

# Conference Program • Wednesday

Lilly North • September 14 - 17, 2006 • Traverse City, MI

4:00 p.m. - 9:00 p.m. • Registration Desk Open • Park Place Lobby

Please visit the Lilly North registration desk to check in before attending any conference meals or sessions as your name badge will be required for admittance. Please note that registration will open again at 7:00 a.m. on Thursday.

8:00 p.m. - 9:00 p.m. • Opening Plenary Session

Torch/Leelanau

## ***How Good Teachers Become Great Facilitators for Learning***

**Todd Zakrajsek** – Faculty Center for Innovative Teaching, Central Michigan University

In addition to welcoming you to Lilly North 2006, this session will focus on key principles to consider in creating exceptional learning environments for students. Summarizing key publications on the topic of teaching and learning, and drawing on the extensive experience of participants in the session, we will identify primary principles faculty members should consider or address in every course. This will NOT be a 45 minute lecture, so you shouldn't fall asleep. I also realize you have had a hard day, so I promise to NOT make you work very hard either.

9:00 p.m. - 11:00 p.m. • Hospitality • Location: Room 905/Presidential Suite



# Conference Program • Thursday

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7:00 a.m. - 9:00 a.m. • Breakfast • Top of the Park & Minerva's Boardroom

7:00 a.m. - 9:00 a.m. • Registration • Park Place Lobby

9:00 a.m. - 10:00 a.m. • Concurrent Sessions

Torch

## 2a ***Blueprint for Learning***

**Laurie Richlin** – Preparing Future Faculty Program, Claremont Graduate University

This session is based on key principles brought forth in Laurie Richlin's new book, "Blueprint for Learning (2006)." This book familiarizes faculty with course design elements and will assist you in understanding yourself as an individual, knowing your students, adapting to the learning environment, designing courses that promote deep learning, and assessing the impact of the teaching practices and design choices you make. Included in this session will be a brief introduction to tools to create a full syllabus and guidance on such issues as framing questions that encourage discussion, developing assignments with rubrics, and creating tests.

Leelanau

## 2b ***Planning and Assessing Meaningful Student Service-Learning Projects***

**Jim McDonald** – Teacher Education & Professional Development, Central Michigan University

**Tom Kromer** – Teacher Education & Professional Development, Central Michigan University

**Lynn Dominguez** – Recreation Parks & Leisure Services, Central Michigan University

This workshop has four components. The first component will introduce the use of a S-L planning form with specific service-learning project ideas. The second component will consist of a "backward design" approach to assessing S-L activities with an emphasis on outcomes. The third component will consist of S-L examples including rubric designs and other authentic assessment ideas. The fourth component will be the creation of rubrics, assignment descriptions, and outcomes for an actual project created by each participant. Participants will be encouraged to actively participate throughout the session.

Special emphasis will be given to show how participant's S-L activities can be planned, integrated and assessed appropriately. Participants will be actively involved through brainstorming activities, by asking questions in a Q & A session and by working directly with the workshop leaders to begin the planning, implementation and assessment of a S-L project. Individual presenters will use self-developed materials, booklets, pictures, student developed activities, rubrics and other authentic assessment materials in this session. The outcome of this session for each participant will be a "backward designed" S-L project with an appropriate rubric or other authentic assessment device.

Handouts of rubrics, planning forms and evaluation ideas will be presented to all participants.

Courtyard 1

## 2c ***Tips and Techniques in Building an Effective Hybrid Learning Environment***

**Sheri Beattie** – Effective Teaching and Learning, Baker College

Most instructors have mastered either the online environment or the on-ground environment, but the hybrid environment, where seat time is reduced and replaced with a portion of class time online can be difficult to master for many reasons. This workshop will engage participants in discussing why this problem exists as well as provide methods for creating an effective hybrid classroom.



# Conference Program • Thursday

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9:00 a.m. - 10:00 a.m. • Concurrent Sessions Cont'd

Courtyard 2

**2d** *Creating Significant Learning Experiences in a Nontraditional Course Format*

**Ireta Ekstrom** – Faculty Center for Innovative Teaching, Central Michigan University

Teaching nontraditional students or in a nontraditional format requires a different type of instructional plan than is used in the traditional classroom. When you leave this session you will be able to implement the latest instructional design practices for adult learners, have practiced some active learning techniques and will have a ready list of tools to put into practice immediately.

Crystal

**2e** *Role Playing for Realistic Learning*

**Daphne Cyr Koch** – Building Construction Management, Purdue University

Many topics can be discussed, questioned and analyzed, but when it really comes time to completing the task successfully, sometimes it is best to act it out. Examples of this include job interviewing, medical procedures and mechanical processes. Other ways in which role playing can enhance learning is by demonstrating the interaction of people. This is the case when you look at understanding the roles of people. For example, how do owners, architects and contractors work together and how do they communicate? What are the effects of bad communication on a project? This session will be an active exercise in role playing type activities that demonstrate learning beyond the content using real world examples.

10:00 a.m. - 10:15 a.m. • Break • Refreshments Provided

10:15 a.m. - 11:00 a.m. • Concurrent Sessions

Torch

**3a** *The Role of Learning Styles in Effective Teaching*

**Nancy Csapo** – Business Information Systems, Central Michigan University

Faculty can increase their teaching effectiveness by improving their understanding of the learner and their characteristics. Shulman (1987) identifies the three major elements of effective teaching as: (1) content knowledge; (2) pedagogical knowledge; and (3) knowledge of learners and their characteristics. This model of effective teaching reinforces the significance of learning styles in the teaching/learning process. Data collected over the past six years on student learning style types will be shared.

Leelanau

**3b** *Online Course Delivery - Best Practice Sharing*

**Dick Cassle** – Prof Ed, Central Michigan University

This session will be interactive, with presenter and participants sharing their online course delivery best practices. Topic areas will include Course Startup, Course Conclusion, Synchronous Communication, Asynchronous Communication, Online Testing, Team Building and others.



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10:15 a.m. - 11:00 a.m. • Concurrent Sessions Cont'd

## Courtyard 1

### **3c** *Techniques for an Effective PowerPoint Presentation*

**Kelly Preece** – Faculty Center for Innovative Teaching, Central Michigan University

Is the time and effort that you're putting into your PowerPoint presentations beneficial to your students? Does the design of your presentation help or hinder your message? How much content can you put on a slide before you begin to overwhelm your students? Are there simple things that you can do to make your presentation effective while saving you time?

This session offers a number of practical design tips and techniques that can be applied to your next presentation. Learn how to create and use color, balance, contrast, and focal point to ensure that your students are benefiting from your use of presentation technology in the classroom.

## Courtyard 2

### **3d** *Engaging Students in Urban Leadership through Academic Service-Learning*

**James Karagon** – Social Work, Marygrove College

Grants from the Michigan Campus Compact have supported Marygrove College students, through academic service-learning, to organize HIV/AIDS outreach and facilitate a dialogue with African American churches, seniors and high school students in Detroit on reducing the risks of HIV/AIDS. For each project, a major focus has been on students applying their knowledge and skills learned in class to connect with community members in order to provide services and enhance the leadership skills of the students.

## Minerva's Boardroom

### **3e** *Service-Learning Collaboration: Grand Valley State University, College of Education, School of Social Work*

**Jane Hayes** – Social Work, Grand Valley State University

**Vicki Kamps** – Education, Grand Valley State University

The Literacy Bag Project, a three-year, ongoing service-learning project, provides children of low income and displaced families with literacy material. The project provides students in education and social work, as well as community youth and agencies, an opportunity to collaborate for the purpose of addressing a need of children and families within the local area. This presentation will include a history and description of the project along with implications for student learning.

## Crystal

### **3f** *Who Wants to be a Millionaire?*

**Philip Lundquist** – Teacher Education and Professional Development, Central Michigan University

Use Internet and PowerPoint to present material for either review or testing in a unique game show style. Good for new teachers and veterans alike. Participants will leave with a new understanding of CREATIVE THINKING. The following four points will be stressed: FLUENCY (generating many ideas), FLEXIBILITY (shifting perspective easily), ORIGINALITY (conceiving of something new), and ELABORATION (building on other ideas).



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11:00 a.m. - 11:15 a.m. • Break

11:15 a.m. - 12:00 p.m. • Concurrent Sessions

Torch

**4a** *Creating a Culture of Learning in the Classroom*

**Gary Gagnon** – Marketing and Hospitality, Central Michigan University

Every classroom of students has their own unique culture and the only real question is whether you or your students are going to create it. What role does the teacher play in creating the culture of the classroom? The decisions you make, or don't make, will, to a large degree, determine the success of your class. We'll consider ideas and techniques to begin creating a "culture of learning" before the first class meeting and during your first two class periods.

Leelanau

**4b** *Online Course Delivery - Best Practice Sharing, continued*

**Dick Cassle** – Prof Ed, Central Michigan University

This session is a continuation from session 3b beginning at 10:00.

Courtyard 1

**4c** *Imagital Digaging for Edumakators: Translating the Techno-babble*

**Brian Roberts** – Faculty Center for Innovative Teaching, Central Michigan University

Don't know a pixel from a pine cone? Think a scanner is the little electronic eye in the grocery store checkout that records the price of your produce? Come spend 45 fast-paced minutes with Brian and let him translate all of the digital imaging techno-babble into human-speak for you. This session is aimed at any educator who is interested in using images in their courses, whether face-to-face or online. You will learn how to find, capture, prepare, save and use images in the most effective manner suitable for your needs. Come learn the ABC's and 123's of resolution, quality, color modes, enhancement techniques, sizing, file formats, and presentation options available to most educators. You'll learn a little bit about a lot of things in a very short period of time.

Courtyard 2

**4d** *Learning and Serving Through Community-Classroom Projects: A How-To Approach*

**Marlene Hess** – English, Davenport University

This session will demonstrate how college students in a course, such as Professional Writing, can partner with community organizations to carry out meaningful projects. Examples include a survey of needs for an inner city youth program, an electronic employee manual for a women's organization, and research on teaching bilingual elementary students. Attendees will learn to find community partners, arrange projects, organize teams, schedule for completing the work, and present the final project.

Minerva's Boardroom

**4e** *Brain Sparks, Kick Starters, Ice Breakers, and Other Useful Experiential Learning Activities*

**Karl Smart** – Business Information Systems, Central Michigan University

With a shift of focus from teaching to learning in higher education, instructors often seek strategies to involve students actively in the learning process. After a brief review of the theoretical underpinnings of experiential learning, this session demonstrates several activities that can be used in the classroom to promote active student engagement and learning.



