

Welcome to the Lilly Conference on College and University Teaching at Greensboro

Greensboro, North Carolina

This conference begins the 32nd year that faculty from across the United States have gathered to discuss issues related to student learning at Lilly Teaching Conferences. And for all of those years, a diverse population of teachers have shared ideas, debated issues and formed lasting friendships. We sincerely hope this conference will help maintain that tradition.

You are part of a truly remarkable gathering. Those around you have a deep commitment to student learning, and we trust the conversation over the next few days—and the new friendships formed—will have an influence on you for years to come.

Again this year, the overall conference theme is *Teaching for Brain-Based Learning*. The 2012 Conference will introduce innovative approaches to teaching and learning, challenge previously held assumptions regarding acquisition of knowledge, and share new ways to help students learn from both their instructors and from one another. Grounded in the fields of neuroscience, cognitive psychology, physiology, pedagogy and andragogy, brain-based learning is the application of our collective and integrated knowledge about how the brain works to learn foundational concepts and to solve meaningful problems. The Lilly Conference on College and University Teaching at Greensboro brings together faculty from a variety of disciplines and at various stages of their academic careers to share advances in teaching and learning. Our participants learn and return to their campuses to share (to teach) what they have learned.

At this year's conference you will have plenty of opportunity to learn, as there are 123 concurrent session presentations, 32 poster presentations and 6 plenary sessions. Over 200 different presenters will facilitate sessions. There are over 490 registered participants at the conference this year representing 85 different institutions.

We sincerely hope your experience at this year's conference will be a learning experience. In planning for this weekend, we have kept at the forefront the concept of a close group of friends coming together to learn from one another. We have structured the conference so that in addition to attending presentations, there will be many opportunities for you to interact with your colleagues in informal settings.

We are excited about this year's conference and appreciate the opportunity to host the 8th Lilly Conference on College and University Teaching at Greensboro.

Ray Purdom
Conference Director

Lynn Wyrick
Conference Coordinator

Judy Johnson
Conference Coordinator

Neal Thacker
Technical Coordinator

Acknowledgments

Conferences such as this one can only take place because of the tremendous effort made by many people. We want to specifically recognize our co-sponsoring institutions. These institutions provided the foundation on which our conference has been built.

Co-sponsoring institutions:

- The University of North Carolina at Greensboro
- Appalachian State University
- Clemson University
- Duke University
- East Carolina University
- Furman University
- Ferrum College
- Gainesville State University
- Greensboro College
- Guilford College
- High Point University
- Johnson and Wales University
- Life University
- Lynchburg College
- Metropolitan State College of Denver
- North Carolina Agricultural and Technical State University
- North Carolina State University
- Queens University of Charlotte
- Roanoke College
- Rockingham Community College
- Sandhills Community College
- Shaw University
- The University of North Carolina at Chapel Hill
- The University of North Carolina at Pembroke
- Valencia College
- Virginia Commonwealth University
- Winston-Salem State University

Acknowledgments

We would like to thank our colleagues at UNCG and in the University Teaching and Learning Center: Rob Bolling, Jeff Chilcott, Kevin Cook, Michael Guthrie, Bryant Hutson, John Murray, Rob Owens, Dan Smith, Amanda Schipman, Olivia Harris, and Damon Roberts. They have worked hard to make this conference a memorable experience for participants. We also thank Barbara Miller for editing our program. An extra word of appreciation goes to Jane Harris of UNCG and Scott Simkins of North Carolina A&T State University for their efforts on planning conference activities.

Finally, we must thank Laurie Richlin for establishing the Lilly South Conference and serving as conference director for the original regional conferences and Milt Cox for founding the Lilly Conference on College and University Teaching and being a continuing source of support for everyone. A special thanks to Todd Zakrajsek for his constant encouragement and advice on organizing this Lilly Conference.

Conference Notes

Registration Desk

The registration desk is located outside the Victoria Ballroom and is open Thursday from 4:00 p.m. to 8:00 p.m. On Friday and Saturday, the registration desk will be open from 8:00 a.m. to 5:00 p.m. Contact the registration desk if you have any questions or need assistance related to the conference. Conference Center staff are also updated daily about conference activities and are ready to provide additional assistance.

Attending Sessions

Scheduling rooms for sessions is one of the most difficult of all conference tasks. We do our best to schedule topics, rooms and presenters in ways that maximize conference space. There are times when sessions will draw more participants than expected. In these instances, please understand about space limitations and/or consider another concurrent session. For sessions in which you are particularly interested, we suggest you arrive as early as possible.

Extra Session Handouts

If you have extra handouts from your session, please take them to the registration desk. We will put these handouts on a table outside the Victoria Ballroom so participants may pick up extra handouts from sessions they were unable to attend.

Friday Poster Session and Reception

The combined poster session and reception will be held in the Pre-Function B. This will be an opportunity to socialize with your colleagues and interact with poster session presenters. Heavy hors d'oeuvres and a hosted bar will be available.

For the third consecutive year, we will present the Best Overall Poster Presentation Award. Conference participants will be given the opportunity to evaluate the poster presentations paying particular attention to content, visual appeal and verbal presentation. Evaluation forms will be available at the registration desk. You will receive a raffle ticket for each evaluation form you complete and return. On Saturday at the Banquet, the winner of the Best Overall Poster Presentation will be announced and raffle tickets will be drawn for gift baskets.

Poster displays may be set up in Pre-Function B starting at 4:00 pm on Friday.

Wireless Internet

Wireless service is available free of charge in all public areas and meeting rooms of the hotel.

Evaluations

We will provide evaluations for all sessions and the conference as a whole. Please take a few minutes to fill out individual session evaluations and drop them off at the registration desk prior to the end of the conference. All registered participants will receive an email with a link to the overall conference evaluation.

Featured Presenters

Ian Beatty

Ian Beatty earned a Ph.D. in Physics Education Research in 2000, the first PER doctoral degree awarded by the UMass Physics Department. He became a postdoctoral research associate and, in 2006, a research faculty member in the UMass Scientific Reasoning Research Institute. During this time he directed a large NSF-funded study that focused on how teachers learn to use clicker-based pedagogy. In early 2009 he joined the Department of Physics and Astronomy at UNC Greensboro, where he helped found the UNCG Physics Education Research Group.

Ian's primary expertise lies in clicker-based pedagogy and other techniques for engaging students in active learning, on which he has conducted or co-conducted over 30 talks and workshops. His current interest, however, is broader: envisioning and exploring new, provocatively different ways to teach that might align better with how humans naturally learn and function. He wants to make learning physics as engaging and rewarding as playing a great video game, but in a deeply authentic rather than a gimmicky way.

Since 1992, Ian has undertaken international outreach work in South Africa, Argentina, Cyprus, Uganda, Scotland, Singapore, and Switzerland. He has been a visiting lecturer at the Universidad Nacional de Córdoba in Argentina and the University of Fort Hare in South Africa. He likes travel, ethnic food, photography, wilderness sports, and finding new ways to think about things, and he resents the fact that "obsessive-compulsive disorder" is pejoratively called a "disorder."

Milton Cox

Milton Cox is Associate Director of the Center for the Enhancement of Learning and Teaching at Miami University. He founded and directs the Lilly Conference on College Teaching, is founder and Editor-in-Chief of the *Journal on Excellence in College Teaching* and facilitates the Hesburgh Award-winning Teaching Scholars faculty learning community. Milt is project director of a FIPSE grant establishing faculty learning community programs on other campuses and is co-editor of the book *Building Faculty Learning Communities* (Jossey-Bass). He incorporates the use of student learning portfolios and Howard Gardner's concept of multiple intelligences in his mathematics classes. He is recipient of the C.C. MacDuffee Award for distinguished service to Pi Mu Epsilon, the national mathematics honorary society, and a certificate of special achievement from the Professional and Organizational Development Network in Higher Education in recognition and appreciation of notable contributions to the profession of faculty, instructional and organizational development.

Jim Eison

Jim Eison is a psychologist who has made teaching and learning in higher education the focus of his professional career. Jim currently teaches in the doctoral program in Higher Education at the University of South Florida. Previously, he served for 12 years as the founding director of USF's Center for Teaching Enhancement. Jim received the first national Teaching Award for Community/Junior College Teachers of Psychology given by Division Two of the American Psychological Association. He also served as the founding director of Southeast Missouri State University's Center for Teaching and Learning and was the Editor of the *Journal of Staff, Program, and Organization Development*. Jim has served as President of the Professional and Organizational Development Network in Higher Education and has made presentations at over 40 Lilly Conferences and conducted faculty workshops on nearly 100 campuses including a recent trip to Kuwait University.

Featured Presenters

Steven Gilbert

Steven Gilbert founded the Teaching, Learning, and Technology (TLT) Group, an independent nonprofit organization, originally affiliated with the American Association for Higher Education (AAHE), in January 1998. Previously he had been with EDUCOM since 1983, serving as Vice President, and then came to AAHE as Director, Technology Projects, in July 1993 where he developed the TLT Roundtable concept and the AAHESGIT Listserv. He is a frequent guest speaker, consultant, published author and keynoter at campus events and conferences, having visited more than 500 colleges and universities since 1994. Gilbert has an undergraduate degree in Mathematics from Princeton University. He also earned an Ed. M. from the Harvard Graduate School of Education and an MBA from the Wharton School of the University of Pennsylvania.

Zachary Goodell

I grew up in Charlottesville, VA where my dad was a professor at UVA for about thirty years. I came to VCU as an undergraduate student in 1983. In 1987 I earned a B.S. in Psychology and I quickly put the degree to use bartending and painting houses! After a year I decided to go back to VCU to get my masters in Sociology. In 1990 I earned my M.S. in Sociology and began teaching sociology courses as an adjunct both at VCU and at J. Sargent Reynolds Community College. In 1997 I went back to school at VCU for a Ph.D. in Public Policy and Administration –concentrating on Higher Education in urban settings. In 2000 I was approached by Joe Marolla who asked me if I would help him start a Center for Teaching Excellence here at VCU and I accepted. I have been working here ever since! I also continue to teach for the Sociology program where I have been since 1992.

Jennifer McCrickerd

Jennifer was born and raised in Southern California but after more than 15 years at Drake University now considers herself to be an Iowan. She disappointed her parents' dreams of her becoming both a physician and the winner of the Nobel Prize in Physics by majoring in philosophy at Wellesley College and continuing to get a Ph.D. in philosophy at Washington University. She works with students in a Philosophy and Religion Department discussing ethics, education, justice, how cool the brain is, and that evolution is really about survival of the *fit enough* not the fittest. Also, it has been alleged that Jennifer spends far too much time on Facebook.

