekc"Gfwecvkqp"Nkegpuwtg"rtqitc o "ku"fgukipgf"vq" o gg"vjg"Urgekc"Gfwecvkqp" nkegpuwtg"pggf"qh"uvcvg"nkegpugf"encuutqq o "vgcejgtu" Ecpfkfcvgu"htq"vjg"UGFQ"egtvk"ecvg"ctg"tgswktgf"vq" complete course work and satisfactorily complete an electronic portfolio by the end of the program.

11P-Poster Table C

Qpnkpg"Vgcejkpi"xgtuwu"Qpnkpg"Ngctpkpi

Jay Hettiarachchy – Eqorwvgt"Kphqt o cvkqp"U{uvgo u."Hgttku"UvcvgWpkxgtukv{"

In this presentation the author shares his knowledge and experiences in facilitating high-performance team work among a diverse class of non-traditional students meeting partially online htq o "hqt" fkhgtgpi" igqitcrjkecn"nqecvkqpu"kp"Okejkicp"Vjg"cwvjqtuu" fpkpi"ku"vjcv"qpnkpg"fkuewuukqpu" (versus face-to-face discussions) provide more concrete evidence of learning among team members than undocumented face-to-face discussions. Meaningful discussions provide evidence of active learning and participation in team work. They are useful as evaluation criteria as well.

11P-Poster Table D

Kpvgticvki"ögfwecvqt"Qrvkocn"Nkxkpi ÷ "kpvq"Rtg/Ugtxkeg"Rtrgctcvkqp"kp"Encuutqq o "Opcigogpv"<

Rgturgevkvxgu"htq o "Tgugcte j" Hkpfkpi u

Laura Frey – **Counseling and Special Education**, Central Michigan University

This session will integrate discussion of optimal educator health (physical, emotional, cognitive) vq"uweeguuhwn"encuutqq o " o pcigogpv"cpf"uwvfgpv"cejkgxgogpv" Tgugcte j" fpkpiu" yknn"dg" wugf"vq" inform practice to establish optimal life plans that sustain health teacher lifestyles and maximize student ngctpkpi"Uguukqp"kpewfgu"fkuewuukqp"qp"<"c+"vgcejgt" jgcnvj"cpf"encuutqq o "gpvktqogpv."*d+"vgcejgt" health and student achievement, and (c) physical, emotional, and cognitive health strategies.



12:00 PM - 1:15 PM

POSTER SESSION WITH DESSERTS, CONT'D

Park Place Ballroom

11P-Poster Table E

Enc tkv{." Jgnrhwnpguu."Gcukpguu."cpf" Jqyppguu"cv" TcvgO{Rtqhguuqtu0eqo

James Felton – Hkpcpeg"cpf"Ncy."Egpvtcn"Okejkicp"Wpkxgtukv{

" Lc o gu"Hgnvqp"jcu"eq/cwvjqtgf"v yq"uwvfkgu"wukpi"fcvc"htq o" TcvgO{Rtqhguuqtu0eq o0"Vjg"ftuv" uwvf{"y cu"rwdnkujgf"ncuv" {gct"kp"Cuuguo gpv" ("Gxcnwcvkqp"kp" Jki jgt"Gfwecvkqp0"Kp"vjg"ugeqpf"uwvf{." wukpi"fcvc"ht"8.:74"rtqhguuqtu"htq o"58;"kpukvwwkqpu"kp"vjg"Wpkvgf"Uvcvgu"cpf"Ecpcfc"vjg{"hqwpf"vjcv" 79 " "qh"vjg"xctckvkqp"kp"swcnkv{"ku"fwg"vq"vjg"gcukpguu"qh"vjg"eqwtug"cpf"vjg"öj qvpguu÷"qh"vjg"rtqhguuqt0" Vjg{"cnuq"hqwpf"uk i pk l ecpv" fkhgtgpegu"d{ "kpukvwwkqp"cpf"fkuekrnkpg0

12:45 PM - 1:15 PM

ROUND TABLE SESSION

12P-Round Table A

Ekxknkv{"kp"vjg"Encuutqqo<"Vgcejkipi"uq"Gxgt{qpg"Ngctpu

Helen Woodman – Fgxgnqr o gpvcn"Rtqitc o u" ("Ewttkewnwo."Hgttku"Uvcvg"Wpkxgtukv{