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11:15 a.m. - 12:00 p.m. • Concurrent Sessions Cont'd

Crystal

**4f** ***Adjunct Faculty Academy--A Model for Teaching and Learning***

**Jean Bailey** – Academic Services, Montcalm Community College

**Eron Drake** – Academic Services, Montcalm Community College

Montcalm Community College holds an Adjunct Faculty Academy for new or seasoned adjunct faculty who seek to improve/enhance student learning. This Academy has been a huge success for several years as the faculty learn new teaching strategies through modeling and exploration of current trends in student learning. Learn what it takes to improve student learning at your institution!

Top of the Park

**4g** ***Well, What Do You Know?***

**Karen Vander Laan** – Nursing, Calvin College

If the right questions are asked, students' answers can help the teacher evaluate the quality of teaching (Bain, 2004). The Classroom Performance System (CPS) is a valuable technology tool, used in a course with extensive content. Students respond to questions during classes with wireless polling devices (WPDs) that provide instant, anonymous feedback to students and faculty. Session participants will use the WPDs in a variety of exercises to demonstrate CPS usefulness and versatility.

12:00 p.m. - 12:45 p.m. • Lunch • Location: Park Place Ballroom

1:00 p.m. - 1:20 p.m. • Participant Idea Exchange (PIE) Sessions

Park Place Ballroom

**5p- PIE Table A**

***Potentiating Powerful Learning Through Critical Thinking***

**Kimberly Beistle** – Dental Hygiene, Ferris State University

**Mark DeKoster** – Automotive Service Technology, Ferris State University

The problem with traditional methods of instructional delivery is that little responsibility is placed on the student to actually process, understand and apply knowledge. Unless students are critically engaged in the material through thoughtful application, they will not analyze and synthesize the information internally. By formally teaching critical thinking skills and integrating their elements into class assignments we will cultivate excellence and reasoning in the students' thought processes and form lifelong learning skills.

**5p- PIE Table B**

***Digital Reading: Essential Skills for Students and Faculty***

**Alice Horning** – Rhetoric, Communication and Journalism, Oakland University

In teaching with technology, we often overlook reading as a core skill needed for successful learning. I will argue and demonstrate that reading has the same fundamental characteristics whether it is done on a screen or a printed page, although the digital environment requires better reading skills, regardless of the subject being studied. I will offer a successful approach to meet this goal, involving reading and writing of two books related to course work.



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1:00 p.m. - 1:20 p.m. • Participant Idea Exchange (PIE) Sessions Cont'd

## Park Place Ballroom

### 5p- PIE Table C

#### ***Problem Based Learning in Lower and Upper Division: A Comparison***

**Marco Fornari** – Physics, Central Michigan University

**Alan O'Keefe** – Physics, Central Michigan University

Problem based learning (PBL) is a successful teaching methodology in which the problem is given upfront and the "solution" is reached in a cooperative learning style. We have applied PBL in introductory classes as well as upper division/graduate courses. We will analyze our experience from the student and the instructor perspectives, underlining advantages and disadvantages.

### 5p- PIE Table D

#### ***Conquering Plagiarism in Written Assignments***

**Nina Haydel** – Prof Ed, Central Michigan University

Plagiarism plagues all faculty, regardless of course content, so long as written work is assigned for a grade. Because much is unintended plagiarism, students must be taught how to avoid this trap. This session will provide concrete resources that can be used to provide students with knowledge and tools that can prevent the errors associated with plagiarized assignments.

### 5p- PIE Table E

#### ***Teaching and Keeping Students Engaged in Chemistry by Giving Them Hands On Experience***

**Tracey Boncher** – Pharmaceutical, Ferris State University

Chemistry is a topic many students find challenging and disengaging because they have a hard time making connections to life and the importance of it. I would like to talk about how my experience giving students projects and challenging critical thinking opens the flood gates of interest and excitement that has not been seen with most traditional methods of teaching chemistry. I will discuss my strategies along with opening up a panel discussion.

### 5p- PIE Table F

#### ***Questioning the Rhetoric of Teamwork***

**Carol Kountz** – Writing, Grand Valley State University

Although educators consider collaborative learning best practice, and faculty in most disciplines regularly assign group projects, these activities are often unsuccessful and unpopular with students. Perhaps students misunderstand the rhetoric of teamwork. This presentation asks participants to examine teamwork rhetorics from business and sports for clues to misperception. We will also compare anonymous student evaluations of teamwork. The goal is to identify where rhetorics may lead student teams astray.

### 5p- PIE Table G

#### ***Information Literacy for SMET Students: a Collaborative Approach***

**Paula Storm** – Bruce T. Halle Library, Eastern Michigan University

College librarians know that a many Science, Math, Engineering and Technology (SMET) students enter college unable to adequately function in an academic library. One shot library instruction sessions are not adequate to educate students in the complexities of information seeking and evaluation. Students are better served by incorporating information literacy into the SMET curriculum.



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## 1:00 p.m. - 1:20 p.m. • Participant Idea Exchange (PIE) Sessions Cont'd

Park Place Ballroom

### 5p- PIE Table H

#### ***Your Educational Bridges Newsletter: Taking and Making Every Opportunity for Learning***

**Diane Kimoto** – Public and Nonprofit Administration, Grand Valley State University

The Educational Bridges project consists of the design, realization, and maintenance of an online newsletter for a national association by students who, in partnership with educators and practitioners, are devoted to cultivating philanthropy and civic participation as a way of life. By allowing students to learn by doing, they are able to build on the learning strategies best suited to answer relevant questions while simultaneously self-monitoring their own learning processes and accomplishments.

### 5p- PIE Table I

#### ***Designing Authentic Learning Environments for Music Methods Courses***

**Isabel O'Hagin** – Music Education, Central Michigan University

This session describes the lab practicum I designed: a mutual learning community that included young children/parents, faculty, and undergraduates in elementary-, early childhood-, and music-education programs. The intent of this lab practicum was to strengthen undergraduates' understanding of how children learn music, offering opportunities to connect theory with praxis in a methods course. Use of technology through Blackboard and other media promoted reflective thinking and interactive learning moving us toward the personal commitment stage.

### 5p- PIE Table J

#### ***Computer Literacy - How are Michigan High Schools Preparing Students? A U.P. Pilot Study***

**Ray Amtmann** – Business, Northern Michigan University

**Sandra Poindexter** – Business, Northern Michigan University

Are students sufficiently prepared for effective computing use? Is there still a need for a college-level computer literacy course? Have high schools responded to State of Michigan recommendations and federal initiatives? What do high schools report they are teaching students? How are they teaching computing content? What percent have a computer literacy graduation requirement? A pilot study of Upper Peninsula high schools provides some insight and spawns questions for a more wide-spread study.

## 1:30 p.m. - 2:30 p.m. • Plenary Session

Park Place Ballroom

### 6p ***Teaching Effectively in a Multigenerational Classroom***

**Sheri Beattie** – Effective Teaching and Learning, Baker College

Effective instructors consider the classroom to be one where all student needs are taken into account, from learning styles to motivational needs. However, one area that has not received a lot of attention is the impact of the multigenerational classroom in today's colleges and universities.

No longer can it be said that there is any such thing as a "typical" college student. While doors are now open for many students who may not have attended college twenty or thirty years ago, it represents a unique challenge for instructors. Many instructors struggle with trying to hold the attention and interest of a diverse group of students, who vary by race, gender, culture, and now, most likely, by age.

This presentation will share some findings from both published research and original research conducted at Baker College. These findings will help participants devise methods of instruction that might prove effective for students from the Baby Boomer generation, Generation X, and the Millennial generation.



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2:45 p.m. - 3:30 p.m. • Concurrent Sessions

Torch

**7a** *Student Teachers as Service-Learning Change Agents: Lessons Learned*

**Tom Kromer** – Teacher Education and Professional Development, Central Michigan University

For the past 12 years CMU student teachers have included service-learning projects in their student teaching experience often introducing the concept for the first time. Using a “story telling” format, poignant teaching vignettes from these service-learning experiences will be shared with participants.

Leelanau

**7b** *New Ways to Communicate and Collaborate for Academics: Using Web Tools for Professional Development*

**Steven Gilbert** – The Teaching, Learning, and Technology Group

Many wonderful new online resources – even their names - can seem intimidating and exclusionary at first glance: RSS Feeds, Blogs, Wikis, “FaceBook,” “Web 2.0,” “Social Networking,” XML Code, Tags, Feed2JS. . . It’s too bad most of us have so little time to learn how to use some of these services – each of which provides a different way of creating, changing, or sharing information via Web pages. Some of these tools can help improve teaching and learning and support scholarly work – and perhaps save time. Of course, that depends on what you are trying to do that might fit with these new ways of supporting communication and collaboration.

This session will introduce RSS feeds and closely related Web-based resources in language that non-techie academics might understand. We will explain and demonstrate both “receiving” and “sending” capabilities: How to use RSS feeds and aggregators for receiving info from your favorite online sources, and how to use an RSS feed to make your own info resource updates available to others via the Internet. Participants will also discuss why this might be helpful to a teacher/scholar/learner.

Courtyard 1

**7c** *Engaging Learners at Higher Classroom Levels: Self-Assessing Classroom Behaviors*

**Susie Whittington** – Human and Community Resource Development, Ohio State University

Nordvall and Braxton (1996) recommended examining course-level academics to identify institutional quality, and advocated Bloom’s Taxonomy for assessing level of cognition related to course content. In this session we will explore course-level academics related to professor, student, and course. Specifically, participants will self-assess their own cognitive level of professor discourse, and cognitive level of classroom questioning, and will discuss strategies for engaging our learners at higher cognitive levels during class sessions.

Courtyard 2

**7d** *Making the Best out of Teaching Working Adults in a Compressed Format*

**Abalo Adewui** – Teacher Education and Professional Development, Central Michigan University

There are growing changes in economic, political, health treatments, employment trends, immigration patterns, and family structure. As a result of these societal changes, more and more working adults are going back to school. One of the most challenging tasks confronting high educational institutions is to provide programs and qualitative delivery systems to reflect the changes and meet the needs of working adults. This presentation identifies helpful skills and strategies necessary to meet these challenges.