Featured Presenters

Barbara Millis

Barbara J. Millis, Director of the Teaching and Learning Center, University of Texas at San Antonio, received her Ph.D. in English literature from Florida State University. She frequently offers workshops at professional conferences, particularly the Lilly Teaching Conferences, and for over 300 colleges and universities, including ones in Qatar, Turkey, and New Zealand. She publishes articles on a variety of faculty development topics such as cooperative learning, peer classroom observations, deep learning, the teaching portfolio, microteaching, syllabus construction, classroom assessment/research, critical thinking, writing for publication, focus groups, writing across the curriculum, academic games, and course redesign. Several of her articles are available at the IDEA Center website: <http://www.theideacenter.org/category/helpful-resources/knowledge-base/idea-papers>.

Barbara is the co- author or editor of four books: *Cooperative Learning in Higher Education: Across the Disciplines, Across the Academy* (2010, Stylus Press); *The Course Syllabus: A Learning-Centered Approach* (2008, Jossey-Bass); *Using Simulations to Enhance Learning in Higher Education* (2002, Stylus Press); and *Cooperative Learning for Higher Education Faculty* (1998, ACE/Oryx Press).

Barbara is an Executive Editor for *College Teaching*, and served on the Core Committee of the Professional and Organizational Development (POD) Network in Higher Education. While at the U.S. Air Force Academy, Barbara won both a teaching award and a research award. In 2002 she loved being a Visiting Scholar at Victoria University, Wellington, New Zealand.

Bonnie Mullinix

Bonnie Mullinix is Senior Consultant for Faculty and Educational Development with the Teaching, Learning and Technology Group (TLT Group) and Co-President of Jacaranda Educational Development. With nearly 30 years of experience as an educator in domestic and international settings, her last decade has been focused on supporting faculty and educational development in Higher Education. She has served as founding director/designer for two Centers for Teaching and Learning and consultant to multiple colleges and universities, drawing from her experience as faculty teaching in undergraduate, liberal arts, research and professional graduate settings. Author of over 45 publications, she has facilitated workshops and presented nearly 50 sessions at professional conferences and currently serves in official leadership capacities in the Professional and Organizational Development (POD) Network in Higher Education and the American Educational Research Association (AERA).

Linda Nilson

Linda B. Nilson is founding director of the Office of Teaching Effectiveness and Innovation (OTEI) at Clemson University, where she also teaches a graduate course in college teaching. She authored *Teaching at Its Best: A Research-Based Resource for College Instructors*, the second edition of which was published by Anker in 2003, and *The Graphic Syllabus and the Outcomes Map: Communicating Your Course* (Jossey-Bass, 2007). She also was co-editor of *Enhancing Learning with Laptops in the Classroom* with Barbara E. Weaver, Jossey-Bass 2005 and associate editor of Volumes 25 and 26 of *To Improve the Academy* with Douglas R. Robertson, Anker Publishing 2007 & 2008, the major publication of the Professional and Organizational Development (POD) Network in Higher Education. She just assumed the editorship of the next two volumes. In addition to writing articles and book chapters, she has presented conference sessions and faculty workshops both nationally and internationally. Before coming to Clemson, Dr. Nilson directed teaching centers at Vanderbilt University and the University of California, Riverside. She began her academic career as a sociology professor at UCLA, where she established and directed her department's TA training program.

Featured Presenters

Laurie Richlin

Laurie Richlin is Director of the Office of Faculty Development at the Charles Drew University of Medicine and Science. She previously was the Director of the Claremont Graduate University Preparing Future Faculty and Learning Communities Program. In addition, she is Director of the Lilly Conference on College and University Teaching - West, Executive Editor of the Journal on Excellence in College Teaching and the Learning Communities Journal, and President of the International Alliance of Teacher Scholars. She received her doctorate in higher education from the Claremont Graduate University, and her dissertation research on alternative doctoral scholarship received the national Gratzke award from the American Association of University Administrators. Her most recent publication is the book *Blueprint for Learning: Constructing Courses to Facilitate, Assess, and Document Learning* (Stylus, 2006). She has taught the courses "The Academic Career," "Teaching and Learning in Higher Education," "New Orleans: Legacy and Promise," "Journalism," "Career Development," capstone courses in Education, and writing and research methods courses in several disciplines. Richlin developed and implemented the Teaching Assistant Development Program at the University of California, Riverside, was "Educator in Residence" at four small colleges in Kentucky and Indiana under a Fund for the Improvement of Postsecondary Education (FIPSE) grant, and served as Director of the Office of Faculty Development at the University of Pittsburgh before returning to California.

Todd Rose

Todd Rose is a scientist with CAST and a faculty member at the Harvard Graduate School of Education, where he teaches Educational Neuroscience. He is also the co-chair of the summer institute on Mind, Brain, and Education. Dr. Rose's work is organized around four broad themes: pedagogy in higher education; issues at the intersection of neuroscience, technology, and design; learning analytics; and the application of dynamic systems models to the study of behavior, learning, and development. Todd lectures internationally on topics such as the new learning sciences, working memory, cyberlearning, and the role of neuroscience in education. For more information, see his faculty page (http://isites.harvard.edu/todd_rose).

Tamara Rosier

Tamara Rosier has had many roles - faculty and administrative - in higher education for over 15 years. Dr. Rosier provided programming and mentoring for faculty as they developed their teaching skills at Grand Valley State University, Cornerstone University and Kuyper College. While at Cornerstone University, Dr. Rosier was the founding director of the Center for Excellence in Learning and Teaching where she also taught for eight years in the Teacher Education department. She earned her Ph.D. in Leadership in Higher Education from Western Michigan University. Dr. Rosier has provided workshop sessions and keynote conference presentations in the areas of teaching and learning, motivation, and leadership. She can be reached at tamara.rosier@gmail.com.

Featured Presenters

Louis Schmier

My name is Louis Schmier. The first name rhymes with phooey, the last name with beer. I am a 70-year-old in body, but not in mind or spirit. I prefer to call myself an "experienced teenager." I currently hold the rank of Professor of History at Valdosta State University. In October 1991, I stopped historical research and publication, and have devoted all my time, energy and learning to the classroom. In April 1993, I began to share on the Internet statements of my beliefs about the nature and purpose of an education, a commemoration of student learning and achievement, a proclamation of faith in students and a celebration of teaching. These electronic sharings are called "Random Thoughts." There are now over 600 of them floating somewhere out there in cyberspace. The first 200 or so have been published in three volumes, *Random Thoughts: The Humanity of Teaching*, *Random Thoughts II: Teaching From the Heart*, and *Random Thoughts III: Teaching With Love*. An additional volume, *Random Thoughts IV: Teaching With Passion*, is in the process of publication.

Stewart Ross

Stewart Ross is the Founding Director of the Center for Excellence in Teaching and Learning (CETL) at Minnesota State Mankato. The Center's signature Faculty Teaching Certificate Program was honored in 2006 as a finalist for the Professional Organizational Developers Conference Innovation Award. He is an active presenter at conferences and colleges on course design, diversity in the classroom and other topics related to university teaching. He holds a Ph.D. in music education from Northwestern University and was the Director of Bands at Minnesota State Mankato for 21 years prior to his appointment with CETL. He has published two books, over 40 articles in national magazines, and his dissertation on mental practice and imagery was published by the Journal of Research in Music Education. He also has written 44 articles that are featured in World Book, Inc.

Scott Simkins

Scott Simkins is Director of the Academy for Teaching and Learning and Associate Professor of Economics at North Carolina A&T State University in Greensboro, NC. Over the past decade he and Mark Maier (Glendale Community College) have led three National Science Foundation-funded projects exploring the adaptability of STEM (science, technology, engineering and math) discipline teaching innovations in economics. The current NSF project [also including KimMarie McGoldrick (Univ. of Richmond) and Cathy Manduca (Science Ed. Resource Center (SERC) Carleton College)] created a national economics pedagogic portal—Starting Point: Teaching and Learning Economics—including 16 innovative teaching practices for use in undergraduate economics courses. Their work is also included in SERC's Pedagogy in Action portal. Scott has published a variety of articles and book chapters in both economics and the scholarship of teaching and learning (SoTL) and is a frequent presenter on SoTL topics at workshops and conferences regionally, nationally and internationally. His work focuses on pedagogical innovations in economics as well as cross-disciplinary sharing of educational research and pedagogical practices. He recently co-edited (with Mark Maier) *Just in Time Teaching: Across the Disciplines and Across the Academy* (2009), the first book in Stylus Publishing's *New Pedagogies and Practices for Teaching in Higher Education Series*. As director of the Academy for Teaching and Learning at NC A&T, Scott has also led or co-led a number of multi-year, campus-wide assessment projects, including the CLA Longitudinal Study and the Wabash National Study of Liberal Arts Education. In addition, he helped to develop (with colleague Karen Hornsby) the Wabash-Provost Scholars initiative at NC A&T, a program that trains undergraduate students to conduct student focus groups on campus-wide teaching/learning issues and share their results with the campus community.

Featured Presenters

Todd Zakrajsek

Todd Zakrajsek is the Executive Director of the Center for Faculty Excellence at the University of North Carolina at Chapel Hill. He was previously the Director of the Faculty Center for Innovative Teaching at Central Michigan University and the founding Director of the Center for Teaching and Learning at Southern Oregon University, where he also taught as a tenured Associate Professor in the Psychology Department. Dr. Zakrajsek received his Ph.D. in Industrial/Organizational Psychology from Ohio University. He has published and presented widely on the topic of student learning, including workshops and conference keynote addresses in over 30 states and 4 countries in the past several years.