Paul Kammerdiner – Hnkvg" Tghgtgpeg"Cp"Kpuvtwekqpcn"Ugtxkegu."Hgttku"Uvcvg"Wpkxgtukv{

Beginning with a short historical perspective of civility (or lack of it) in the classroom, this interactive discussion format will explore the dialogue that should produce an energized, learner-egpvtg"eqmng ig"encuutqq o0"Rncppkpi"cpf"öuvvfgpv"d{/kp÷." jgnr"uwvfgpvu"ngctp"jqy"vq"vcmg"rctv"kp" discussions and classroom activities as contributing community members, making their time in the classroom--and ours--more productive. Most faculty have encountered both active and passive tgukuvcepg"htq o"uwvfgpvu="y g"y knn"eq o g"cy c {"y kvj"vkr u"vq" wug"Oqpf c {" o qtpkpi#

12P-Round Table B

Vgcejkipi"Uq"Gxgt{qpg"Ngctpu<"Wukpi"vjg"7G"Kpuvtwekqpcn"Htc ogy qtm

Barbara Reinken – Gfwecvkqp."Ewttkewnwo" ("Kpuvtwekqpcn" I tcpf"Xcng{"Uvcvg"Wpkxgtukv{"

Loretta Konecki – Gfwecvkqp."Hqwpfcvkqpu" ("Vgejppnqi {" I tcpf"Xcng{"Uvcvg"Wpkxgtukv{"

" Vjg"7G"Kpuvtwekqpcn"htc ogy qtm"y knn"dg"fguetkdgf"uq"vjcv"rctvkekr cpvu"fgxgnqr"cp"wpfgtuvcpfkpi" of how instruction in the classroom can engage all students in the learning process. This instructional framework will help instructors develop units of study so that students are more engaged, motivated, cpf"uweeguuhwn"kp"ngctpkpi"eqwtug"eqvpgpv0"Gzco rngu"htq o" rgtuqpcn"r tcevkcg"y knn"dg"ujctgf0" Fwtkpi"vjg" session participants will start to develop their own instructional unit to use tomorrow.



12:45 PM - 1:15 PM

ROUND TABLE SESSION, CONT'D

12P-Round Table C

C"Uqwpf"Okpf000[qwt"Jgcnvj"cpf"Vgcejgt"Ghhgevkxgpguu

Kathie Garbe – Jgcnvj"cpf"Ygnmpguu."Wpkxgtukv{"qh"Pqtvj"Ectqkpc/"Cujgxknng

The interrelationship between personal health and teacher effectiveness is the core of this rtgugpvckqp0"Urgek1e"pggfucpf"eqpegtpu"qh"vjg"eqnngi glwpxgtukv{"hcewnv{"ogodgt"yknn"dg"kfgpvk1g f0" Jgcnvj"tkumu"cpf"dgjcxkqtu"yknn"dg"cuuguugf"cpf"uvtcvgi kgu"fgukipgf"vq"gpjcpeg"vjg"nkxgu"qh"hcewnv{"ogodgtu"yknn"dg"fkuewuugf0"Urgekcncvvgpvkqp"yknn"dg"rckf"vq"vjg"kpvtgcevkkqp"qh"jgcnvj"dgjcxkqtu"qp" mental performance, stress, emotional well-being and ultimately, teaching performance. Current research will be presented.

12P-Round Table D

Fq"Ocnj"cpf"Hgocng"Uvwfgpvu"Ngctp"FKhhgtgpm{

Dan Hodgins – Uqekcn"Uekgpegu."Oqw"Eqo owpkv{"Eqnngig

"öku"vjgtg"c"fkhhgtgpeg"kp"jqy"ocng"cpf"hgocng"uvwfgpvu"ngctpA÷:"tkpiu"qww"htqo"encuutqqo u" ctqwpf"vjg"eqwpt{"htqo"vjg"M/34"rtqitcou"vq"vjg"Jki jgt"Gfwecvkqp"ugwvkiu0""Kh{"qw"1pf{"qwtugnh" asking this question, this discussion is for you. It will increase your awareness of male and female uvwfgpv"fkhhgtgpegu"dcugf"qp"32" {gctu"qh"dtckp"uekgpeg"tgugcte j0"" Jqy"vq"etgcvg"encuutqqo u"vjcv"uwr rqtv" these differences will be practiced. Join Dan for an insightful, interesting and fun session on the uniqueness of male and female differences.