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## 2:45 p.m. - 3:30 p.m. • Concurrent Sessions Cont'd

### Minerva's Boardroom

#### **7e** *Will You Be a Successful On-Line Learner?*

**Kathy Saville** – Instructional Technology, Northern Michigan University

An on-line "test" has been created and can be administered to on-line learners at the beginning of their course. The test is designed to gather information from the student as to their location, computer access, and computer skills. The test will also share course expectations from the instructor. The test can be easily adapted to match the information needs of the instructor and can work on most, if not all, course management systems.

### Crystal

#### **7f** *Critical Reflection: Lesson Learned*

**Patricia Williamson** – Broadcast and Cinematic Arts, Central Michigan University

**Shelly Hinck** – Speech Communication and Dramatic Arts, Central Michigan University

Drawing on Brookfield's work on critical reflection, this interactive session will examine the process of reflection from two lenses: our autobiographies as teachers and learners, and our colleagues' perceptions. Using their experiences as members of an interdisciplinary collaborative research team, the facilitators will incorporate reflective exercises that encourage faculty to think about the often untested assumptions upon which their teaching decisions are based and the need to converse authentically with colleagues about learning/teaching practices.

## 3:30 p.m. - 3:45 p.m. • Break • Refreshments Provided

## 3:45 p.m. - 4:45 p.m. • Concurrent Sessions

### Torch

#### **8a** *Teaching Projects and SoTL: Recommendations for Development, Assessment, Presentation, and Publication*

**Milt Cox** – Center for the Enhancement of Learning and Teaching, Miami University

In this session we will examine the connections between the scholarship of teaching and learning (SoTL), teaching projects, and assessment to determine resulting student learning. Participants will see examples and have an opportunity to propose teaching projects. We will discuss resources, strategies, and practices that can enable teaching project development, presentation, and publication, including faculty learning communities. Our focus will be on classroom research rather than detailed educational research.

### Leelanau

#### **8b** *New Ways to Communicate and Collaborate for Academics: Using Web Tools for Professional Development, continued*

**Steven Gilbert** – The Teaching, Learning, and Technology Group

This session is a continuation of session 7b, beginning at 2:45 p.m.



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## 3:45 p.m. - 4:45 p.m. • Concurrent Sessions Cont'd

### Courtyard 1

#### **8c** *Service-Learning and You: A Recipe for More Engaged Students*

**Nicholas Holton** – Service-Learning, Kirtland Community College

Experience how integrating service-learning can rejuvenate your courses and add relevance and validity to your curriculum. This dynamic session will challenge your preconceptions of a traditional classroom and change your ideas on student participation. Come ready to share your situation and experiences and be prepared to receive insights into this powerful educational tool.

### Courtyard 2

#### **8d** *The Modified Case Study: Opening Doors and Minds to Learning*

**Patricia Shaw** – Education, University of Wisconsin-Stevens Point

The focus of this presentation is The Modified Case Study, an exercise created by the presenter, which provides future teachers with opportunities to observe K-12 students in academic settings, document observable behavior, articulate and reflect on their observations, question teaching and learning practices, and propose strategies and interventions for the students they are observing. Participants will be given the opportunity to create their own objectives and criteria for a Modified Case Study.

### Minerva's Boardroom

#### **8e** *10 Ways to Create Community in Your Online Course*

**Cathy Cheal** – E-Learning and Instructional Support, Oakland University

I often meet with faculty to help transfer a traditional course to an online format. Lately, the most common lament from those about to teach online for the first time is, "I will really miss the sense of community and conversation that I now have in the classroom." There are many ways to create sodality online that is equal or better than the traditional classroom experience. The perceived anonymity of online communication allows for quicker and more intimate discussion groups. This session will focus on ten methods for creating a dynamic, interactive online course environment resulting in high rates of retention and student learning.

## 4:30 p.m. - 6:00 p.m. • Poster Sessions

### Park Place Ballroom

#### **9p- Poster Session 1**

#### *A Test of Student-Centered Learning in a Large Lecture Course*

**Kama Almasi** – Biology, University of Wisconsin - Stevens Point

The student-centered classroom is widely touted in recent education literature as being a better method of teaching than the traditional teacher-centered classroom. Few studies, however, have quantitatively compared the effectiveness of the two teaching methods. I compared student learning in General Ecology, a large, introductory lecture course at University of Wisconsin Stevens Point, over the course of two semesters. I tested learning by administering a pre-course and post-course assessment test.



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4:30 p.m. - 6:00 p.m. • Poster Sessions Cont'd

Park Place Ballroom

## 9p- Poster Session 2

### ***Eastern Philosophy Course as a Liberal Education: Toward an Aesthetic Understanding***

**Suck Choi** – Philosophy, Grand Valley State University

The aim of philosophy education as a liberal education is to have students understand central philosophical issues and arguments. Students learn how to evaluate them critically and incorporate them into our contemporary problems. Eastern philosophy courses should realize the same goal, but they demand a different methodology. This presentation will address some prevalent fallacies and the necessity of different methodology in Eastern philosophy courses, and suggest how to motivate students to approach different philosophical traditions.

## 9p- Poster Session 3

### ***Potentiating Possibilities in First Year Learning: Foundations of Excellence at Oakland University***

**Christopher Clason** – Modern Languages & Literatures, Oakland University

**Susan Awbrey** – Vice Provost for Undergraduate Education, Oakland University

**Elizabeth Talbert** – Rhetoric, Communications, Journalism, Oakland University

The Foundations of Excellence has provided a framework for developing tools and discussion for examining programs and focusing on engaging students during their freshman year. At OU this process has yielded important results with which we hope to improve student retention and success. In this session we wish to report our findings and demonstrate key aspects of the direction in which the program is guiding us.

## 9p- Poster Session 4

### ***Big Rapids Bandshell***

**Bruce Dilg** – Architectural Technology/Facilities Management, Ferris State University

A professional, practicing architect as well as professor, Bruce Dilg, was approached by a committee of community members to design a new bandshell. This was to be completed for the 150th anniversary celebration of Big Rapids. Seeing this as a way to engage Ferris Architectural Technology students in service-learning, he joined up with the members of the professional student organization, AIAS, and jointly did site analysis, Park Board presentation and design of this facility.

## 9p- Poster Session 5

### ***Tips for Using Groups to Increase Individual Student Accountability***

**Barbara Foster** – Marketing, Eastern Michigan University

College classroom peer support groups increase attendance, test scores, and satisfaction. Presentation of tips for using classroom groups effectively will include base support groups, group test incentive, bookshelf teaching, jigsaw, name tags, online discussions, social extra credit, and more.

## 9p- Poster Session 6

### ***An Accelerated Cohort-based Post-baccalaureate Teacher Certification Program***

**John Groves** – School of Education, Georgian Court University

The accelerated cohort-based post-baccalaureate program qualifies candidates for licensure in nine months. The elementary program started with 17 students. Secondary and special education cohorts were added in 2002-2003 with 54 students in 4 districts. In 2005 the program enrolled 85 students in 8 districts with a redesigned, integrated general and special education pedagogy leading to dual certification. The presentation includes factors influencing program creation, strengths, weaknesses, and evolution.



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4:30 p.m. - 6:00 p.m. • Poster Sessions Cont'd

Park Place Ballroom

## 9p- Poster Session 7

### ***Impacting Student Learning Through the Use of Peer Accountability, Collaboration and Empowerment in the Classroom***

**Kathleen Harlan** – Dental Hygiene and Medical Imaging, Ferris State University

**Susan Wancour** – Dental Hygiene and Medical Imaging, Ferris State University

When the instructor sets the stage for active, engaged, and accountable student learning, the focus shifts from faculty driven instruction to faculty facilitated learning. Students who are encouraged to learn information for collaborative peer review and classroom discussions are able to clarify and organize ideas, elaborate on what they've learned, and be exposed to the views of others. This creates a powerful and effective student-centered learning environment.

## 9p- Poster Session 8

### ***There is Only One "A" in the Real World: Competitive Student Designed & Evaluated Team Presentations***

**William Jones** – College of Business/ Marketing, Ferris State University

In the real world of business, one team's proposal wins ("A") and all others are rejected ("F"). Attendees will be given a short presentation on the concepts of Professional Team Selling and information on a specific common product such as laptops. Three self-selected teams will compete for a large order. Using a student developed rubric, the audience will evaluate the presentations and quantitatively select the winning team.

## 9p- Poster Session 9

### ***Engaging Freshmen Students by Using Online Tools via WebCT Prepares Them for the Online Environment***

**Gloria Lukusa-Barnett** – Developmental Programs and Curriculum, Ferris State University

**Eunice Merwin** – Educational and Career Counseling - University College, Ferris State University

**Judith Hooper** – Developmental Programs and Curriculum, Ferris State University

Utilizing a mixed delivery instructional format that incorporates WebCT in three traditional classes (Freshmen Seminar, Critical Reading, and Career Planning) moves these courses into the technological era, enriches teaching and adds a new learning experience for university freshmen. These methods provide students with hands-on experience with the online environment tools necessary for the technological society in which we live.

## 9p- Poster Session 10

### ***Addressing Differentiation of Instruction : Interactive Teaching and Learning for Meta-cognitive Development***

**Marjorie Schiering** – Graduate Education, Molloy College

This poster presents meta-cognitive development through differentiation-of-instruction techniques, which support the concept of adult learners acquiring and retaining information based on varied learning and teaching strategies. Additionally, techniques for memory acquisition of pre- and in-service teachers, student/teacher empowerment, and information/instruction delivery-style are addressed. Furthermore, awareness and questioning of teaching belief and value systems resulting from common social and societal realities serve as a basis for being an "in-action" (one engaged in classroom experiences) reflective practitioner.



# Conference Program • Thursday

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4:30 p.m. - 6:00 p.m. • Poster Sessions Cont'd

Park Place Ballroom

## 9p- Poster Session 11

### ***Schiering's Interactive Book Report: Playing The Pages (IBR:PLP)***

**Marjorie Schiering** – Graduate Education, Molloy College

**Courtney Arsell** – Graduate Education, Molloy College

This is an innovative concept for teaching interdisciplinary material or reviewing a selected piece of literature. The pages are constructed by college students and each one addresses the proposed development of a particular cognitive/ meta-cognitive skill. As the "pages are played," conceptual knowledge is gleaned by the book-player-of-the-pages. Literal comprehension also occurs as the book's user interacts with the material created for cognitive and meta-cognitive skill development, review of material, and enjoyment.