John Zubizarreta

John Zubizarreta is Professor of English and Director of Honors and Faculty Development at Columbia College, South Carolina. The 2010 Carnegie Foundation/C.A.S.E. National Professor of the Year, he has also earned awards and recognition for teaching and scholarly excellence from the American Association for Higher Education, the South Atlantic Association of Departments of English, the National United Methodist Board of Higher Education, the South Carolina Commission on Higher Education and other educational organizations. John is a frequent conference presenter and consultant on improving college teaching, learning and academic leadership, and he has mentored educators nationwide and internationally on developing teaching and administrative portfolios. His work on portfolios includes many articles and chapters in journal and book publications such as the *Journal on Excellence in College Teaching*; *The Department Chair*; *Phi Delta Kappan*; P. Seldin's *The Teaching Portfolio* (1997, 2004), *Changing Practices in Evaluating Teaching* (1999), *Improving College Teaching* (1995), *Successful Use of Teaching Portfolios* (1993); J. Roth's *Inspiring Teaching* (1997); and A. Wright's *Teaching Improvement Practices* (1995). He also has contributed to P. Seldin and M. L. Higgerson's *The Administrative Portfolio* (2002). In addition to his scholarly work on teaching and learning, John has published widely on modern American and comparative literatures. Foremost among his disciplinary publications is his co-edited *Robert Frost Encyclopedia* (2001). John is also a devoted husband and father of two girls. When the academic life becomes too hectic, John is an avid telemark skier and fisherman, an overly ambitious, aching runner and a former six-time gold medalist champion in national whitewater canoe competition.

Agenda-at-a-Glance

Thursday, February 9, 2012

TIME	ROOM	EVENT
4:00 pm - 8:00 pm	Victoria Pre-Function	Registration Open

Friday, February 10, 2012

TIME	ROOM	EVENT
7:30 am - 8:30 am	Victoria Pre-Function	Continental Breakfast
8:00 am - 8:30 am		Speaker Technology Check
7:30 am - 5:00 pm	Victoria Pre-Function	Registration Open
8:30 am - 10:00 am	#1 Victoria Ballroom	Opening Session <i>The New Learning Sciences: How Learning Variability Informs Teaching in the 21st Century</i> Todd Rose
10:00 am - 10:15 am	Victoria Pre-Function	Break
10:15 am - 11:30 am		Concurrent Sessions I
	#2 Arrowhead	<i>If You're Teaching, You're Doing Philosophy</i> Jennifer McCrickerd
	#3 Augusta A	<i>Foreign Language Acquisition Through Film: The Spanish Civil War Through the "Trascicion"</i> Maria Rey-Lopez and Ana-Maria Medina
	#4 Augusta B	<i>If the Evidence for Changing Pedagogies Is So Clear, Why Do My Colleagues Keep Teaching the Same Way?</i> Scott Simkins
	#5 Grandover East	<i>Conducting Effective Classroom Observations</i> Barbara Millis
	#6 Grandover West	<i>Significant Learning through Integrated Course Design (Part I)</i> Stewart Ross
	#7 Pebble Beach	<i>Kaleidoscopic Perspectives on Curriculum: Collectively Unlocking Students' Futures</i> Bonnie Mullinix, Jan Bishop and Rene Sawyer
	#8 Sandpiper	<i>The Affective Domain: The Role of Attitudes, Emotions and Motivations in Teaching and Learning</i> Zachary Goodell
	#9 Tanglewood	<i>Maximizing the Impact of Active Learning Instructional Strategies: Problems and Possibilities</i> Jim Eison
	#10 Tidewater A	<i>Strategies for Integrating Mobile Learning in and out of the Classroom</i> Paul Wallace
	#11 Tidewater B	<i>Jazzy Neurons! Improvisation in Teaching and Learning</i> Barbara Stuart

Agenda-at-a-Glance

Friday, February 10, 2012 (continued)

TIME	ROOM	EVENT
11:45 am - 12:30 pm		Concurrent Sessions II
	#12 Arrowhead	<i>Technologies Effects on Case Studies—Ways to Improve Cognitive Learning</i> Roland Sparks and Jeri Langford
	#13 Augusta A	<i>Cooperative Learning Structures: Catalyst for Effective Learning in Higher Education</i> Comfort Okpala and Kofi Moseley
	#14 Augusta B	<i>Creating Culturally Responsive Higher Education Classroom Environments: A Brain-Based Perspective</i> Jewell Cooper, Ye He and Barbara Levin
	#15 Blue Ash	<i>Focus and Motivation Through Iterative Learning Event Mapping</i> Godev Concepcion
	#16 Grandover East	<i>From Flatlining to Thriving: Using Formative Assessment Data to Guide Instruction</i> Kimberly Hewitt and Bree Jimenez
	Grandover West	<i>Significant Learning Through Integrated Course Design (Part II)</i> Stewart Ross
	#17 Pebble Beach	<i>Unlocking Student Engagement and Active Learning: Pre-class Pedagogy as the Key</i> Steven Buzinski
	#18 Sandpiper	<i>Is Technology Taking Over the Brains of Our Students? Connecting Technology, Teaching Literacy and Brain-Based Learning</i> Gladys Huggins, Jinaki Abdullah and James Dervin
	#19 Tanglewood	<i>Student and Faculty Preferences of Ink Color on Graded Products</i> Christopher Seitz and Muhsin Michael Orsini
	#20 Tidewater A	<i>Learning to Play as a Team: Improving Curricular Outcomes Via Student Services</i> Emily Heady
	#21 Tidewater B	<i>Conundrums in Reclaiming Democracy: Faculty Reflections on a Multi-Campus and Community Course</i> Stephen Bloch-Schulman, Andy Busam, Audrey Campbell, Maggie Castor, Sherry Giles, John Humphrey, Spoma Jovanovic, Dan Malotky and Ed Whitfield
12:30 pm - 1:30 pm	Victoria Ballroom	Lunch
1:30 pm – 3:00 pm	#22 Victoria Ballroom	Plenary Session <i>New Ideas from Physics Education Research that Could Change the Way You Envision Your Teaching and Learning</i> Ian Beatty
3:15 pm – 4:00 pm		Concurrent Sessions III
	#23 Arrowhead	<i>Ender's Test for Artificial Instruction</i> Steve Gilbert
	#24 Auditorium IV	<i>Untext Me: Engaging Students with Multimedia Content</i> John Mortenson

Agenda-at-a-Glance

Friday, February 10, 2012 (continued)

TIME	ROOM	EVENT
3:15 pm – 4:00 pm		Concurrent Sessions III (continued)
	#25 Augusta A	<i>Narrative, Cognition, and 21st Century Pedagogy: What "Fahrenheit 451" Tells Us About Teaching in the "Post Paper" Age</i> Thomas Albritton
	#26 Augusta B	<i>Transforming the "Hidden Curriculum" to Engage and Motivate Students and Promote Student Success</i> Tonya Adkins and Donald Taylor
	#27 Blue Ash	<i>Teaching Students High Performance Learning (Part I)</i> Linda Nilson
	#28 Grandover East	<i>"Like a Pebble We Threw in a Pond": The Challenges and Consequences of a Community-Based Research Project on Local Police Accountability</i> Sherry Giles, Cheryl Brooks-Poole, Joseph Frierson and Jeanetha Roundtree
	#29 Grandover West	<i>Designing for Success: Using Cloud-Based Project Management and Collaboration Tools for Student Team Projects</i> Kelly Lowther Pereira and Marcelo Dias Pereira
	#30 Pebble Beach	<i>Using Clickers—What Works and What Does Not? (Best Practices for Implementing "Clicker" Technology in Introductory Curriculum)</i> Laura Egel and Manasseh Zechariah
	#31 Sandpiper	<i>From Lab to Classroom: Implementing "Desirable Difficulties" in an Online Course to Increase Acquisition of Foundational Knowledge</i> Ashley Frazier and Celia Hooper
	#32 Tanglewood	<i>Achieving Academic Distinction Through Strategic Faculty Development: Cultivating Master Teachers</i> Denise Pearson and Keonya Booker
	#33 Tidewater A	<i>Increasing Engagement in Science Through Authentic Practice</i> Beth Overman, Miriam Ferzli, Mary Beth Hawkins and Damien Shea
	#34 Tidewater B	<i>Instructional Strategies for Solving Word Problems in General Chemistry</i> Jahangir Emrani and Margaret Kanipes
4:00 pm – 4:15 pm	Victoria Pre-Function	Break
4:15 pm - 5:00 pm		Concurrent Sessions IV
	#35 Arrowhead	<i>Liberating the Academic Bodhisattva: Meditation, the Mind and Enabling Engaged Learning (for the Student AND the Teacher!)</i> Jessica Labbe and Robert Andrew Basinger
	#36 Auditorium IV	<i>Asking Questions and Hearing Voices: Fostering Critical Thinking in General Education English Courses</i> Kathy Fish and Jolly Sharp
	#37 Augusta A	<i>Ideas for Engaging Incoming Students in an Active Role Relative to their Individual Learning Process, the University and Surrounding Communities</i> Barbara Michel
	#38 Augusta B	<i>Enhancing Emotional Intelligence and Creating a Cohesive Classroom Through Transformative Writing Exercises</i> Pat MacEnulty

Agenda-at-a-Glance

Friday, February 10, 2012 (continued)

TIME	ROOM	EVENT
4:15 pm - 5:00 pm		Concurrent Sessions IV (continued)
	Blue Ash	<i>Teaching Students High Performance Learning (Part II)</i> Linda Nilson
#39	Grandover East	<i>In a Land Far, Far Away: Using Fairy Tales to Advance Critical Thinking and Writing</i> Sonya Melton
#40	Grandover West	<i>Make Facebook Your Friend: Expanding the Classroom with Social Media</i> Brook Corwin
#41	Pebble Beach	<i>Active Student Learning/Increased Student Engagement—It IS Possible!</i> Susan Barbitta and Sue Brown
#42	Sandpiper	<i>Why Activities in the Classroom are Worth the Effort</i> Christopher Hakala
#43	Tanglewood	<i>Silence in Teaching and Learning Perspectives of a Nepalese Graduate Student</i> Krishna Bista
#44	Tidewater A	<i>Uncovering the Unwritten Brain Rules: What do Students Expect from Female Professors?</i> Jessica McCall and Jenni Simon
#45	Tidewater B	<i>Learning Extends Beyond the Classroom Walls: How an International Service Learning Program Cultivates Pre-service Teachers as Knowledgeable Global Citizens</i> Agya Boakye-Boaten and Tiece Ruffin
5:15 pm - 6:00 pm		Concurrent Sessions V
#46	Arrowhead	<i>Teaching Critical Thinking in Distance and Online Instruction</i> Elise Eifert and Maggie Chrismon
#47	Auditorium IV	<i>Establishing Living Learning Communities</i> Dianne Welsh and Larry Taube
#48	Augusta A	<i>Revolutionary Redesign: An Extreme Makeover of a Core Teacher Preparation Course</i> Jennifer Desiderio
#49	Augusta B	<i>Let's Play Ball! Using Sports Team Metaphors to Promote Equitable Group Work</i> Chantel Lumpkin, Thurman Guy, Valerie Jarvis McMillan and Meeshay Williams-Wheeler
#50	Blue Ash	<i>Engaging the Freshman Mind: Brain-Based Practices in the Liberal Learning Seminar</i> Michael Brookshaw, Andrea Patterson and Valerie Saddler
#51	Grandover East	<i>Putting Science Labs Online for Distance Education: Five Case Studies</i> Lee Ann Gillen and Cleo Magnuson
#52	Grandover West	<i>Engaging Students and Promoting Student Reflections Through e-Portfolios</i> Mini Ranganathan and Jessica Sender
#53	Pebble Beach	<i>All Together Now: Greensboro, Beirut, Oulu via Teleconferencing, Skype and Facebook</i> Jonathan Tudge and Alexandra Schultheis Moore
#54	Sandpiper	<i>Faculty Development Modes of Delivery: Structure for Learning in a Successful Teaching with Technology Experience</i> Sharon Wheeler
#55	Tanglewood	<i>Nothing to Fear but Fear Itself? How the Brain's Amygdala Can Impede the Learning Process</i> Joshua Eyler