12P-Round Table E

Eqppgevkpi"Uvwfgpvu<"Wukpi" c"Eqodkpgf"FKuewuukqp"Dqctf"vq"Gpcdng"Wrrgtencuuogp"vq"Jgnr"Htgujogp"

Carol Steinhaus – Business, Northern Michigan University

This presentation will provide results from two semesters efforts of combining upper-level management students and introductory level business students in a joint discussion board activity and c"ejcv"cevkvkv{0"Uvwfgpvu"rtghgttgf"vjg"fkuewuukqp"dqctf"ogvjqf."vjg"vqrke"ejqugp"ycu"uggp"cu"oqtg" appropriate for fall semester than to winter semester, and student satisfaction with the activity varied due to its perceived usefulness and the number of people participating.

12P-Round Table F

Jqy"öFggr÷:"Ku[qwt"NgewwtgA"ö"Ngewwtg"Uvtcvgi kgu"cpf"Eqwtug"Ocvgtkcnu"vjcv"ctg"fgukipgf"Vq"

Hceknkvcvg"fggrgt"Eqipkvkxg"Rtqeguukpi"cpf"Kortxgf"Uvwfgpvu"Ngctpkpi

Debra Frame – Ru{ejqnqi {"Yc{pg"Uvcvg"Wpkxgtukv{

Margo Bowman – Ru{ejqnqi {"Yc{pg"Uvcvg"Wpkxgtukv{

Although the lecture format is designed to offer a great deal of information in a brief time-period, it often results in rote recall, rather than true learning. But what are the alternatives for vqfc{üu"encuutqqo ."fkxgtug"kp"ngctpkpi"uv{"ng"cpf"cdknkv{A"Vjku"uguukqp"kpvtqfwegu"vgcejkpi"uvtcvgi kgu" that encourage students to achieve deeper processing of lecture materials. We include interactive demonstrations showing how deeper processing encourages increased learning and greater recall because students assign additional meaning during instruction.



12:45 PM - 1:15 PM

ROUND TABLE SESSION, CONT'D

12P-Round Table G

Cevkxg"Ngctpkpi"kp"vjg"Qpnkpg"Encuutqqo

Judy Donovan – "Gfwecvkqp."Hqwpfcvkqpu" ("Vgejppnqi {"I tcpf"Xcnn {"Uvcvg"Wpkxgtukv {"

Glenna Decker – "kphqt o cvkqp"Vgejppnqi {"/"Cecfg o ke"Eq o r wvki."I tcpf"Xcnn {"Uvcvg"Wpkxgtukv {"

" Cevkxg"Ngctpkpi"kp"vjg"Qpnkpg"Encuutqq o "/uvtcvg i kgu"cpf"cuuk i p o gpv"vq"gp i c i g"ngctpgtu" y knn"dg" presented by two online teaching veterans. Discussion will include how to engage students in online classes, why online classes need to utilize active learning, examples of activities students enjoy and become involved in, and how to adapt assignments and activities to various subject areas.

12P-Round Table H

Uvtwewwtg"cpf"Ocpicigogpv"qh"Pqpvtfkvkqpcn"Hkgnf"Eqwtugu"

Rob Tolley – Dgjcckqtcn" ("Uqekcn"Uekgpegu."kpuvtwevkqpcn"Rtqi t c o u."Kpfkpc"Wpkxgtukv {" "

Field courses provide a unique opportunity to engage students in compressed learning g z r g t k g p e g u l " V j k u " r t g u g p v c k q p " y k n n " k n n w u v t c v g " j q y " o p q p " v t c f k v k q p c n - " i g n f " e q w t u g u " j c x g " d g g p " w u g f " successfully with adult students in a variety of academic subjects. Proper structure and management can o cmg"eqwtugu"tg y c t f k p i " c p f " i p c p e k c n n {" " c e e g u u k d n g l "

1:30 PM - 2:45 PM

PLENARY PRESENTATION

Park Place Ballroom

13P *Ocpiciki"Cycl"[qwt"Yqtm"Qxgtncf*

Linda Nilson – Qh i e g " q h " V g c e j k p i " G h h g e v k x g p g u u " c p f " K p p q x c v k q p . " E n g o u q p " W p k x g t u k v {"