## 9p- Poster Session 12

### ***Articulating Identities as Life-long Learners Through Supportive Communication Behaviors : "The Little Engine That Could"***

**Mary Scholten** – Communications, Central Michigan University & Cornerstone University

While we create our language and learning environments, our language and learning environments create us. Faculty and student identities as life-long learners are formulated and constituted through the power of our words. Drawing on Jack Gibb's Categories of Defensive and Supportive Communication Behaviors, we will explore supportive communication strategies such as provisionalism and "the language of responsibility" in order to continue to create powerful learning environments for all. Might we employ modalities to allow for possibilities?

## 9p- Poster Session 13

### ***Student Teaching PLUS Service-Learning Abroad: Teacher Preparation for a Global Society***

**Barbara Senesac** – Teacher Education and Professional Development, Central Michigan University

In an era of globalization, teachers must be able to promote students' international knowledge and skills for citizenship in a global society. Preservice teachers, participating in an international student teaching experience in the Dominican Republic, develop a service-learning project with a school serving an impoverished community. Development, implementation and reflections of service as preservice teachers broaden their cross-cultural perspectives, empathy and responsibility as citizens of the world. Discussion on maximizing international service engagement.

## 9p- Poster Session 14

### ***Maximizing Student Learning Through Critical Thinking***

**Donna Smith** – Humanities, Ferris State University

**George Nagel** – Humanities, Ferris State University

Participants will learn and apply critical thinking skills to their classroom lessons. They will learn a comprehensive interdisciplinary model that can be used by both students and faculty. Participants will develop strategies for integrating critical thinking into their course work. This dynamic concept in learning has generated significant results in student understanding and retention of material. Session includes a half-hour of hands-on activities.



# Conference Program • Thursday

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4:30 p.m. - 6:00 p.m. • Poster Sessions Cont'd

Park Place Ballroom

## 9p- Poster Session 15

### ***Strategies to Design a Research Assignment: To Alleviate Desperate Research Behaviors of Undergraduates***

**Rui Wang** – Library, Central Michigan University

Writing papers is often required for various undergraduate courses. Professors value such an assignment as a meaningful learning experience. However, results usually turn out quite differently. Many students reported using methods they thought would get them in and out of the library as quickly as possible. Desperate research behaviors of undergraduates are frequently observed by research librarians. This presentation will discuss why this happens, how this happens, and what we can do about it.

## 9p- Poster Session 16

### ***Critical Thinking Techniques in Competency Based Education***

**Michelle Weemaes** – Diagnostic Medical Sonography, Ferris State University

This session will focus on the importance and processes involved in teaching critical thinking skills in a Competency Based Curriculum. The session will review where a typical first year student's thought process and skill level is at from high school. We will discuss the terminal outcomes of a critical thinking course and the difficulty students feel transitioning to college. The session will provide tools to employ to guide students into critical thinking.

## 9p- Poster Session 17

### ***Stop Fighting with Your Students over the Remote: Developing Engaging and Interactive Multimedia for Students***

**Gregory Wellman** – Pharmaceutical Sciences, Ferris State University

This session will demonstrate a number of tools used to develop engaging, interactive multimedia learning enhancements for students. Whether using these to supplement classroom-based instruction or for hybrid or on-line courses, the participant will be exposed to a number of software options to develop video, animations, web simulations or podcasts to present engaging content, while putting the control and pace in the student's hand. Some of the software covered includes Authorware, Captivate, Flash, QuickTime, 3dsMax.

## 9p- Poster Session 18

### ***The 3Rs--Reading, wRiting, Research--Infusing Critical Thinking in Classroom Activities and Assignments***

**Helen Woodman** – University College, Department of Reading, Ferris State University

**Paul Kammerdiner** – FLITE Reference and Instructional Services, Ferris State University

**Debra Courtright-Nash** – Languages and Literature, Ferris State University

How can you get college students to W-I-L-L-I-N-G-L-Y use Critical Thinking Skills in classroom activities and assignments? Presenters will provide student examples--journals, art-work, question sheets, "Sweat Pages," SEEL, etc.

## 9p- Poster Session 19

### ***Applications of Large Area Induction Loop Systems in Michigan Institutions of Higher Education***

**Lorraine Jakubielski** – Education, Madonna University

This poster presentation provides an introduction to large area induction loop systems as applied in various venues at Calvin College, Aquinas College, Hope College, and Grand Valley State University in the Holland-Zeeland and Grand Rapids areas of the state of Michigan. Induction loop systems are a class of hearing assistive technology that work together with a hearing aid's telephone switch to help hard of hearing people, one of America's fast growing populations, to hear better.



# Conference Program • Thursday

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4:30 p.m. - 6:00 p.m. • Poster Sessions Cont'd

Park Place Ballroom

## 9p- Poster Session 20

### *E-Publishing: The Silent Revolution*

**Arlene Adams** – Spadoni College of Education, Coastal Carolina University

This presentation compares e-publishing to the invention of moveable type, which generated a cascade of changes to western society. The poster will describe the various types of e-documents available to educators; scholarly and private collections as well as pay services and free archives are discussed, with emphasis on the uses to which each source is best suited. Further, the presentation includes an examination of the long-term implications of e-publishing for academia and other educational institutions.

5:00 p.m. - 6:30 p.m. • Reception • Location: Ballroom

5:00 p.m. - 9:00 p.m. • Educational Excursion - Departure #1 • Location: Meet in the Park Place Lobby

6:30 p.m. - 9:00 p.m. • Educational Excursion - Departure #2 • Location: Meet in the Park Place Lobby

9:00 p.m. - 11:00 p.m. • Hospitality • Location: Room 905/Presidential Suite



# Conference Program • Friday

Lilly North • September 14 - 17, 2006 • Traverse City, MI

7:00 a.m. - 8:30 a.m. • Breakfast • Top of the Park & Minerva's Boardroom

7:30 a.m. - 5:00 p.m. • Registration • Park Place Lobby

8:30 a.m. - 9:30 a.m. • Concurrent Sessions

Torch

**10a *Engaging Adult Learners***

**Barbara Millis** – Excellence in Teaching Program, University of Nevada at Reno

Adults bring life experiences to our classrooms and distance learning arenas that savvy teachers capitalize on. Using active learning approaches, particularly structured group work, involves adults—and others—in the teaching/learning process. This session will share principles of adult learning with practical applications.

Leelanau

**10b *Students as Academic Leaders***

**Ed Zlotkowski** – English, Bentley College

In this workshop we will look at the many important roles students can – and should – play in working with faculty and community partners to facilitate academic service-learning. Depending on the make-up of the participant group, we will move as much as possible from general ideas to specific actions.

Courtyard 1

**10c *10 Ways to Engage Students in an Online Course***

**Ming Dai** – Center for Instructional Design, Central Michigan University

The success of an online course depends greatly on how students are actively engaged in the course, with the instructor and their classmates. The presenter will share tips and activities in designing and facilitating a student-centered and highly-engaged online course.

Courtyard 2

**10d *Revealing the Magic: "Secrets" of How People Learn***

**Todd Zakrajsek** – Faculty Center for Innovative Teaching, Central Michigan University

There was a time the secrets of magic tricks were never revealed. Now magicians regularly show how tricks are completed and audiences are more intrigued than ever. Higher education is similar in that many aspects of student learning are mysterious and few instructors know the many "tricks" involved. To be a good facilitator of learning, one must learn how and why students learn. Once a foundation is learned one can truly teach others, thus "Learning so Everyone Teaches." In this session I will expose the major findings with respect to student learning. Find out what motivates students, why active learning works, the major brain functions involved in learning, and how we can help our students better learn both the process and content of what we desire to teach them. Due to space constraints, this session is limited to 20 participants.

Crystal

**10e *With Respect to Respect: Creating Inclusive Learning Environments***

**Colleen Braun** – College of Extended Learning, Central Michigan University

This workshop will 1) identify behaviours defining a respectful learning environment; 2) explore organizational and personal benefits derived through an inclusive classroom culture; 3) explore strategies, consensus and ownership in defining best practices; and 4) develop a framework to reinforce ongoing appreciation of individual rights and differences. Desired outcomes impact positively on classroom culture, productivity, and co-learner relationships.



# Conference Program • Friday

Lilly North • September 14 - 17, 2006 • Traverse City, MI

9:30 a.m. - 9:45 a.m. • Break • Refreshments Provided

9:45 a.m. - 11:00 a.m. • Concurrent Sessions

## Torch

### 11a ***The Changing Role of Teachers and Students in a Learner-Centered Classroom***

**Terry Doyle** – Faculty Center for Teaching & Learning, Ferris State University

I have over the past 18 months worked with 20 faculty members 3 hours per week each week of the academic year to adapt Maryellen Weimer's learner-centered teaching approach into their teaching. During this process it became increasingly clear that it was not only the faculty that needed assistance in how to function in a learner-centered classroom but that students would need significant help as well. This session will suggest ways faculty can prepare themselves and what they need to do to prepare their students to learn in a learner-centered classroom. The audience will come away with a specific set of recommendations on how to create a learner-centered classroom and how to help students become productive learners in this environment.

## Leelanau

### 11b ***Documentation That Teaching is Over-Rated and Over-Practiced***

**Steven DiCarlo** – Physiology, Wayne State University

There is a paucity of scientific documentation supporting specific teaching strategies. Without a scientific knowledge base, teaching cannot claim and hold professional status. Furthermore, no discipline can defend itself effectively against skepticism unless its procedures are based on scientific proof established by experimental research. In this context, we will discuss our research documenting that teaching is over-rated and over-practiced. Specifically, results document that there is too much teaching, not enough learning and too little fun.

## Courtyard 1

### 11c ***Revision and Renewal: Possibilities to Potentiate Your Teaching***

**Jim Eison** – Adult, Career & Higher Education, University of South Florida

John W. Gardner (1963) observed "The creative individual is particularly gifted in seeing the gap between what is and what could be (which means, of course, that he has achieved a certain measure of detachment from what is)." Creative college instructors similarly challenge themselves to identify possible gaps between previously employed instructional approaches (however successful they have been) and alternative approaches that might further enhance students' learning as well as reenergize one's own teaching. This interactive session will guide participants in identifying revitalization strategies to enhance students' learning and/or one's own professional development.