Agenda-at-a-Glance

Friday, February 10, 2012 (continued)

TIME	ROOM	EVENT
5:15 pm - 6:00 pm		Concurrent Sessions V (continued)
	#56 Tidewater A	<i>Bridging the Gap: The Role of Faculty and Student Affairs Administrators in Retaining Black Women Students</i> Torry Reynolds and Cherrel Miller Dyce
	#57 Tidewater B	<i>Designing a Culturally Responsive Project for Community Change</i> Crystal Oldham, Spoma Jovanovic, Mark Congdon and Christopher Roberts
6:15 pm – 7:45 pm	Pre-Function B	Reception and Poster Session
	#58	<i>African American Student Leaders Becoming Political Through Service Learning</i> Elizabeth Barber, Briana Cooke, Marcus Gibson, Briana Griswold, Vivian Hampton, Ioney James, Brittany McLean, Bethany Penn, Blayre Penn, Carl Redd, Tom Smith, Markus Jamal Webb and Erica Wright
	#59	<i>Scotch-u-lary</i> Cedric Bass
	#60	<i>Creative Inquiry in a Culinary Science Laboratory</i> Aubrey Coffee
	#61	<i>Creative Inquiry: Undergraduate Student Led Research</i> Margaret Condrasky
	#62	<i>Responding to Student Writing Paperlessly and Effectively for You and the Student</i> Frances Cook and Andrew Cook
	#63	<i>No Sim Man? No Problem! The Use of Low-Tech Simulation with Nursing Students</i> Jacqueline DeBrew, Yolanda Griffin, Elena McGinty and Linda McNeal
	#64	<i>Expressing Creativity through the Life Review Project: Allowing Students the Opportunity to Create</i> Jacqueline DeBrew and Connie Rankin
	#65	<i>Digging Beneath Fun and Games: Accounts of Critical Pedagogy Overseas</i> Mary Eberhardinger
	#66	<i>Teaching Spanish Online</i> Mariche Garcia-Bayonas
	#67	<i>A Maximally Collaborative Class: Turning to Classmates for Help Is a Virtue!</i> Edward Gehringer
	#68	<i>Experimental Learning: There is an App for That!</i> Daniel Hall

Agenda-at-a-Glance

Friday, February 10, 2012 (continued)

TIME	ROOM	EVENT
6:15 pm – 7:45 pm	Pre-Function B	Reception and Poster Session (continued)
	#69	<i>An Application of Instructional Design Principles to Library Instruction Tutorials</i> Ciara Healy and Ula Gaha
	#70	<i>Enhancing Students' Interest in Science and Technology Through Cross-disciplinary Collaboration and Active Learning Techniques</i> Gail Hollowell, Donna Grant and Alisha Malloy
	#71	<i>Alternative Testing Models: Moving Student Engagement and Active Learning Beyond the Lesson Plan</i> Julie Joseph
	#72	<i>A Study of Student Teachers' Blogging During Student Teaching</i> Molly Marnella
	#73	<i>Evolving from Notebook to e-Portfolios for Promotion and Tenure: The Fantastic Voyage</i> Carolyn Mayo and Robert Mayo
	#74	<i>Genetic Analysis of Signaling Networks in Cancer: An Interactive Research Course</i> Kimberly Monahan
	#75	<i>Global Conflicts: Hercule Poirot Investigates</i> Mueni Muiui and Guy Martin
	#76	<i>Shelter from the Storm: Simple Techniques to Create "Safe" Space in an Online Humanities Course</i> Joyce Joines Newman
	#77	<i>Mentor and Teaching Practicum (MATP): Preparing Future Faculty Through Mentoring Enhanced Opportunities</i> Beth Overman and Barbi Honeycutt
	#78	<i>Teaching an Online College Course: Developing Assignments and Auxiliary Materials Within a Framework of the Brain-Based Learning Model</i> Barbara Pioro
	#79	<i>Adding Self Confidence and Effective Verbal Communication Skills as Learning Outcomes in Your Class</i> Laurence Quinn
	#80	<i>Duke CIT Faculty Fellows: Pedagogy, Technology and Learning Communities</i> Randy Riddle
	#81	<i>Everybody Speaks Languages!</i> Susanne Rinner

Agenda-at-a-Glance

Friday, February 10, 2012 (continued)

TIME	ROOM	EVENT
6:15 pm – 7:45 pm	Pre-Function B	Reception and Poster Session (continued)
	#82	<i>Using Formative Assessments in an Online Course to Promote Student Learning</i> Melody Sharp
	#83	<i>Beyond the Textbook: Using a Semester-Long Project to Engage Students of Economics</i> Natalya Shelkova
	#84	<i>The Development of a Digital Herbarium</i> Michael Slaughter
	#85	<i>Special Brew: The Local and Global Values that Undergird Learning, Teaching and Leadership in Southern Malawi</i> Thomas Smith, Elizabeth Barber, Toni Bradsher, Danielle Brown, Michele Delgado, Simeon Hendricks, Sharon Hunter, Renee Martin, Kanton Reynolds, Jamiese Rushing and Danielle Truitt
	#86	<i>Multitasking and Memory: What Are the Costs of Classroom Distractions?</i> Bianca Sumutka
	#87	<i>Moving the Brain from the Past to the Present: The Impact of Reflection in Literature</i> Fernanda Tate-Owens
	#88	<i>Innovative Use of Tests/Quizzes Can Motivate Students and Engage Them in Classroom Discussion</i> Hong Wang
	#89	<i>First and Second Order Reasons why Collaboration Promotes Experience Based Learning (EBL)</i> Paul Wilson
		<i>During the reception, music provided by the Alley Rabbits Bluegrass Quartet</i>
8:00 pm – 9:15 pm	#90 Victoria Ballroom	Plenary Session <i>The Neuroscience of Caring: Your Attitude Towards Students Really Counts</i> Louis Schmier and Tamara Rosier

Agenda-at-a-Glance

Saturday, February 11, 2012

TIME	ROOM	EVENT
7:30 am - 8:30 am	Victoria Pre-Function	Continental Breakfast
7:45 am - 8:30 am		Speaker Technology Check
8:00 am - 5:00 pm	Victoria Pre-Function	Registration Open
8:30 am - 9:45 am	#91 Victoria Ballroom	Plenary Session <i>Mindfulness in Teaching and Learning</i> Zachary Goodell
9:45 am - 10:00 am	Victoria Pre-Function	Break
10:00 am - 11:15 am		Concurrent Sessions VI
	#92 Arrowhead	<i>The Brains Behind Teaching: Understanding How Learning Happens</i> Jennifer McCrickerd
	#93 Augusta A	<i>What Makes our Students' Brains Say, Hey, This Is Important, Save This Information: Strategies to Optimize Memory Formation</i> Rhoda Wolle
	#94 Augusta B	<i>Brain-Based Research about Learning and Attention: It Isn't Edutainment...But It Is Close</i> Jeannie Loeb and Todd Zakrajsek
	#95 Blue Ash	<i>Teaching for the 21st Century: Using Research to Inform Practice</i> Barbara Millis
	#96 Grandover East	<i>Update Your Tech in an Hour or Less: Easy to Learn Collaborative Learning Apps</i> Edward Gehringer
	#97 Grandover West	<i>They Are Now Among Us: Working With Millennial Faculty Members</i> Laurie Richlin
	#98 Pebble Beach	<i>Connecting Music and Health: Blame it on the Boogie!</i> Jo Ann Coco-Ripp and Donna Wiggins
	#99 Sandpiper	<i>Is the Red Pen Mightier than the Sword? Providing Written Feedback that Encourages Greater Student Learning</i> Michael Howell
	#100 Tanglewood	<i>Teacher, Teach Thyself—Becoming a Better Educator Through Journaling</i> Christine Cugliari
	#101 Tidewater A	<i>Walking the Labyrinth: Contemplative Instructional Techniques to Enhance Learning and Promote Student Engagement</i> Carol Henderson and Michael Faber
	#102 Tidewater B	<i>Exploring the Horizon: The Future of Curricular-based Learning Community Programs Within Higher Education</i> Laura Pipe and Erica Estep
11:30 am - 12:15 pm		Concurrent Sessions VII
	#103 Arrowhead	<i>The Harlem Renaissance: An Explosion of the Arts</i> Elwanda Ingram and LaVie T. Leasure
	#104 Augusta A	<i>Electronic Submission of Promotion, Tenure and Review Materials</i> Chrystal Dean, Amy Cheney and Joy James

Agenda-at-a-Glance

Saturday, February 11, 2012 (continued)