This session is designed for teaching faculty who feel overworked and overwhelmed with commitments, responsibilities, and things-to-do. By the end of it, you will be able to manage your v k o g " c p f " g h h q t v " k p " { q w t " y q t m " c p f " r g t u q p c n " n k x g u " o q t g " g h i e k g p v n {" c p f " g h h g e v k x g n {" 0 " U r g e k i e c n n {" " { q w " y k n n " have a systematic plan for taking control of and allocating your time, along with a list of concrete k o r t q x g o g p v u " v q " o c m g " k p " v j g " y c l " { q w " y q t m " c p f " n k x g l " F w t k p i " v j g " u g u u k q p . " { q w " y k n n " i p f " y c { u " v q " t g f w e g " the time you put into certain research and teaching tasks without affecting the quality of results and, in some cases, improving the quality. In addition, you will determine how to allocate more time to those tasks that you think deserve it.

3:00 PM - 3:45 PM

CONCURRENT SESSIONS

Crystal

14A *Ctg"Rtqhguuqtu"Cumkpi"Ghhgevkxg"Swgukqpu"Fwtkpi"EncuuA"*

M. Susie Whittington – J w o c p " c p f " E q o o w p k v " T g u q w t e g " F g x g n q r o g p v . " V j g " Q j k q " U v c v g " W p k x g t u k v {"

John Ewing – O g f k e k p g " c p f " R w d n k e " J g e n v j . " V j g " Q j k q " U v c v g " W p k x g t u k v {"

Participants will begin by viewing the results of a study that examined the types and cognitive n g x g n " q h " s w g u v k q p u " r t q h g u u q t u " c u m g f " f w t k p i " 4 6 " v t c f k v k q p c n " e q n n g i g " e n c u u " u g u u k q p u l " D n q u u g t u " c p f " D n q o u " work will serve as the foundation. Finally professors will view clips of professors during class sessions v q " g z c o k p g " s w g u v k q p k p i " u v t c v g i k g u " w u g f " d {" " v j g " r t q h g u u q t u l " G o r j c u k u " y k n n " d g " r n c e g f " q p " u v t g p i v j g p k p i " q w t " own questioning types, cognitive levels, and strategies for more deeply engaging students during class



3:00 PM - 3:45 PM

CONCURRENT SESSIONS, CONT'D

Torch

14B *Dwknfkpi"Hcewnv{"δ"Uvwfgpv"Eqo o wpkv{"vjtqwi j"Hcewnv{"Fgxnqr o gpv*

Nancy Lockie – Pwtukpi."Uckpv"Zcxkgt"Wpkxgtukv{"

Linda Burke – Gfwecvkqp."Uckpv"Zcxkgt"Wpkxgtukv{"

Ursula Zyzik– Nkdtct{"Uckpv"Zcxkgt"Wpkxgtukv{"

To increase faculty-student interactions and student-learning outcomes, the Center for Gfwecvkqpcn"Rtcevkqg*hcwnv{"fgxnqr o gpv"qh"eg+"ceegrvgf"vjg"ejcngpi g"qh"fgxnqrkpi"hcwnv{" initiatives that supported meeting these goals. This presentation will focus on the merits of increasing institutional conversations through the development of an academic student services engagement team *CUUGVV+0"Vjg"vgc o "kpkvkvgf" c"ugtkgu"qh"tqwpfvcdng"eqpxgtucvkqpu"ykvj<3+"hcwnv{"cpf"uwvfgpvu="4+" hcwnv{" y j q"vcw i j v"htguj o gp"uwvfgpvu"cpf"5+"Uvwfgpv"Uwr r qtv"Rtqhgukqpcnu"ykvj"mpqyngfi g"qh"vjg" ħtuv{"gct"gzrgtkgpeg0"Yg"yknm"fkuewuu"vjg" o clqt"vjg o gu"vjcv" g o gt i gf"chvgt"vjku" {gctnqpi" kpkvkvxg."cpf" highlights and outcomes of faculty-student collaborative programs in the areas of research, service learning, and technology. Participants will be asked to identify resources and programs needed at their institutions to support similar collaborative efforts.