## Courtyard 2

### 11d ***Removing Barriers: Six Ways to Motivate Your Students, Peers, and Even Your Bosses***

**Spence Tower** – Management, Ferris State University

This surprisingly simple approach focuses on one issue: getting rid of the common excuses others use for poor effort and performance. You will leave this session with numerous ready-to-use ideas for overcoming problems. This workshop will clarify the main barriers to motivation and, through the many experiences of audience members, help us develop an action plan for lighting fires under those in need. This high-involvement workshop has been well received by hundreds of MBA students and, more importantly, well used by them, too.



# Conference Program • Friday

Lilly North • September 14 - 17, 2006 • Traverse City, MI

9:45 a.m. - 11:00 a.m. • Concurrent Sessions Cont'd

Minerva's Boardroom

**11e** ***No Cost, Low Entry Solution to Asynchronous and Synchronous Communication for the Traditional and Online Classroom***

**Mary Brady** – Instructional Technology and Teacher Education, Wayne State University

**Ron Garrett** – Pew Faculty Teaching & Learning Center, Grand Valley State University

Student-instructor communication is a top priority in both the traditional and online learning environments. Teachers should always be seeking out instructional tools that provide their students with more engaging, efficient and effective communication. One particularly effective tool for communication outside of class is Voice over Internet Protocol (VoIP). With high speed internet connections, real-time video can also be supported. This functionality can be delivered by freeware such as Skype, Googletalk, etc. These communication conduits can provide high-quality audio communication between two PCs, at no cost and are easy to use. Synchronous audio-video can be used for communication and instructional purposes in the traditional classroom or by using a CMS like Blackboard.

Crystal

**11f** ***Unleashing Your Creative Potential***

**Don Perini** – Bible, Religion, & Ministry, Cornerstone University

Ever hear yourself say, "I'm not a creative person". In reality, anyone, yes... even you, can become creative. This creative session is designed to help you develop your creative potential in ways that will reinvent your teaching... guaranteed.

11:00 a.m. - 11:15 a.m. • Break

11:15 a.m. - 12:00 p.m. • Concurrent Sessions

Torch

**12a** ***Lights, Camera, Action! The Role of Movies and Video in Classroom Learning***

**Pam Eddy** – Educational Leadership, Central Michigan University

**Dan Bracken** – Faculty Center for Innovative Teaching, Central Michigan University

Increased technology support in classrooms allows for enhanced opportunities for faculty to make use of multimedia for student learning. The focus of this session is how best to make use of movies and clips to enhance student learning. Support for faculty in the use of technology in teaching is critical to successful implementation. A review of the fundamentals from a technical perspective is provided, as well as techniques to incorporate movie clips in active learning instruction.



# Conference Program • Friday

Lilly North • September 14 - 17, 2006 • Traverse City, MI

11:15 a.m. - 12:00 p.m. • Concurrent Sessions Cont'd

Leelanau

**12b** *R/Evolution of Teaching/Learning Strategies*

**Janice Huffman** – Teacher Education and Professional Development, Central Michigan University

**Connie VanDoeselaar** – Teacher Education and Professional Development, Central Michigan University

**Ruth Volz** – Teacher Education and Professional Development, Central Michigan University

**Donald Volz** – Teacher Education and Professional Development, Central Michigan University

This session focuses on unique innovative course development which emphasizes dispositions, models best practice teaching, and uses technology as a tool. The presentation includes an overview of an introductory course with emerging strategies for management, instruction, and academic gain which incorporates: 1) student development in becoming a teacher, 2) multi-facets of diversity, 3) technology integration, 4) differentiated methodology, and 5) professional collaboration. If you are looking for alternatives to lecture in any class size, this will provide ideas for possibilities.

Courtyard 1

**12c** *Engaging Students in Reading*

**Catherine Frerichs** – Pew Faculty Teaching & Learning Center, Grand Valley State University

First-year students, especially, often do not have the motivation or ability to read college-level texts, particularly those requiring critical thinking. Mosaic of Thought (Keene and Zimmerman 1997) describes the metacognitive abilities of proficient readers and demonstrates how students can practice them. After this approach has been modelled, participants will practice it. They may then have less fear of assigning difficult texts, including for underprepared students. Finally, participants will consider strategies for assessing this approach.

Courtyard 2

**12d** *Potentiating Possibilities with Pragma-Dialectics: A Technique for Classroom Conversation*

**Noel Boyle** – Philosophy, Grand Valley State University

Demonstration of a technique for facilitating class discussion based loosely on Oscar Brenifier's "pragma-dialectics." Too often, classroom discussion oscillates between professorial pontification and vague, undirected comments from only a few students. This alternate approach requires participation, seeks dialogue regarding points of disagreement and clarifies the logical structure of the conversation. It calls on the discussion leader only to organize and focus the conversation. The result is more engaged and critical student interaction.

Minerva's Boardroom

**12e** *The Expected, the Unexpected and the In-Between: Assessing the Experiences of Service-Learning*

**Sr. Patricia Brady, SSMN** – Office of Service-Learning, Canisius College

**Patricia Coward** – Center for Teaching Excellence, Canisius College

Our society is often disengaged but our college students can not be. Service-learning is an ideal pedagogical method of experiential learning by which students engage in hands-on learning which brings them, the people whom they help, and the college from which they come into an experience of transformation. How does this transformation happen? How can we reflect upon it and assess its value? This is the challenge we address in this presentation.



# Conference Program • Friday

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11:15 a.m. - 12:00 p.m. • Concurrent Sessions Cont'd

Crystal

**12f** ***From Myopia to Global Vision: The Power of International Collaboration***

**Diane Boehm** – Instructional Support, Saginaw Valley State University

College graduates today must be prepared to function in a global environment. One strategy to accomplish this goal is to engage in actual online collaborative tasks with students from different countries. For the past four years, Boehm's composition students (both freshmen and upper level) have conducted such collaborative projects with students at Poznan University of Technology, Poland. This presentation will highlight both the challenges and the rewards of conducting such collaboration.

Top of the Park

**12g** ***Web Resources to Facilitate Better Student Learning***

**Karen Minchella** – Prof Ed, Central Michigan University

This interactive session is designed to give you valuable information pertaining to teaching and learning that is currently on the web. Using facilitator tools, learn how to quickly find valuable information pertaining to concepts such as active learning, problem-based learning, and grading rubrics. Most importantly, learn how to quickly wade through the millions of sites to find the ones that will benefit your class and help your students to learn.

12:00 p.m. - 12:45 p.m. • Lunch • Park Place Ballroom

1:00 p.m. - 1:20 p.m. • Participant Idea Exchange (PIE) Sessions

Park Place Ballroom

**13p- PIE Table A**

***Oral Examinations as Both an Evaluation and Teaching Tool***

**Ray Amtmann** – Business, Northern Michigan University

This subject is explored based on experiences both as an instructor and student giving and taking oral exams. It covers students' views and apprehensions before and after an oral exam. It also considers the fact that once a student leaves the academic environment they no longer take exams but are expected to think on their feet and routinely converse on diverse questions and be judged on the substance of their statements.

**13p- PIE Table B**

***Action Research as Professional Development: What Can Educators Learn by Studying Our Teaching?***

**Kathryn Bell** – Education, Spring Arbor University

Using action research to improve teaching and learning creates authentic professional development opportunities across the educational community. Finding the questions, creating a research plan, collecting and analyzing evidence, and taking action based on those findings constitute the framework of this approach to professional growth. Join colleagues to discuss ways to help students use action research as well as explore how we can use action research to improve our own teaching.



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1:00 p.m. - 1:20 p.m. • Participant Idea Exchange (PIE) Sessions Cont'd

Park Place Ballroom

## 13p- PIE Table C

### ***Cooperation between Special Education and General Education Professors: A Model of the Real World***

**Diane Crosley** – School of Education, Spring Arbor University

**Donna Bergman** – Special Education, Spring Arbor University

This model of collaboration for Teacher Education professors helps undergraduates understand their roles as special education or regular education teachers in serving special needs students. The model includes a joint class with mock IEPs and cooperative learning to help students address misconceptions and cultivate appropriate professional attitudes and dispositions.

## 13p- PIE Table D

### ***Value of Internationalizing Features of MSA Courses***

**Belmont Haydel** – Prof Ed, Central Michigan University

Today, globalization encompasses the social, economic, and political arenas in all aspects of human society and behavior. This is being brought about by the continued expansion of technology and inter-communication of ideas and expanded cross-national cultures (Daniels, Radebaugh, and Sullivan, 2007). With increasing need to understand and practice skills for competing in organizations, university courses must be designed to equip students for the inevitable future of global societies.

## 13p- PIE Table E

### ***Learning by Design***

**Monica Holmes** – Business Information Systems, Central Michigan University

Incorporating the approach, *Understanding by Design*, by Wiggins and McTighe (1998), an introductory business class is taught so that more content, but less work is possible. Weaving personal and group goals into the assignments means that more can be taught, but the grading by the instructor is minimized. Included in the learning objectives of this course are group dynamics, personal development, and evaluation of multinational corporations.

## 13p- PIE Table F

### ***Helping Students Find Their Voice in the Research Paper***

**Heather Sisto** – Humanities, Mott Community College

The researched argumentation paper: students' dread of its preparation is second only to professors' dread of its evaluation. Beginning college writers need opportunities to find their own voice, avoid unintentional plagiarism, and develop an original thesis by researching a topic in which they have a vested interest. Come prepared to share a Superior and Poor paper and learn new strategies for infusing a personal narrative and incorporating sources effectively.

## 13p- PIE Table G

### ***Preservice Teachers Integrating Service-Learning and Technology: Lets Brainstorm!***

**Peggy Thelen** – Education, Alma College

This discussion will center on engaging preservice teachers not only in meeting a community need, but also in using technology to enhance the delivery of the solution. The sometimes tenuous process of finding and refining a project will be discussed. Lack of ideas is often the excuse for not implementing a service-learning project in a college course. By hearing ideas that are already being used, participants may generate project ideas of their own.



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## 1:00 p.m. - 1:20 p.m. • Participant Idea Exchange (PIE) Sessions Cont'd

Park Place Ballroom

### 13p- PIE Table H

#### ***Regaining the Power of Communication: Debating Our Thoughts***

**Diane Kimoto** – Public and Nonprofit Administration, Grand Valley State University

Debating is beyond having an argument, it is communication. It is the skill of assessing the changing flow of information and issues as they are realized. By incorporating elements of the debate process into students' lives, they are empowered to "contribute to national life by identifying unaddressed problems and bringing them to public attention, by protecting basic human rights, and by giving voice to a wide assortment of community concerns" (Salamon, 2002).