TIME	ROOM	EVENT
11:30 am - 12:15 pm		Concurrent Sessions VII (continued)
	#105 Augusta B	<i>What Can We Learn from the Sports Pages? Engaging Students in Difficult Dialogues about Social, Economic and Political Issues</i> Sherrill Hayes
	#106 Blue Ash	<i>Examining the Effectiveness of Student Engagement Methods</i> Cheraton Love
	#107 Grandover East	<i>Information Literacy Scaffolding: Constructing Knowledge in the Library Classroom and Beyond</i> Jenny Dale and Lynda Kellam
	#108 Grandover West	<i>Meeting the Needs of Adult Learners: Creating Successful Online Graduate Coursework</i> Deanna Cash
	#109 Pebble Beach	<i>Online Grammar Checkers: Friend or Foe?</i> Susan Luck
	#110 Sandpiper	<i>Implementation of a Research Mentorship Program for Junior Faculty</i> Wanda Lawrence
	#111 Tanglewood	<i>Sustainable Service Learning</i> Randall Hayes and Manuel Reyes
	#112 Tidewater A	<i>Homework X 7: Using Homework Variety to Promote Reading and Thinking</i> Ann Walter-Fromson
	#113 Tidewater B	<i>Help Students Make Better Decisions by Understanding the Neuroscience Domains of Procrastination</i> Dianne Garrett
12:15 pm - 1:15 pm	Victoria Ballroom	Lunch
1:15 pm - 2:45 pm	#114 Victoria Ballroom	Plenary Session <i>Are we Really "Academically Adrift"?: Valuing and Promoting Teaching Excellence</i> Scott Simkins and John Zubizarreta
3:00 pm - 3:45 pm		Concurrent Sessions VIII
	#115 Arrowhead	<i>Unforgettable Teacher or Unforgettable Teaching? The Psychology of the Adult Student Experience</i> Carrie Hegnauer
	#116 Augusta A	<i>Edutainment</i> Anthony Priest
	#117 Augusta B	<i>Sketchnoting: Doodles with Brain Power</i> Shawn Bowers and Mike Wirth
	#118 Blue Ash	<i>Mobile Devices, Situated Learning and Game Dynamics: Tools for a More Engaging Library Orientation</i> Anne Burke, Adrienne Lai and Adam Rogers
	#119 Grandover East	<i>Three Brains Are Better than One: Honors Liaison/Research Faculty Teamwork</i> Deb Stanford and Mona Shattell
	#120 Grandover West	<i>Teaching Well with Technology Utilizing Critical Thinking: An ePortfolio Approach</i> Virginia Jones and Gail Summer

Agenda-at-a-Glance

Saturday, February 11, 2012 (continued)

TIME	ROOM	EVENT
3:00 pm - 3:45 pm		Concurrent Sessions VIII
	#121 Pebble Beach	<i>Teaching a Case Study Course Online: Yes, It Can Be Done!</i> Ramin Maysami and David Fricke
	#122 Sandpiper	<i>Navigating the Technology Tsunami in Teaching and Learning</i> Jane Harris and Pamela Howe
	#123 Tanglewood	<i>The Quantitatively Literate Argument: Empowering Student Writers through Quantitative Reasoning</i> Virginia Totaro, Mary Lou Hall and Micol Hammack
	#124 Tidewater A	<i>Retaining Diverse Faculty Through a Combined Individual and Group Mentoring Program</i> Susan Dennison, Susan Phillips, Cerise Glenn, Jigna Dharod and Erik Hines
	#125 Tidewater B	<i>Learning Teaching: Doctoral Students as Teachers. Which Experiences Best Prepare New College Instructors?</i> Kelley Massengale, Allyson Kelley and Muhsin Michael Orsini
3:45 pm - 4:00 pm	Victoria Pre-Function	Break
4:00 pm - 5:15 pm		Concurrent Sessions IX
	#126 Augusta A	<i>Best Practices from Physics Education Research (PER) for non-Physics "Economy-size" Classes</i> Patricia Allen
	#127 Augusta B	<i>Teaching Multicultural Education Using Alternative Pedagogy</i> Pamela Lobb and Barry Lobb
	#128 Grandover East	<i>Relax, Reflect, Relate: The 3 R's of Contemplative Practice in the Classroom</i> William Johnson
	#129 Grandover West	<i>Strategies for Awakening Motivation and Improving Achievement: The Work of Carol Dweck</i> Joseph J. Gonzalez, Tamara Rosier and Louis Schmier
	#130 Pebble Beach	<i>Making Course Assignments Real and Relevant</i> Jim Eison
	#131 Sandpiper	<i>Mythbusters: Developing and Enhancing Online Instruction</i> Ben McFadyen and Cheryl Schauer-Crabb
	#132 Tanglewood	<i>You Can Lead Students to the Classroom, but Can You Make Them Think? Interactive Strategies to Inspire, Engage and Make Learning Fun</i> Deet Gilbert and Sunil Atreya
	#133 Tidewater A	<i>Collaborative Visualization of Course Concepts</i> Craig Roberts and Hugh Crumley
	#134 Tidewater B	<i>Scientific Teaching: Approach Your Teaching the Way You Approach your Research</i> Mark Hens

Agenda-at-a-Glance

Saturday, February 11, 2012 (continued)

TIME	ROOM	EVENT
5:30 pm - 6:15 pm		Concurrent Sessions X
	#135 Arrowhead	<i>Is Foreign Language Education in Tune with the Times?</i> Esperanza Granados-Bezi
	#136 Augusta A	<i>Activating the Brain: Guiding the Research Efforts of First Year Students</i> Richard Moniz and Joe Eshleman
	#137 Augusta B	<i>Using QR Codes for Teaching and Learning</i> Elizabeth Connor
	#138 Blue Ash	<i>No Fuss, Low Tech, Adaptable Strategies to Promote Active, Brain-Based Learning</i> Sara Simmons
	#139 Grandover East	<i>Advancing Active Learning Through the Usage of Mnemonics and Humor</i> John Withrow
	#140 Grandover West	<i>Not Just Typing: Alternatives for Assessing Student Learning Online</i> Karen Smith-Gratto
	#141 Pebble Beach	<i>e-Learning Initiatives to Enhance Information and Digital Literacy</i> Beth Filar Williams, Lauren Pressley and Kim Duckett
	#142 Tanglewood	<i>The Promotion and Support of Student Critical Thinking Including Affective Development</i> Elizabeth Lasley
	#143 Tidewater A	<i>Time on Task: Using Short, Transitional Activities to Keep Students Focused and Engaged</i> Janet Starmer
	#144 Tidewater B	<i>Real Learning Connections</i> Nora Bird and Michael Crumpton
6:30 pm - 8:00 pm	Victoria Ballroom	Conference Banquet <i>Dinner music provided by Student Jazz Quartet of UNCG</i>

Agenda-at-a-Glance

Sunday, February 12, 2012

TIME	ROOM	EVENT
7:30 am - 8:30 am	Victoria Pre-Function	Continental Breakfast
8:00 am – 8:45 am		Concurrent Sessions XI
	#145 Augusta A	<i>The Extroverted Storyteller vs. the Introverted Nurturer. Different Approaches to Building Rapport</i> Kelly Hogan and Jeannie Loeb
	#146 Augusta B	<i>Debating Minds: What Students Think About Adversarial Teaching</i> Joseph Ross
	#147 Blue Ash	<i>Using Faculty-Led Supplemental Instruction to Improve Students' Understanding of Algebra</i> Kathy Cousins-Cooper, Katrina Staley, and Barbara Tankersley
	#148 Grandover East	<i>What's the Big Idea? Designing a Course for Student Understanding</i> Matthew Loyd
	#149 Grandover West	<i>Connection and Reflection: Engaging on the Open Web to Enhance Learning</i> Sarah Southall and Jeff Nugent
	#150 Pebble Beach	<i>Back to the Future: Creation of Settings for a Virtual World</i> Leah Tompkins and Catherine Holderness
	#151 Sandpiper	<i>The Thank a Teacher Program: What Are Students Grateful For?</i> Ashley Grantham and Erin Robinson
	#152 Tanglewood	<i>Quadrupeds in the Classroom: Exploring Issues of Disability as Diversity</i> Dana Greene
9:00 am –9:45 am		Concurrent Sessions XII
	#153 Augusta A	<i>Exploring the Impact of College Students' Perceptions of the Reading Process on Their Reading Behaviors</i> Vivian Hampton and Ioney James
	#154 Augusta B	<i>From Charlotte to Tanzania: Using the Internet to Engage Students in a Global Conversation</i> Deborah Campbell and Siu Challons-Lipton
	#155 Blue Ash	<i>Dig the Brain: Becoming an Academic Anthropologist</i> Alana Sherrill
	#156 Grandover East	<i>Active Learning Techniques in Technical Education</i> Moayyad AlNasra, Hasan M. El-Rifai, Rana M. Jisr and Taher Abu Lebdeh

Agenda-at-a-Glance

Sunday, February 12, 2012 (continued)

TIME	ROOM	EVENT
9:00 am – 9:45 am		Concurrent Sessions XII (continued)
	#157 Grandover West	<i>To Text or Not To Text—Barriers within Technology and Learning</i> Tricia Kauffman, Margaret Brown and Adam Hege
	#168 Pebble Beach	<i>Improving Collaborative Work in Online Courses through Specific Required Activities</i> Irina Falls
	#159 Tanglewood	<i>Service and Experience Go Extreme</i> Julie Joseph
	#160 Tidewater A	<i>Enhancing Learning with Mobile Apps</i> Scott Cooper
9:45 – 10:00	Victoria Pre-Function	Break
10:00 am – 12:00 pm	#161 Victoria Ballroom	Plenary and Closing Session <i>Charting Your Course: Achieving Our Elusive Teaching and Learning Hopes and Dreams</i> Todd Zakrajsek and Milt Cox

Thursday, February 9, 2012

4:00 pm – 8:00 pm **Registration Open**

Victoria Pre-Function

Friday, February 10, 2012

7:30 am - 8:30 am **Continental Breakfast**

Victoria Pre-Function

8:00 am - 8:30 am **Speaker Technology Check**

7:30 am – 5:00 pm **Registration Open**

Victoria Pre-Function

8:30 am – 10:00 am **Opening Session**

Victoria Ballroom #1 ***The New Learning Sciences: How Learning Variability Informs Teaching in the 21st Century***
Todd Rose, CAST and Harvard University

Modern neuroscience research has transformed the way we think about learning. Rejecting the myth of the “average” learner, this new perspective emphasizes the importance of natural variability and the powerful role that context plays in shaping learning outcomes. This presentation will discuss what brain research tells us about the origins of variability in learning, and what this means for the way that we design learning environments within the context of Universal Design for Learning.

10:00 am – 10:15 am **Break**

Victoria Pre-Function

Friday, February 10, 2012

10:15 am - 11:30 am

Concurrent Sessions I

Arrowhead

- #2 ***If You're Teaching, You're Doing Philosophy***
Jennifer McCrickerd, Drake University

From Socrates who wandered the streets of Athens conversing with anyone interested and his student Plato who founded a school to John Dewey and American Pragmatists into the 21st century, many philosophers have viewed teaching and philosophy as necessarily linked. In this session we will explore what it is about teaching and philosophy that suggests that doing one involves doing the other and why improvement in one will make someone better at the other. Participants will leave with some ideas from philosophy that will help them think about teaching in a new way and with a newfound appreciation of their inner philosopher.