Leelanau

14C *"Qpn{"Eqppge÷:"*

Catherine Frerichs – Rgy"Hcewnv{"Vgcejki"cpf"Ngctpkpi"Egpgvt."Ytkvki."I tcvf"Xcng{"Uvcvg"Wpkxgtukv{" "

Uvwfgpvlygcejgt"tgncvkqpujkr"ctg"mg{"kh"cnm"uwvfgpvu"ctg"vq"ngctp0"C"dtkgh"tgEgevkqp"qp"uwvfgpvlygcejgt"tgncvkqpujkr"yknm"ftcy"qp"Rncvq."G0"O0"Hqtuvgt."cpf" Fqtku"Nguukpi0" J qy"fqgu" c"vgcejgt"rtgrctg" hqt"vjgug"tgncvkqpujkr"Y j cv"uwvckpu"vjg o A"Y j cv"fkhhgtgpeg"fqgu"öfkhhgtgpeg÷:" o cmgA"Y j cv"ujqwnf"dg" vjg"tgncvkqpujkr"i qcnuA"Rctvkekrcpvu"yknm"cnuq"dg"kp xkvf"vq"eqpvtkdwwg"vq"vjg"tgEgevkqp."vjg" i qcn"dgkpi" that everyone leaves, inspired to invest themselves in their relationships with students.

Courtyard 1

14D *Rniciktuo*

Peggy Houghton – Egpgvt"hqt" I tcfwcvg"Uvwfkgu."Ngcfgtujkr"Uvwfkgu."Dcmgt"Eqmng i g"

Michael Heberling – Egpgvt"hqt" I tcfwcvg"Uvwfkgu."Dcmgt"Eqmng i g"

Plagiarism is a growing problem in education and is prevalent in both the nontraditional and vtcfkvkqpcn"gp xktqp o gpvu0"Vjku" rtgugpvckqp"fg ħpgu"cpf"knwuwvvcvgu"vjg"fkhhgtgppv"v{rgu"qh"rnc i ktuo" wugf" by students and suggests appropriate ways to detect and punish this type of student behavior from an administrative perspective as well as a faculty perspective.

Courtyard 2

14E *Wukpi"U{wguou" F{pc o keu"vq"Etgcvg"vjcv"0Cjci"Ngctpkpi" Gzrgtkgpeg*

Michael Kennedy – Jgcnvj" Cf o kpuvvcvkqp."Egpgvtcn"Okejki"cp"Wpkxgtukv{"

This presentation will provide an overview of the use of systems dynamics simulation models vq"etgcvg"vjcv"öcjc÷:"ngctpkpi"gzrgtkgpeg0"C"dtkgh"qtkgpvckqp"vq"vjg"jkuvqt{"cpf"fgxnqr o gpv"qh"vjg" ħgnf" qh"u{uvgo" f{pc o keu"yknm"dg"hqnnqygf"d{"c"uwtxg{"qh"u{uvgo u" f{pc o keu"uqhv yctg0"Ugxgtcn" o qfgnu"yknm" dg"knwuwvvcvgf"ykvj"urgek ħe"hqewu"ixgp"vq" o gvj qfu" wugf"vq"uvqt{dqctf"cpf" o qfgn"rtqdnng o uegpctku0" Hkpcnn{"vjg" wug"qh" c"öEk i j v"uk o wncvt÷:" i tcrjkeu"kpvgthceg"d{"uwvfgpvu"vq"cevkvgn{" o cprkwnvcvg" fgekukqp" variables and then to run the model will be demonstrated.



4:00 PM - 5:00 PM

CONCURRENT SESSIONS, CONT'D

Leelanau

15C *kpuwtwevkqpcn" Fgukip"qh" Qpnkpg"Eqwtugu"lqt"Vqfc{ù"Cecfgokecnn{"Fkxgtug"Uvwfgpv"Rqrwncvkqp*

Mary Brady – Cf o kpkuvtcvkxg" ("Qti cpk|cvkqpcn"Uwfkgu"cpf"Vgcejgt"Gfwecvkqp."Yc{pg"Uvcvg"Wpkxgtukv{"