## 1:30 p.m. - 2:30 p.m. • Plenary Session

Park Place Ballroom

### 14p ***The Two "Engagements"***

**Ed Zlotkowski** – English, Bentley College

Over the past decade interest in civic and community engagement has been easily matched by a new emphasis on personal engagement in learning. In what ways do these two forms of engagement complement each other? To what degree do they pull in different directions? Should one be regarded as a subset of the other? What would it mean if we were to succeed in promoting a renewed interest in learning but not in public life? What would civic engagement look like if it did not include a personal commitment to learning? Why did Boyer feel, at the very end of his life, compelled to add to his analysis of scholarship a scholarship of engagement?

## 2:30 p.m. - 2:45 p.m. • Break

## 2:45 p.m. - 3:30 p.m. • Concurrent Sessions

Torch

### 15a ***Ten Ways to Use Multimedia in the University Classroom***

**Terry Hallett** – Speech Language Pathology & Audiology, The University of Akron

Despite its growing power and promise, advanced technology has yet to affect that most basic component of educational practice, the classroom. The unrealized potential of technology lies in presentation of experience-like complexity. Multiple focal points such as videos, graphics, handouts, and flip charts present complex interrelated concepts that promote social collaboration and learning. This session demonstrates ten ways to incorporate technology into the classroom via audio, video, animation, graphics, text, and special effects.



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2:45 p.m. - 3:30 p.m. • Concurrent Sessions Cont'd

## Leelanau

### 15b *Meet the RAP*

**Kathlyn Parker** – Special Education, Eastern Michigan University

**John Rose** – Washtenaw Intermediate School District

**Chris Gladstone** – Special Education, Eastern Michigan University

**Andy Cobb** – Student, Eastern Michigan University

RAP stands for "Recreational Activities Project," and it has been a requirement for my course, "Intro to Cognitive Impairment," for the past five years. The RAP is based upon service-learning values and teaching philosophy. University students go out in their communities with Washtenaw Intermediate School District students of a similar age. We will present how the project is run, what some outcomes are, and what some of the students have said about it.

## Courtyard 1

### 15c *Service-Learning in Business Education*

**Pamela Miller** – Business, Lansing Community College

**Karen Casey** – Service-Learning and Civic Engagement, Michigan State University

**Amy Smitter** – Executive Director, Michigan Campus Compact

A panel of educators will discuss integration of service-learning activities into business courses and programs. Service-learning is a teaching method that integrates community service with academic study. Please join Karen McKnight Casey (MSU), Pamela Miller (LCC), and Amy Smitter (Michigan Campus Compact) to learn how service-learning reinforces students' understanding of course topics, promotes program goals, and enhances community relationships.

## Courtyard 2

### 15d *What Do Students Say about Online Discussion?*

**Glenna Decker** – College of Education, Grand Valley State University

**Sarah Cox** – Liberal Studies, Grand Valley State University

Much has been written about the value of online discussion and how to build an online community. As faculty, we want to extend discussion beyond the class meeting time and build interaction into our online courses. However, what do students say about it? This presentation will share some insights gleaned from students assigned online discussion as well as from literature. Pedagogical suggestions for online discussion will be shared by the presenter and among participants.

## Minerva's Boardroom

### 15e *Podcasting and Screencasting in the Classroom*

**Russell Barneveld** – College of Education, Grand Valley State University

With the popularity of the "Ipod" and Mp3 players podcasting provides a simple application for providing classroom material to students using the internet. Using simple technology it is possible to digitally record classroom lectures and demonstrations for distribution to students using the internet. Podcasting produces audio output while Screencasting produces both audio and video. Using a laptop computer, a microphone, a digital video camera (or webcam), and "Camtasia Studio," classroom lectures and demo's can be captured and digitized. The captured materials can then be outputted in a variety of formats and uploaded to a website.



# Conference Program • Friday

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2:45 p.m. - 3:30 p.m. • Concurrent Sessions Cont'd

Crystal

**15f** *The Care and Feeding of Adults in a Cultural Setting*

**Larry Roberts** – Human Services, University of Alaska Fairbanks

The way of the human being includes the love for people, respect for people's abilities to shape their own lives, and the capacity to value others' experiences. This workshop will demonstrate a "non-traditional" learning environment with the benefit of the teaching of Alaska Native Elders for adult learners attending "traditional" university classes. This session will be facilitated with the guidance and support of a teaching Elder.

3:30 p.m. - 3:45 p.m. • Break • Refreshments Provided

3:45 p.m. - 4:45 p.m. • Concurrent Sessions

Torch

**16a** *From Service-Learning to Engaged Scholarship*

**Jeffrey Howard** – Community Service-Learning, University of Michigan

How does one leverage teaching a service-learning course on behalf of one's scholarship? Teaching a service-learning course provides fertile ground for generating scholarship. We will review the opportunities service-learning presents for the scholarship of teaching, service-learning research, and engaged, community-based scholarship (including community-based research and professional service). We will also review publication outlets for this kind of work.

Leelanau

**16b** *How can you give me a C?!!! Helping Students Understand Grades*

**Marilla Svinicki** – Educational Psychology, The University of Texas at Austin

One of the most common sources of friction between students and teachers is the assignment of grades. There are several sources of this friction and ways that instructors can help students turn grading into a learning experience. During this session we will look at what might be causing an otherwise rational student to resist seeing grades as anything but personal, and how instructors can change that tendency. We will look at the qualities of measurement instruments that help you defend your grading practices. We will also look at the student motivational variables that result in their resistance to being evaluated. Somewhere between those two we might find a solution to this problem.



# Conference Program • Friday

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3:45 p.m. - 4:45 p.m. • Concurrent Sessions Cont'd

## Courtyard 1

### 16c *Fostering Critical Thinking and Personal Commitment in a Mathematics Course*

**Dale Winter** – Mathematics, University of Michigan

On April 16, 2004, tens of millions of Americans watched television personality Oprah Winfrey introduce her afternoon program with the announcement: "It's one of the big reasons why so many women are getting AIDS... their husbands and their boyfriends are having secret sex with other men."

On the same day, tens of American college students studied for their approaching precalculus exam by reading the introduction: "Consider a plane flying on a direct route between two cities. The distance  $s$  (in miles) traveled in  $t$  hours is  $s = 560t$ ."

While this anecdote clearly demonstrates that Oprah Winfrey has nothing to fear from precalculus exams, it also raises important questions about college instruction. For example, do college mathematics learning experiences have to be generic, under-inspiring and (at best) loosely connected with reality? Can students be productively engaged in mathematical learning, as the viewers of Ms. Winfrey's show are sometimes engaged, through active, authentic experience, emotional arousal and abstract issues made personally relevant?

This interactive session will tell the story of a mathematics course at the University of Michigan that was designed and taught to engage students in critical thinking about controversial, important and meaningful social issues. Some examples include persecution of native people in Botswana and the gender dynamics of the HIV/AIDS epidemic in sub-Saharan Africa. The philosophy and structure of the course will be outlined, examples of the learning experiences that students participated in provided, and quantitative evidence offered to indicate the efficacy of the approach.

## Courtyard 2

### 16d *A Successful Experiment Integrating International Collaboration Into Course Content Using Virtual Communities*

**Sandra Poindexter** – Business, Northern Michigan University

**Ray Amtmann** – Business, Northern Michigan University

Problem: How can U.S. students unlikely to study abroad increase their international perspective within a U.S. course? One successful solution: Use the Internet to connect college students in equivalent classes across international borders, design collaborative assignments and require reflection. An experiment using two types of technology with different levels of course content depth resulted in 86% of responding students recommending the approach for other courses. The approach and lessons learned will be presented.

## Minerva's Boardroom

### 16e *Verbal Intelligence in a Visual World: Writing for Learning*

**MaryAnn Crawford** – English, Central Michigan University

Video games, icons, and television are commonplace in our culture. Students are bombarded with images, while teachers and parents bemoan the lack of reading and writing: verbal skills held hostage by the cultural cache of visual intelligence. Drawing from recent work in neurobiology on multiple intelligences and learning styles, this session will examine our and students' preferences and explore ways that writing can be used to both support and enhance learning in our classrooms.

5:00 p.m. - 6:30 p.m. • Reception • Top of the Park

6:30 p.m. - 8:00 p.m. • Dinner • Park Place Ballroom

8:00 p.m. - 11:00 p.m. • Hospitality • Room 905/Presidential Suite



# Conference Program • Saturday

Lilly North • September 14 - 17, 2006 • Traverse City, MI

7:00 a.m. - 8:30 a.m. • Breakfast • Top of the Park & Minerva's Boardroom

8:00 a.m. - 5:00 p.m. • Registration • Park Place Lobby

8:30 a.m. - 9:15 a.m. • Concurrent Sessions

## Torch

### 17a *What Works and Does Not Work in Critical Thinking*

**Dave Terrell** – Humanities, Northwestern Michigan College

My experience trying to use critical thinking to teach content is that there are some things that look good and seem promising but do not always pan out in reality. At the same time, there are old things that can be revised with CT in mind that can work very well. In this session I propose to name names and tell all and suggest some principles for picking winners and losers - kind of like picking a good stock.

## Leelanau

### 17b *Cognition and Education: What Instructors Need to Know*

**Margo Bowman** – Psychology, Wayne State University

**Debra Frame** – Psychology, Wayne State University

Effective teaching takes into account limitation of the human information processing system. We will discuss and demonstrate several factors that influence learning and retention. Although many instructors implicitly know how to encourage learning, this session will provide insight into “why” some strategies work and “how” to maximize the system. Through interactive demonstrations, participants will experience several critical factors that impact the learning process and then discuss ways to use this information to improve student learning.

## Courtyard 1

### 17c *Educational Success with the Adult Learner*

**Peggy Houghton** – Faculty, Baker College Center for Graduate Studies

**Tim Houghton** – Faculty, Baker College Center for Graduate Studies

An extraordinary number of students are returning to education after taking a hiatus or simply never pursuing an advanced degree. These individuals bring with them many challenges. . . such as employment, family commitments, and social responsibilities. Their return to education is admirable, yet little information exists to assist with this academic endeavor. This presentation will consider the adult learner and what is entailed to make their college endeavor a successful journey.