Augusta A

- #3 ***Foreign Language Acquisition Through Film: The Spanish Civil War Through the "Trascion"***
Maria Rey-Lopez and Ana-Maria Medina, Metropolitan State College of Denver

The films *La lengua de las Mariposas*, *El viaje de Carol*, *Eres mi Heroe* and *Soldados de Salamina* might seem appropriate to use for an upper division culture and civilization or a survey course, the reality is that these films can be used to illustrate grammatical/cultural/semantic aspects at all levels of Spanish. This workshop seeks to provide information and examples of ways in which to transform foreign film into teaching tools, allowing the students to be exposed to diversity, and new modes of using technology while providing a cultural awareness that will engage and motivate them to have a broader understanding of the Hispanic world.

Augusta B

- #4 ***If the Evidence for Changing Pedagogies Is So Clear, Why Do My Colleagues Keep Teaching the Same Way?***
Scott Simkins, North Carolina A&T State University

Books such as *Academically Adrift* suggest that traditional teaching practices result in "limited learning" for large numbers of students, while evidence mounts that using research-based, interactive-engagement teaching practices increases student learning. So why don't more faculty members adopt these teaching practices? We'll make use of recent research to help us better understand why many faculty members fail to make changes to their teaching practices despite evidence that it would benefit students.

Friday, February 10, 2012

10:15 am – 11:30 am Concurrent Sessions I (continued)

Grandover East #5 ***Conducting Effective Classroom Observations***
Barbara Millis, University of Texas, San Antonio

The teaching portfolio movement and a general impetus to open classroom doors have spurred renewed interest in classroom visits as an effective way—although not the only way—to document teaching expertise. Colleagues also enjoy conducting reciprocal observations, thus increasing collegiality; the subsequent consultations promote reflection and positive changes, thus giving faculty ownership and investment in teaching enhancement. Well-thought-out, systematic, collegial classroom observations—particularly if conducted over a period of time—remain a powerful way to document teaching activities, to encourage reflection, to foster constructive dialogues, and to strengthen teaching performance and student learning. This experiential workshop will focus on a ten-step approach to conducting observations, one emphasizing a sequence that includes a pre-visit conference, valid observation practices and constructive feedback processes

Grandover West #6 ***Significant Learning through Integrated Course Design (Part I):***
Stewart Ross, Minnesota State Mankato

There are many ways in which faculty can improve teaching and learning for themselves and their students. No area is more beneficial than creating significant learning experiences for students through integrated course design. This interactive workshop was created for any discipline area, as participants are taken through a system that encourages the development of meaningful learning goals that can then be the basis for an integrated course design.

The workshop enables participants from all areas of higher education to reflect on the power of creating high quality, significant learning experiences in and out of the classroom. By focusing on learner goals participants are guided through the Taxonomy of Significant Learning after completing individual and group dreams for their students. The Taxonomy includes six areas: foundational knowledge, application, integration, caring, human dimension and learning how to learn. Participants come away from the workshop with powerful new learning outcomes for their students, regardless of their discipline.

Friday, February 10, 2012

10:15 am – 11:30 am Concurrent Sessions I (continued)

- Pebble Beach #7 ***Kaleidoscopic Perspectives on Curriculum: Collectively Unlocking Students' Futures***
Bonnie Mullinix, Jan Bishop and Rene Sawyer, Greenville Technical College
- Where is the best place to begin redesigning curriculum? With faculty! This session will explore a collaborative process for redesigning courses to emphasize active learning, extend time on task, integrate technology, incorporate outcomes assessment and promote critical thinking while impacting student success. Examples of activities drawn from multiple disciplines will be shared along with strategies for building and adding to a living curriculum, while coordinating with student services and support mechanisms.
- Sandpiper #8 ***The Affective Domain: The Role of Attitudes, Emotions and Motivations in Teaching and Learning***
Zachary Goodell, Virginia Commonwealth University
- What role does human affect play in teaching and learning? Research demonstrates that affect permeates everything we do and experience as human beings. Unfortunately, the less we know about human affect, the more we are constrained by it. Participants should leave this workshop with a better understanding of what human affect consists of, its role in the teaching and learning process, and how to target various components of human affect to enhance our teaching and our students' learning.
- Tanglewood #9 ***Maximizing the Impact of Active Learning Instructional Strategies: Problems and Possibilities***
Jim Eison, University of South Florida
- Across the disciplines, faculty members are increasingly being urged to employ active learning instructional strategies that engage students in doing things and thinking about the things that they are doing (Bonwell and Eison, 1991). Unfortunately, faculty members commonly find that their efforts to employ such teaching approaches do not fully realize their intended short and long-term instructional outcomes. This interactive problem-solving session will critically examine several commonly encountered challenges and identify practical ways to address reduce active and passive forms of student resistance while enhancing students' attitudes and academic achievement.

Friday, February 10, 2012

10:15 am – 11:30 am Concurrent Sessions I (continued)

Tidewater A #10 ***Strategies for Integrating Mobile Learning in and out of the Classroom***
Paul Wallace, Appalachian State University

Mobile devices such as cell phones, tablets, iPods, e-readers and even laptop computers can increase comprehension and learning. This workshop will focus on the value of mobile learning both in and out of the classroom. This session will demonstrate and explore mobile learning strategies in the classroom to create backchannel conversations and to solicit live student responses, which can provide immediate feedback and formative assessment. Out of the classroom, the use of mobile devices can extend learning by using mobile tools, such as object tagging and social mobile games, for students to construct their own mobile content together with community partners within a service-learning experience.

Tidewater B #11 ***Jazzy Neurons! Improvisation in Teaching and Learning***
Barbara Stuart University of Denver

Join us for an improvisation immersion. This experiential workshop engages with the research of neuroscientists, cognitive psychologists, faculty and students in the rapidly expanding study of improv and its effects on activating the brain's neurons. Replicating a Miles Davis activity (1994), participants will reconsider and perform their own ways of responding to emergent expression while teaching and learning. Plan to be jazzed!

11:45 am - 12:30 pm Concurrent Sessions II

Arrowhead #12 ***Technologies Effects on Case Studies–Ways to Improve Cognitive Learning***
Roland Sparks and Jeri Langford, Johnson & Wales University

Case studies have been used in business education to provide a comprehensive and integrative learning framework. However, online technology has circumvented the case study learning cycle. This session will examine how to affectively overcome the online resource effect and reinvigorate the use of case study analysis in business programs. Active learning techniques, collective integrated knowledge learning, problem solving skills and linked knowledge searching will be incorporated in the new case study techniques.

Friday, February 10, 2012

11:45 am - 12:30 pm

Concurrent Sessions II (continued)

Augusta A

#13 ***Cooperative Learning Structures: Catalyst for Effective Learning in Higher Education***

Comfort Okpala and Kofi Moseley, North Carolina A&T State University

The purpose of our presentation will be to share the results from our mixed-method study on the impact of cooperative learning structures on adult student's engagement and learning outcomes. We will share how the study was carried out using mixed method approach. We found that cooperative learning structure is an effective strategy with positive effects on student engagement and learning outcomes in adult learners. Findings from our study are significant in the implementation of strategies that will improve the quality of learning for students in higher education. This study will also bridge the research gap with modest contribution to knowledge since research is limited on the use of cooperative learning in graduate programs.

Augusta B

#14 ***Creating Culturally Responsive Higher Education Classroom Environments: A Brain-Based Perspective***

Jewell Cooper, Ye He and Barbara Levin, University of North Carolina at Greensboro

With increasing diversity in higher education classrooms, it is critical for instructors to develop enhanced understanding of learner differences and seek better strategies to serve the needs of students with diverse learning preferences. This presentation introduces culturally responsive classroom strategies associated with brain research. Through interactive participation, participants will have the opportunity to reflect on their cultural backgrounds, uncover their learning preferences and explore strategies to create more culturally responsive environments in their classrooms.

Blue Ash

#15 ***Focus and Motivation Through Iterative Learning Event Mapping***

Godev Concepcion, University of North Carolina at Charlotte

Each brain may process information in unique ways depending not only on individual brain idiosyncrasies but also on the unique circumstances in which each brain is exposed to a learning event. Reliance on onetime learning events may hinder information processing and ultimately motivation to learn. Therefore courses need to incorporate iteration of learning events as a way to enhance motivation to achieve goals.

Friday, February 10, 2012

11:45 am - 12:30 pm

Concurrent Sessions II (continued)

Grandover East

- #16 ***From Flatlining to Thriving: Using Formative Assessment Data to Guide Instruction***
Kimberly Hewitt and Bree Jimenez, University of North Carolina at Greensboro

When you hear the term “assessment” do pictures of Scantrons, bluebooks and exam grades dance in your head? These assessments are like autopsy results—it’s too late at that point to help the patient (learner). Join us for this quick-paced, interactive session on using assessments before and during instruction to improve instructional effectiveness—to keep your learners “alive” and thriving. Participants will leave with a toolkit of materials to incorporate formative assessments into their instruction.

Grandover West

- Significant Learning through Integrated Course Design (Part II):***
Stewart Ross, Minnesota State Mankato

Session #6 continued

Pebble Beach

- #17 ***Unlocking Student Engagement and Active Learning: Pre-class Pedagogy as the Key***
Steven Buzinski, University of Maryland/Lebanon Valley College

Without a firmly established foundation of information to call upon during class, students will struggle to move beyond the memorization of facts to the application, analysis and creation of knowledge. In this session, I will discuss the use of an online, pre-class pedagogy to engender this foundation of information and preliminary evidence of its influence on student engagement and learning. Moreover, I will demonstrate how audience members can immediately utilize this pedagogy.

Sandpiper

- #18 ***Is Technology Taking Over the Brains of Our Students? Connecting Technology, Teaching Literacy and Brain-Based Learning***
Gladys Huggins, Jinaki Abdullah, and James Dervin, Winston-Salem State University

What is the role of literacy teachers as it relates to using technology in the 21st century? How is literacy connected to brain-based learning? Technology has changed the way we teach and learn college level reading and writing. Presenters will examine facts, ideas and/or assumptions about the connection between technology, teaching literacy and brain-based learning. We will also address a concern shared by some that a surfeit of technology will pose danger to the brain.