The workshop will focus on differentiated methods and techniques used for the instruction of cecfgokecnn{"fkxgtug"rqrwncvkqpu"kp"vjg"qpnkpg"ngctpkp i "gpxktqpo gpv0" Jki jgt"Gfwecvkqp"kpukvkvkqpu" across the nation will continue to see an increase in student enrollment, many of which are diverse with respect to race and ethnicity, sexual identity, gender, physical and cognitive disabilities, age, religion, uqekqgeppqoke"encuu."GUN."oki tcvkqp"uvcvwu."ceewnvtcvkqp"cpf"nkp i wkuvkeu0"kp"cf fkvkqp."o cp{"eqnng i gu" cpf"wpkxgtukvkgu"gzrgev"qpnkpg"gpqnn o gpv" i tq y vj "vq"ceegngtcvg"ukpeg"qxgt"30;" o knnkqp"uwvfgpvu"ygtg" uvwf{kp i "qpnkpg"kp"vjg"hcnn"qh"4225"kp"vjg"Wpkvgf"Uvcvgu0*"Gpvgtkpi "vjg"Ockpuvtgc o <"Vjg"Swcnkv{"cpf" Gzvgpv"qh"Qpnkpg"Gfwecvkqp"kp"vjg"Wpkvgf"Uvcvgu."4225"cpf"42260"Vjg"Unqcp"Eqpuqtkw o ."Pggfjco." OC."Pqxo dgt"42260+"Vqfc{ù"eqnng i g"kpwtwevqt" o wuv"fgcn"ykvj"mg{"hcevqtu"tgncvfg"vq"etquu"ewnwtcn" communication, language, and overall diversity. They need to develop and use culturally inclusive teaching skills in their traditional and online courses.

Room 905

15D *Meet the Midwest Millennials: Implications of Generational and Demographic Characteristics for Higher Education*

Craig Wendorf – Ru{ejqni{"Wpkxgtukv{"qh"Ykueqpukp"/"Uvgxgpu"Rqkpv

Leslie Owen Wilson – Gfwecvkqp."Wpkxgtukv{"qh"Ykueqpukp"/"Uvgxgpu"Rqkpv

Martin Loy – Jgcwv j"Rtq o qvkqp" ("Jwo cp" Fgxgnqr o gpv."Wpkxgtukv{"qh"Ykueqpukp"/"Uvgxgpu"Rqkpv

Susan Hughes Gingrasso – Vjgcvtg"cpf"Fcpeg."Wpkxgtukv{"qh"Ykueqpukp"/"Uvgxgpu"Rqkpv"

Increasingly, it is imperative that faculty understand the culture of diverse newer generations of students. This presentation focuses on several investigations into the learning needs and expectations qh"vjg"Oknngppkcn" i gpgtcvkqp0"Go r j cuku"yknm"dg"qp" o gfk" rqtvtc{cnu"qh"vjg" i gpgtcvkqp"cu"uwr rqtvgf"d{ " cxckncdng"fg o qi tcrjke."Pcvkqpcn"Uwtxg{"qh"Uvwfgpv"Gpicig o gpv."cpf"kpvguiki cvkxg"fcvc"cv" c"tgikqpcn" comprehensive university. Participants will also discuss implications of these data for the future of teaching and learning.

9:00 PM - 11:00 PM

**HOSPITALITY- PRESIDENTIAL SUITE
(ROOM 905)**



7:00 AM - 8:30 PM

BREAKFAST

9:00 AM - 11:00 AM

PLENARY SESSION

Torch/Leelanau

16P *Wukpi "Encuutqqo "Cuuguu o gpv"Vge jpkswgu"*ECVu+"vq"Rtq o qvg"Uvwfgpv"Ngctpkpi*

Barbara Millis – Gzcegnngpeg"kp"Vgcejki "Rtqi tco."Wpkxgtukv{"qh"Pgxcfc/"Tgpq"

J. Patricia Cross and Thomas Angelo have popularized some critical ideas: checking the pulse of student learners as a course progresses and embedding assessment in the learning process. This g z r g t k g p v k c n " y q t m u j q r " y k n n " g z r n q t g " u q o g " r t c e v k e c n " o g v j q f u " h q t " i p f k p i " q w v " y j c v " { q w " v j k p m " u v w f g p v u " c t g " n g c t p k p i 0 " " K v " y k n n " d t q c f g p " v j g " f g i p k v k q p " q h " E C V u " v q " r t q x k f g " c " f g g r g t " x k g y " q h " c u u g u u o g p v " c p f " v q " u j c t g " u q o g " u r g e k i e " v g e j p k s w g u . " u w e j " c u " m p q y n g f i g " u w t x g { u . " p q v " e q o o q p n { " c f f t g u u g f 0 " " K p " r c t v k e w n c t . " v j g " presenter will link CATs to the emerging research on how students learn.

11:00 AM - 11:30 AM

CLOSING REMARKS