## Courtyard 2

### 17d *Playing the Game: Using Games to Teach College Students Critical Thinking Skills*

**Helen Woodman** – University College, Department of Reading, Ferris State University

**Paul Kammerdiner** – FLITE Reference and Instructional Services, Ferris State University

Who wouldn't rather be playing games? By using STUDENT-CREATED GAMES--adaptations of Monopoly, Jeopardy, Life-- and moving on to more creative games, the presenters were able to “suck students into the wonderful world of Critical Thinking.” A Bonus--the students never knew what hit them! Play student-created games, get new ideas to energize your classroom, and get a game to take home with you. Active participation required!



# Conference Program • Saturday

Lilly North • September 14 - 17, 2006 • Traverse City, MI

## 8:30 a.m. - 9:15 a.m. • Concurrent Sessions Cont'd

Crystal

### 17e ***Service - Learning: Its Definition and Integration into a Course. A Case in Pharmacy***

**Lucy Ngoh** – Pharmacy, Ferris State University

This session will examine the various definitions of service-learning and how it differs from volunteerism, community service, field studies, and internship. The principles of service-learning and a framework for integrating service-learning into a course will be presented. Service-learning Pedagogy strategies suggested in the literature will be discussed. Finally, a case study will be used to demonstrate how service-learning has been integrated into a Pharmacy course.

## 9:15 a.m. - 9:30 a.m. • Break • Refreshments Provided

## 9:30 a.m. - 11:00 a.m. • Concurrent Sessions

Torch

### 18a ***"The Chair," Or, Creating A Motivational Classroom***

**Louis Schmier** – History, Valdosta State University

Want to motivate students? You can't!! So, don't bother asking, "How can I motivate students?" Want to create an environment in which students motivate themselves? That you can do!! Then, ask, "How can I create the conditions in a classroom within which students will motivate themselves?" Self-motivation thrives when students (a) feel they belong and feel connected, (b) feel a sense of autonomy and self-determination by being in control, and (c) feel capable. Through a series of exercises, culminating in the powerful exercise I call, "The Chair," we'll see that classrooms become "motivating environments" when students' needs to belong and feel connected, to experience a sense of self-determination and ownership, to be noticed and respected, and to have their competencies identified and recognized and encouraged are met. Then, we'll have some serious fun as we become students and apply the lessons of "The Chair" in a classroom assignment that makes a seminal shift away from feeling powerless, fearful, helpless, and controlled, towards what I call the "achievement attributes" of feeling in control, feeling fearless, having choice, being capable, being responsible, and being respected.

Leelanau

### 18b ***Designing a Service-Learning Course***

**Jeffrey Howard** – Community Service-Learning, University of Michigan

We will review the three necessary elements of a bona fide service-learning course – relevant and meaningful service with the community, enhanced academic learning, and purposeful civic learning - and identify academic and civic learning goal exemplars made possible by the addition of community service to a course. Attendees will leave with a clarified understanding of service-learning and a start on establishing academic and civic learning goals for their specific service-learning course.

Courtyard 1

### 18c ***Understanding Student Learning Styles***

**Denise Mitten** – Recreation Leisure Studies and Wellness, Ferris State University

Understanding student learning styles and designing instructional material accordingly can help make teaching and learning more effective. As important is helping students understand the value and how to expand their learning preferences. Since the Grasha-Riechmann model focuses on the orientation between faculty and students, it is a useful tool when designing learning-centered classrooms. Using a case study example, participants can learn how this tool can help faculty make decisions about teaching methodology and to encourage students' development of additional learning styles.



# Conference Program • Saturday

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9:30 a.m. - 11:00 a.m. • Concurrent Sessions Cont'd

## Courtyard 2

### 18d *iPod + iTunesU + iPodagogy: The iPodification of Education*

**Peter Doolittle** – School of Education, Virginia Tech

Is the iPod entertainment technology or educational technology? The iPod is currently being used as a form of educational technology at universities and colleges, and K-12 schools, both in the U.S. and abroad. But...does it make any sense to use the iPod for education? Is the iPodification of education "regressive" (Trembath, 2006), leading to "further academic disintegration" (Grant, 2005); or, is the iPod "a highly effective learning tool" (Burch, 2006). How is the iPod being used for educational purposes, what does it take to use the iPod educationally, and what are the early returns from research into the efficacy of iPodification? To iPod, or not to iPod.

## Minerva's Boardroom

### 18e *Is Your Course Syllabus Really All That Important?*

**Ray Shackelford** – Technology, Ball State University

Is your course syllabus really all that important? Who reads them? What should they include? Do I, as a college professor, really need one? Is there a strong correlation between the quality of an instructor's syllabus and the quality of his/her teaching? Is there any truth to the following statement, "When I don't get a syllabus or get an incomplete one," one student wrote, "I know I'm not going to get my money's worth from the course. A bad syllabus means that the teacher doesn't care." Come prepared for a lively discussion about the "course syllabus" and some very helpful hints on preparing course syllabi - a teaching tool that is far too often taken for granted and used only to provide cursory information!

## Crystal

### 18f *Using Rubrics to Effect Authentic Assessment of Adult Learners*

**Shelly Boardman** – Prof Ed, Central Michigan University

**Jennifer Cochran** – Prof Ed, Central Michigan University

This active learning session topics include prior research on rubrics; informal and formal assessment rubrics; past experience with rubric development, including the development of a rubric for the final writing component for the MA in Education program. We will provide an active learning opportunity, via computer usage and internet, for participants to develop their own rubric. Handouts will be provided with internet sites, software information, and other references for extension activities for the participant. You may bring your laptop with you to this session, however it is not required.

## Top of the Park

### 18g *Active Learning: The Perspective from Educational Psychology*

**Suzanne Swiderski**

"Active" approaches to learning have dominated discussions about pedagogy in higher education. However, these discussions often do not address either the cognitive rationale or the cognitive strategies that underlie active learning in college classrooms. In this session, participants will engage in simulated "experiences" from educational psychology to understand the theories and research supporting an active learning approach to teaching. Additionally, participants will be guided through a process for incorporating active learning strategies into their teaching.

11:00 a.m. - 11:15 a.m. • Break



# Conference Program • Saturday

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11:15 a.m. - 12:00 p.m. • Concurrent Sessions

Torch

**19a** ***The Learning Contract Model of Learning: Student Achievement Methodology for a Distance Learning Masters Course***

**Michael Stacey** – College of Extended Learning, Central Michigan University

**Robert Halliday** – Management, Quinnipiac University

This hands-on workshop will introduce the Learning Contract model and technology as a classroom management methodology. The contracting strategy invites adult learners to become involved in their own professional and personal growth. This strategy is a client-centered learning approach to student education, emphasizing individual or team goal setting, action planning and evaluation. Participating faculty will construct their own contracts in small learning teams and receive contract feedback within the session.

Leelanau

**19b** ***The Positive Power of Groups in Action***

**Elizabeth Talbert** – Communication, Oakland University

Through small group interaction and guided discussion, this session will explore how community service project groups can be adopted as a teaching method useful for exploring universal concepts such as power, conflict, creative problem solving, cultural sensitivity, and project management. A small group project model currently in use will be briefly shared and the positive benefits and outcomes of this approach explored. Ideas for projects suitable for a range of majors will be generated.

Courtyard 1

**19c** ***Community Based and Service-Learning Assessment***

**Susan Hastings-Bishop** – Recreation, Leisure Services and Wellness, Ferris State University

The assessment of aspects of community based and service-learning models and establishment of an assessment process will be presented. Participants will be working through initial steps to decide on which assessment processes or tools would be applicable in their academic course.

Courtyard 2

**19d** ***A Potent Mix, Indeed: Building Critical Reflection and Assessment into Genre Projects***

**Helen Raica-Klotz** – English, Saginaw Valley State University

In literature classes, genre projects are useful tools of instruction, since they encourage students to view texts on multiple levels, to reflect on language, symbol, and meaning, and to understand the author/reader relationship. Utilizing student models and commentary, course assignments and rubrics, and a hands on group activity, this session will invite participants to explore practices to help students critically reflect on their genre projects and provide participants with models for student assessment.

Minerva's Boardroom

**19e** ***Using E-Journals to Promote Student Learning and Reflective Thinking***

**Shelley Schuurman** – Social Work, Grand Valley State University

**Kimberly Kenward** – Educational Technology, Grand Valley State University

This presentation will introduce a web-based journal tool as a highly effective alternative to traditional, paper journals. We will demonstrate how E-Journaling has been used to enhance classroom learning via reflective learning, contextual learning, and critical self-reflection exercises. Student responses to this web-enhanced classroom learning technique will be shared, as well as information on how participants can utilize Blackboard's E-Journaling tool.



# Conference Program • Saturday

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11:15 a.m. - 12:00 p.m. • Concurrent Sessions Cont'd

Crystal

**19f** *The Utilization of Student Peer Evaluations within Team Projects*

**David Kelley** – Engineering and Technology, Central Michigan University

Within academic programs of study, group projects are often utilized to facilitate team concepts and situations. If employed successfully, a group project can draw on the talents of all students in a manner that provides results and promotes a positive understanding of team concepts. If employed haphazardly, group projects can lead to unbalanced work loads and a dislike for such projects. This presentation will detail a team design project within an engineering design graphics course.

12:00 p.m. - 12:45 p.m. • Lunch & Book Drawing • Park Place Ballroom

1:00 p.m. - 1:20 p.m. • Participant Idea Exchange (PIE) Sessions

Park Place Ballroom

**20p- PIE Table A**

*Visual Cues in a Constructivist Context*

**Rosemary Shaw** – Business, University of Ballarat

The desire to have students become creative and innovative is married to my challenge of engaging first year students from a range of non-law degrees in the study of an introductory law subject. In an assessment tool, students were asked to choose one visual image that resonated with them from a range of six, discuss a few legal issues that they "saw in the image," and finally discuss a related statute and a related case.

**20p- PIE Table B**

*AMERI-CAN: A Reverse Role Playing Simulation for Teaching American Government and Democracy*

**Richard Griffin** – Social Sciences, Ferris State University

AMERI-CAN is a reverse role playing simulation for teaching American government and democracy classes in which students learn through engaging in the political process. The simulation takes students through six separate stages of governmental, institutional and democratic process development: (1) Forging the Constitution; (2) Forming the New Government; (3) Democratizing the System; (4) Contemporary Political Parties, Political Campaigns, and Electoral Politics; (5) Deliberation and Resolution of Domestic Issues; and (6) Diplomacy in the Global Political and Economic Arenas.