Friday, February 10, 2012

11:45 am - 12:30 pm

Concurrent Sessions II (continued)

Tanglewood

- #19 *Student and Faculty Preferences of Ink Color on Graded Products*
Christopher Seitz and Muhsin Michael Orsini, University of North Carolina at Greensboro

Receiving a paper marked with red ink can be a dreadful experience. This presentation will describe ink color preferences of students and faculty, summarize the effect of ink color on student emotion, and engage attendees with informal discussion about personal experience with ink color on graded products.

Tidewater A

- #20 *Learning to Play as a Team: Improving Curricular Outcomes Via Student Services*
Emily Heady, Liberty University

Liberty University's Quality Enhancement Plan (an accreditation requirement) centered on improving graduate student writing. A three-pronged approach, including curricular revision, faculty development, and student services, yielded extremely positive results. A close examination of the initiative's pedagogical strategies and outcomes offers valuable data about how and when students learn most effectively, as well as some clear guidelines for integrating curricular offerings with academic student services in order to achieve better outcomes.

Tidewater B

- #21 *Conundrums in Reclaiming Democracy: Faculty Reflections on a Multi-Campus and Community Course*
Stephen Bloch-Schulman and Maggie Castor, Elon University
Andy Busam and Spoma Jovanovic, University of North Carolina at Greensboro
Audrey Campbell, Bennett College
Sherry Giles, Guilford College
John Humphrey, North Carolina A&T State University
Ed Whitfield, Fund For Democratic Communities

In this session, faculty members from the multi-campus and community course, Reclaiming Democracy: Dialogue, Decision-Making, and Community Action, will share their insights into the challenges and pleasures of striving to practice, as well as study, democracy with each other and their students. Participants' diverse life experiences, races, genders, ages and levels of privilege offered a rare occasion for working through the conundrums posed by practicing democracy in the context of a society rife with inequality.

12:30 pm - 1:30 pm
Victoria Ballroom

Lunch

Friday, February 10, 2012

1:30 pm - 3:00 pm

Plenary Session

Victoria Ballroom

- #22 ***New Ideas from Physics Education Research that Could Change the Way You Envision Your Teaching and Learning***
Ian Beatty, University of North Carolina at Greensboro

Way back in the 1900s, many powerful ideas that changed how we think about teaching originated in (or were accelerated by) the work of Physics Education Researchers: for example, the importance of attending to students' prior conceptions and the superiority of active learning modes over traditional instruction. In the last decade, several new ideas have arisen and dramatically altered much of the discourse within the PER community. These ideas have great applicability beyond the domain of physics. One is the "knowledge in pieces" perspective, with a concomitant shift of focus from what students "know" to when and how they have access to their knowledge. A second is the subtlety and power of students' social dynamics and senses of identity, with a shift from viewing learning as a predominantly individual, cognitive task to viewing it as a complex, socially constructed endeavor. A third idea is "authenticity" in the learning experience, with a shift from seeing students as "learners of content" to seeing them as "becoming practitioners" of a specific sort. A fourth is the effect of grading practices, with a shift from broad, indelible measures of aptitude towards fine-grained and evolving profiles of skills being mastered. Overall, these four shifts reveal a broad inversion in our thinking, as we flip from seeing students largely as objects that respond to our instruction to understanding them as idiosyncratic agents volitionally choosing and navigating their path through a complex learning landscape.

3:15 pm - 4:00 pm

Concurrent Sessions III

Arrowhead

- #23 ***Ender's Test for Artificial Instruction***
Steve Gilbert, TLT Group

We will discuss: What is a course? What are course materials, course resources, course plans, course designs, course activities, course assignments? Who owns what? What is independent learning? What kinds of learners do not need a teacher for what kinds of learning? What are the characteristics of a "teacherless" course essential to convince the students who take it that they have a teacher? Why do/don't you care? When young people are trained to make video-game-like decisions that result in real explosions, what are the educational implications? Why do/don't you care?

Auditorium IV

- #24 ***Untext Me: Engaging Students with Multimedia Content***
John Mortenson, University of North Carolina at Greensboro

Are your course resources text-heavy? Using visual and interactive elements can make concepts really come alive for your students, but it's often hard to know where to start. Our course designers will show you how to find, create and incorporate dynamic multimedia content to get students exploring information and seeing connections for themselves. We'll demonstrate free online resources you can use to get started and inspire you to envision your own rich multimedia resources.

Friday, February 10, 2012

3:15 pm - 4:00 pm

Concurrent Sessions III (continued)

Augusta A

- #25 ***Narrative, Cognition, and 21st Century Pedagogy: What "Fahrenheit 451" Tells Us About Teaching in the "Post Paper" Age***
Thomas Albritton, High Point University

In today's eReader era, Ray Bradbury's *Fahrenheit 451* (focusing, as it does, on the burning of paper books) may be considered increasingly obsolete. However, this session will consider that novel as a uniquely prophetic narrative about the conditions most essential to 21st century thinking, teaching, learning and literacy. Participants will discuss selected scenes from the novel, and then plan activities that apply the novel's "brain-based" concepts to their classroom teaching.

Augusta B

- #26 ***Transforming the "Hidden Curriculum" to Engage and Motivate Students and Promote Student Success***
Tonya Adkins and Donald Taylor, Johnson & Wales University

Teaching and motivating learners is a continual challenge. Have you ever wondered how to integrate "real world" skills into the classroom, while trying to maintain clarity of discipline? Strategies to engage and motivate learners to develop critical thinking skills and growing through the "hidden curriculum" while maintaining subject focus is what you'll get in this workshop. Share your strategies with your peers and learn others which you can use right away.

Blue Ash

- #27 ***Teaching Students High Performance Learning (Part I)***
Linda Nilson, Clemson University

By the end of this session, you will be able to teach students research-backed, high-performance strategies for: 1) reading academic material for conceptual understanding; 2) studying for tests and long-term retention; and 3) taking tests more effectively and efficiently. Grounded in cognitive and learning psychology, these strategies focus developing students' learning skills in these areas: reading for comprehension, assessing their own learning, scheduling review and problem-solving practice, using visual tools, and turning mistakes into lessons. Many studies tell us that, when students acquire these skills, they improve their problem-solving abilities, test performance, and written and designed work and develop an internal locus of control.

Grandover East

- #28 ***"Like a Pebble We Threw in a Pond": The Challenges and Consequences of a Community-Based Research Project on Local Police Accountability***
Sherry Giles, Cheryl Brooks-Poole and Jeanetha Roundtree, Guilford College
Joseph Frierson, Beloved Community Center

In this session, undergraduate students, faculty and a community partner will reflect on the impact of their Action Research project focused on local police accountability, both on students' learning and in "troubling the waters" around the complex and controversial issue they studied. Participants will share insights from their different vantage points on the unique benefits, challenges and consequences of this project bringing together academic tools with community knowledge to address an important local community issue.

Friday, February 10, 2012

3:15 pm - 4:00 pm

Concurrent Sessions III (continued)

Grandover West

#29 ***Designing for Success: Using Cloud-Based Project Management and Collaboration Tools for Student Team Projects***

Kelly Lowther Pereira, University of North Carolina at Greensboro
Marcelo Dias Pereira, Wake Forest University

This presentation discusses the use of cloud-based project management and collaboration tools for the design and execution of effective student team projects. Various options for maximizing student learning in group activities will be discussed, including technology-based and other organizational methods. Participants will have the opportunity to develop ideas for the use of these tools in their own classroom environments. The project tools discussed here can be applied to any field, from languages to business.

Pebble Beach

#30 ***Using Clickers—What Works and What Does Not? (Best Practices for Implementing "Clicker" Technology in Introductory Curriculum)***

Laura Egel and **Manasseh Zechariah**, Johnson & Wales University

There is a vast amount of technical information required for a student to retain in introductory textile curriculum that is referred to throughout a fashion merchandising program. This requires long term retention of the basic definitions, concepts and applications taught in textiles. Clicker technology was incorporated into the textile curriculum three years ago in order to improve information retention. Since implementing the technology, the data shows that retention is improved in the short term as reflected in vocabulary quiz scores. However, longer term retention is not affected by the technology as revealed in midterm and final exam scores. Also, the question format significantly impacts the information retention.

Sandpiper

#31 ***From Lab to Classroom: Implementing "Desirable Difficulties" in an Online Course to Increase Acquisition of Foundational Knowledge***

Ashley Frazier and **Celia Hooper**, University of North Carolina Greensboro

Psychologists make a distinction between short-term performance and more enduring learning. Desirable difficulties have been shown to increase learning, but these methods are often not intuitive for students or instructors. How can we incorporate current research into teaching? This presentation reviews the research, highlights four key strategies and outlines the effort to incorporate them into an online introductory course. The participants will take part in application activity to connect knowledge to their own teaching experience.

Friday, February 10, 2012

3:15 pm - 4:00 pm

Concurrent Sessions III (continued)

Tanglewood

#32 *Achieving Academic Distinction Through Strategic Faculty Development: Cultivating Master Teachers*

Denise Pearson and Keonya Booker, Winston-Salem State University

We will share an exciting paradigm for faculty development taking shape at Winston-Salem State University. This strategic approach to faculty development has faculty relevance and is aligned with the University's strategic plan. It includes incentives for participation and completion, as well as opportunities for reflection and ongoing development. The Master Teacher Program is emerging as WSSU's flagship faculty development vehicle housed in its Center for Excellence in Teaching and Learning. It has been designed with the realization that faculty are the nucleus of academic excellence and student learning at WSSU and thus deserves support to the greatest extent allowable.

Tidewater A

#33 *Increasing Engagement in Science Through Authentic Practice*

Beth Overman, Miriam Ferzli, Mary Beth Hawkins and Damien Shea, North Carolina State University

Our aim is to increase engagement in science at student, curriculum, and pre-college student levels in the Research PackTrack program, SCALE-UP integrated lab and the RISE program. Research PackTrack will improve the training students receive in research skills prior to conducting independent scientific research and increase faculty mentors supervising undergraduate research. SCALE-UP biology lab classes provide an inquiry-based, collaborative, science learning environment. RISE will encourage rural middle and high school students to pursue scientific careers.

Tidewater B

#34 *Instructional Strategies for Solving Word Problems in General Chemistry*

Jahangir Emrani and Margaret Kanipes, North Carolina A&T State University

A large number of students who take general chemistry courses are unsuccessful due to their inability to solve word problems. We report on the progress of an ongoing study analyzing the problem-solving characteristics of students in an introductory chemistry course. We use a pre-test to identify and group students as conceptual or algorithmic problem solvers at the start of the course and use that information to develop and apply appropriate strategies for enhancing students' problem solving skills.