**20p- PIE Table C**

*A Tested Strategy for Using Blackboard's Discussion Board Feature*

**Forrest Holcombe** – Prof Ed, Central Michigan University

The author developed a graduate assignment employing the Discussion Board feature of Blackboard requiring students to evaluate and question course content. Students responded in many useful ways, including: restating and interpreting information; using information to make arguments; and branching out to related topics of interest to them. This technique saved scarce classroom time and empowered students to shape course content. Students frequently reported this to be the best part of their class experience.



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1:00 p.m. - 1:20 p.m. • Participant Idea Exchange (PIE) Sessions Cont'd

Park Place Ballroom

## 20p- PIE Table D

### ***Bringing Entrepreneurship Into the Classroom With Learner-Centered Teaching***

**Susan Jones** – Marketing, Ferris State University

This presentation will begin with a case study showing how learner-centered teaching revolutionized the classroom environment and outcomes in a World of E-Commerce class aimed at entrepreneurial business students. It will provide a format for participants to share their reactions and their own experiences with and thoughts about learner-centered teaching...and to leave with some ideas to try in their own classrooms.

## 20p- PIE Table E

### ***Application of Integrated, Thematic Web Quest Projects across the Curriculum***

**Amy Kavanaugh** – School of Education, Ferris State University

**Lisa Mencer** – Muskegon Public Schools

Learn about the development, implementation, and assessment of an integrated thematic project driven by a WebQuest, as part of a graduate course. Michigan high school students participated in a study of Diversity in Healthcare connected to standards in science, social studies, and English language arts. Discover what students learned, and get ideas to create your own.

## 20p- PIE Table F

### ***Applying Advance Organizers for Critical Thinking and Active Learning***

**Mary Anna Kruch** – English, Grand Valley State University

In this session, the concept of advance organizers will be offered as a model for use with a lesson, a unit, and the major learnings of a course. Participants will be invited to try alternatives to the traditional lecture format by providing support such as advance organizers for students to become more active learners and critical thinkers. A bibliography of supportive sources as well as lesson templates will be available.

## 20p- PIE Table G

### ***Transnational Online Student Collaboration: Does it work?***

**Hermann Kurthen** – Sociology, Grand Valley State University

This presentation reports findings from an online collaboration between students in the Sociology departments at Grand Valley State University and the University of Schwaebisch-Gmuend in Germany on topics related to globalization. The goal was to broaden students' understanding through interaction with those of differing cultural perspectives and nationalities.

## 20p- PIE Table H

### ***Encouraging a Plagiarism-free Environment Increases Students Potential for Success***

**Margo Bowman** – Psychology, Wayne State University

Too many students fail courses due to plagiarism. To promote a plagiarism-free writing environment, a tutorial with specific examples from required readings was used to illustrate how to correctly insert information into written assignments. This session proposes to demonstrate how specific instruction can enhance students ability to avoid plagiarism and successfully complete written work. Ultimately, students learned that explaining issues in their own words can be more powerful and satisfying than using someone else's words.



# Conference Program • Saturday

Lilly North • September 14 - 17, 2006 • Traverse City, MI

1:30 p.m. - 2:30 p.m. • Plenary Session

Park Place Ballroom

**21p** *Learning and Motivation in the Postsecondary Classroom*

**Marilla Svinicki** – Educational Psychology, The University of Texas at Austin

While there is much available research and theory about learning and motivation, until now there has been no resource that translates esoteric findings into everyday language and examples that can be readily applied in college classrooms. This session brings key findings and theories of educational psychology to classroom faculty, helping them to adopt a scholarly approach to understanding their students' learning problems.

2:30 p.m. - 2:45 p.m. • Break

2:45 p.m. - 3:30 p.m. • Concurrent Sessions

Torch

**22a** *What International Instructors' Perspectives of Classroom Incivility May Show Us*

**Kevin Johnston** – Teaching Assistant Program, Michigan State University

Imagine negotiating an uncomfortable or potentially dangerous classroom situation as an international instructor, one whose cultural assumptions about what constitutes "proper" classroom interaction may exacerbate rather than mitigate conflict. What can their experiences tell American graduate instructors and faculty about managing American classrooms? Based on well-known theories of student retention and my recent research on intercultural teaching, this session will investigate approaches for understanding how international interpretations of and abilities to handle conflict reflect or conflict with domestic instructors' conceptions. I intend this session for anyone interested in cross cultural teaching and handling (and avoiding) classroom conflict.

Leelanau

**22b** *Deleting the Discourse Dilemma: Engaging Students Through Discussion*

**Tamara Rosier** – Center for Excellence in Learning and Teaching, Cornerstone University

The challenges of a facilitator of any discussion is responding to each student's needs while maintaining the group's interest and attention, distributing participation widely while retaining enthusiasm of eager volunteers, and encouraging creative and critical responses, while maintaining the focus on the subject. This interactive session will consider the management and facilitation of class discussions, different needs of learners, and provide creative and effective methods for framing a discussion.

Courtyard 1

**22c** *Listening to Learn, Learning to Listen: Can I Hear You Now?*

**Mary Scholten** – Communications, Central Michigan University & Cornerstone University

Listening, sometimes called "the orphan" of education, is crucial for learning. Studies reveal that college students spend 53% of their time listening...OR DO THEY? Using the "Listener Preference Profile" self-test (Barker and Watson 2000), we will examine four different listening style preferences and identify our own preferences and challenges. We will explore how we might meet the needs of students with differing styles. We also will consider communication strategies that potentiate listening and learning.



# Conference Program • Saturday

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## 2:45 p.m. - 3:30 p.m. • Concurrent Sessions Cont'd

### Courtyard 2

#### **22d** *E feedback for E assignments*

**David Lloyd** – Off Campus Programs, Central Michigan University

Students routinely submit assignments electronically in face-to-face, hybrid or online courses. Learners, however, still require feedback on their work, need suggestions for improvement, and need to assess and evaluate their own learning. So, if students can send us their assignments electronically, shouldn't faculty be able to return feedback in the same manner? This session will demonstrate how a software tool can assist in providing feedback in new, exciting ways that mimic the red pen with a paper-submitted assignment.

### Minerva's Boardroom

#### **22e** *Strategies to Engage and Inspire the Older Non-traditional Student*

**Rebecca Garske** – Early Childhood Education, Mott Community College

Adult learners share certain characteristics. This session will provide strategies which support those characteristics as well as address diverse learning styles, cultural diversity and varied communication styles. Participants will be able to process new ideas and practice strategies through interactive discussion and hands-on demonstrations. The presenter will present material in various ways, including lecture, small and whole group discussion, powerpoint and hands-on activities in order to convey information.

## 3:30 p.m. - 3:45 p.m. • Break • Refreshments Provided

## 3:45 a.m. - 4:45 p.m. • Concurrent Sessions

### Torch

#### **23a** *Of Course I Teach Critical Thinking: Or Do I?*

**Elizabeth Stolarek** – Languages and Literature, Ferris State University

This presentation examines critical thinking theory, focusing on its elements and standards, as advanced by the Foundation for Critical Thinking in Sonoma, CA. Participants will also be introduced to several teaching strategies designed to help students internalize and better understand course content through critical thinking.

### Leelanau

#### **23b** *Writing for Publication*

**Barbara Millis** – Excellence in Teaching Program, University of Nevada at Reno

Writer's block got you down? Worried that your journal article will be given short shrift because you don't have a 'big name' in your field? In this session faculty members will learn some basic writing, editing, and targeting strategies. We will also look at issues such as getting started, selecting appropriate journals (with an emphasis on Scholarship of Teaching and Learning [SoTL] publications), and soliciting assistance.



# Conference Program • Saturday

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3:45 p.m. - 4:45 p.m. • Concurrent Sessions Cont'd

## Courtyard 1

### **23c** *"Minding Our Ps & Qs: Power And Questions in the Classroom"*

**Larry Juchartz** – English/Humanities, Mott Community College

**Christy Rishoi** – English/Humanities, Mott Community College

**Kim Owen** – English/Humanities, Mott Community College

**Michelle Dunnum** – Humanities, Mott Community College

**Philip Greenfield** – English, Mott Community College

**William Reich** – English, Mott Community College

This session is a sweeping revision of our 2005 presentation based on audience feedback at Lilly and a later Mott Community College seminar. As the conference description notes, "It is impossible to teach without first learning." When classrooms become discussion zones, not lecture sites, learning possibilities for both students and teachers are enhanced (potentiated) through dialectical exchanges, textual interrogation, and interactive assessment and conferencing, all of which are based on questions.

## Courtyard 2

### **23d** *Learning from the Literature: A Self-Help Guide to Instructional Improvement*

**Jim Eison** – Adult, Career & Higher Education, University of South Florida

While faculty members commonly "stay current in their field" by reading avidly within their academic discipline, reading classic and contemporary literature on teaching and learning is paradoxically a vastly underutilized approach to improving classroom instruction. In this brief, yet interactive session, we will explore strategies that can help you (a) identify some of the most powerful scholarly writing and research currently available to college faculty, as well as (b) develop effective strategies to use this literature to inform and improve your teaching.

5:00 p.m. - 6:30 p.m. • Reception • Room 905/Presidential Suite



# Conference Program • Sunday

Lilly North • September 14 - 17, 2006 • Traverse City, MI

7:30 a.m. - 8:45 a.m. • Breakfast • Top of the Park

9:00 a.m. - 11:00 a.m. • Closing Plenary

Torch/Leelanau

**24p** *Cognition, Thought, and Meaning: Integrating Teaching, Learning, and Technology*

**Peter Doolittle** – School of Education, Virginia Tech

Cognitive psychology has revealed much concerning the processes underlying teaching and learning. Unfortunately, this science of human learning has had minimal impact on the practice of higher education. This gap between research and practice is lamentable and serves to deny students and professors access to powerful forms of teaching and learning. The purpose of this presentation is to (a) examine the role of cognitive psychology in the construction of thought and meaning and (b) illustrate how essential cognitive principles can be effectively used to enhance and improve the integration of teaching, learning, and technology. Within the current zeitgeist of technology and education, it is essential that cognitive and social needs of the teacher and learner not be excluded from the educational process.

11:00 a.m. - 11:15 a.m. • Closing Comments • Torch/Leelanau