Friday, February 10, 2012

4:00 pm – 4:15 pm
Victoria Pre-Function

Break

4:15 pm - 5:00 pm

Concurrent Sessions IV

Arrowhead

#35 ***Liberating the Academic Bodhisattva: Meditation, the Mind and Enabling Engaged Learning (for the Student AND the Teacher!)***
Jessica Labbe and Robert Andrew Basinger, Greensboro College

2,500 years ago, Buddha taught what Western scientists are proving, that meditation benefits the brain. This session reveals the physiological and educational advantages of meditation in the classroom. Participants will learn about connections between the Zen classroom and key principles of brain-based learning, Zen/Buddhist pedagogical theories, Zen-oriented classroom activities and students' assessment of this approach. Additionally, participants will be taught simple meditation strategies and perform a brief workshop designed to help them implement Zen in their classroom/school/community.

Auditorium IV

#36 ***Asking Questions and Hearing Voices: Fostering Critical Thinking in General Education English Courses***
Kathy Fish and Jolly Sharp, University of the Cumberlands

This presentation will offer specific strategies for more consciously teaching and modeling critical thinking in general education English courses. In composition, first-year students use assigned questions and literary works from comics to poems to learn the basic strategies of literary analysis. In an upper level course, students specifically focus on novels with multiple narrative viewpoints as they find the real story and explore such issues as narrator (and reader) motivation and bias.

Augusta A

#37 ***Ideas for Engaging Incoming Students in an Active Role Relative to their Individual Learning Process and the University and Surrounding Communities***
Barbara Michel, Appalachian State University

This presentation discusses two business First Year Seminar Courses taught at Appalachian State University in the General Education Curriculum. It offers examples of successful techniques for engaging incoming students, active learning activities, as well as engaging students in the university and community at large. Ideas include making students responsible for course content, various in-class activities, effective use of extra credit, connection with the community, etc. Examples of student effort and feedback will be included.

Friday, February 10, 2012

4:15 pm - 5:00 pm

Concurrent Sessions IV (continued)

Augusta B

- #38 ***Enhancing Emotional Intelligence and Creating a Cohesive Classroom Through Transformative Writing Exercises:***
Pat MacEnulty, Johnson & Wales University

Transformative writing can be used in composition, literature, communication, sociology and psychology classes (and possibly others) as a way to get students to open up about the personal issues and challenges that they face and relate them to class material. Transformative writing helps students relate to each other, which enables them to work together better on team projects. Finally, transformative writing helps students overcome blocks to their writing process. By taking a personal approach to get into their topic, they will find they have more to say about it even if they are later expected to write in a more objective manner.

Blue Ash

- Teaching Students High Performance Learning (Part II)***
Linda Nilson, Clemson University

Session #27 continued

Grandover East

- #39 ***In a Land Far, Far Away: Using Fairy Tales to Advance Critical Thinking and Writing***
Sonya Melton, Winston-Salem State University

Happily Ever After: Fairytales From Around the World is a course offered at Winston-Salem State University that allows students to reexamine what they think they know about fairytales and explore the common themes within the genre through a scholarly lens. This presentation will highlight how this course has strengthened both the critical thinking and writing skills of its students through the use of high impact practices.

Grandover West

- #40 ***Make Facebook Your Friend: Expanding the Classroom with Social Media***
Brook Corwin, University of North Carolina at Greensboro

Your students spend hours each day on Facebook and Twitter. Why not use the force of social media for educational good? Our team of online course developers has leveraged a variety of social media platforms to extend learning opportunities beyond the classroom. We'll discuss how these tools can be used to enhance class discussions, academic research, collaborative writing and student engagement.

Friday, February 10, 2012

4:15 pm - 5:00 pm

Concurrent Sessions IV (continued)

Pebble Beach

- #41 ***Active Student Learning/Increased Student Engagement–It IS Possible!***
Susan Barbitta and Sue Brown, Guilford Technical Community College

This session will expose participants to the highly successful Math Emporium concept, which uses information technology to enhance learning and lower instructional costs. Contemporary students have varying levels of preparation, math anxieties and diverse learning styles. A blended, flexible paced Emporium Model produces active, learner centered student experiences. On demand, individualized assistance increases student persistence. Providing immediate diagnostic feedback motivates students to persist until they understand the concepts. Emporium Models demonstrate impressive student success.

Sandpiper

- #42 ***Why Activities in the Classroom are Worth the Effort***
Christopher Hakala, Western New England University

Faculty often use demonstrations and activities to illustrate complex course concepts. One common challenge faculty face is that students often remember the activity but forget the concept illustrated by the activity. Recent work in the Scholarship of Teaching and Learning suggests that to increase comprehension of course content, faculty need to effectively relate classroom activities to learning objectives. I will present several activities and describe how each can be utilized to illustrate course concepts in a variety of fields. In addition, I will describe WHY the presented activities done within the context of learning objectives work well in the classroom.

Tanglewood

- #43 ***Silence in Teaching and Learning: Perspectives of a Nepalese Graduate Student***
Krishna Bista, Arkansas State University

The nature of silence is complex in any classroom with international or domestic students. Instructors sometimes fail to recognize the classroom silence of foreign students. With an insider perspective by the author, this paper explores the concept of silence among international students by examining the existing body of literature relating to cultural norms. It also suggests a number of ways of dealing with silent students in a diverse classroom setting.

Friday, February 10, 2012

4:15 pm - 5:00 pm

Concurrent Sessions IV (continued)

Tidewater A

#44 *Uncovering the Unwritten Brain Rules: What do Students Expect from Female Professors?*

Jessica McCall and Jenni Simon, University of North Carolina at Greensboro

Despite women's success in university settings, scholarship and experience suggest that student perceptions of female instructors remain highly gendered. This session examines scholarship on gender bias in student perceptions of female professors. Student perceptions of gender often reflect traditional gender matrices, fostering expectations toward a professor's behavior. Incongruent gender performances often result in confusion and/or conflict for the student and the professor. Join us as we explore attitudes toward dress, mannerisms, humor, teaching philosophy and care-giving.

Tidewater B

#45 *Learning Extends Beyond the Classroom Walls: How an International Service Learning Program Cultivates Pre-service Teachers as Knowledgeable Global Citizens*

Agya Boakye-Boaten and Tiece Ruffin, University of North Carolina, Asheville

This session examines an innovative and unique international service-learning program aimed at cross cultural understanding that engages pre-service teachers in meaningful interactions with a country, its people, and an educational system. Students have first person experience studying, analyzing and observing the educational system and teaching profession in Ghana. This is a four week faculty-led summer study trip that allows pre-service teachers the opportunity to explore, study, and interact with the people of Ghana in efforts to cultivate the pre-service teachers as global citizens.

5:15 pm - 6:00 pm

Concurrent Sessions V

Arrowhead

#46 *Teaching Critical Thinking in Distance and Online Instruction*

Elise Eifert and Maggie Chrismon, University of North Carolina at Greensboro

Critical thinking is a valuable and important skill to promote in higher education. With the growth in size and acceptance of distance and online instruction, the demand for methods of teaching critical thinking is growing among instructors and administration. This presentation will emphasize the importance of teaching critical thinking and provide established instructional strategies that promote critical thinking within an online learning environment. It is appropriate for novice or intermediate professionals.

Auditorium IV

#47 *Establishing Living Learning Communities*

Dianne Welsh and Larry Taube, University of North Carolina at Greensboro

We will discuss the basic steps in how to establish a living learning community based upon our experience establishing the Entrepreneurship and Sustainability Living Learning Community at UNC Greensboro, now in its first year. Presenters will describe the process they followed and challenges they overcame.

Friday, February 10, 2012

5:15 pm - 6:00 pm

Concurrent Sessions V (continued)

Augusta A

#48 ***Revolutionary Redesign: An Extreme Makeover of a Core Teacher Preparation Course***

Jennifer Desiderio, Eastern Michigan University

Do you teach a course that many students dread taking, perhaps because they cannot see its relevance or because the information seems like a foreign language? What happens if that course is a core component in their major program of study? In this presentation, learn how the structure, teaching and evaluation methods for a challenging teacher preparation class were radically reconfigured to improve both learner attitudes and content application, leading to deeper, longer-lasting understanding.

Augusta B

#49 ***Let's Play Ball! Using Sports Team Metaphors to Promote Equitable Group Work***

Chantel Lumpkin, Thurman Guy, Valerie Jarvis McMillan and Meeshay Williams-Wheeler, North Carolina A&T State University

Effective teamwork is highly valued in academia and other organizations. While we commonly assign groups with expectations of high achieving processes and end results, we rarely teach students how to work together as teams, to listen to and involve all group members in the team process and final presentation. This workshop uses sports as metaphoric models of team work, identifying appropriate team roles and responsibilities and introducing strategies for group processes and presentations.

Blue Ash

#50 ***Engaging the Freshman Mind: Brain-Based Practices in the Liberal Learning Seminar***

Michael Brookshaw, Andrea Patterson and Valerie Saddler, Winston-Salem State University

The Liberal Learning Seminar (LLS) is a High-Impact Practice that greatly influences entering freshman if taught effectively. For the last two years, the faculty at Winston-Salem State University have been engaged in curriculum development that has produced over 50 different LLS Seminars that utilize various techniques, strategies and practices that incorporate brain-based learning. This panel will discuss how three of the most popular Liberal Learning Seminars have enhanced the student learning experience. The audience will be engaged in adapting these best practices to their respective disciplines.

Friday, February 10, 2012

5:15 pm - 6:00 pm

Concurrent Sessions V (continued)

Grandover East

#51 *Putting Science Labs Online for Distance Education: Five Case Studies*

Lee Ann Gillen and Cleo Magnuson, North Carolina State University

Do you want to teach a science course online, with a lab component? Can you effectively teach a face-to-face lab online or in a distance education setting? What are some of the unique challenges in doing this and some possible solutions? Using several case-based examples from online labs taught at N. C. State University, we will demonstrate solutions for these diverse disciplines including reusable tools and answer many of these questions for you.

Grandover West

#52 *Engaging Students and Promoting Student Reflections through e-Portfolios*

Mini Ranganathan and Jessica Sender, Guilford College

Self-reflection is a great learning principle that will help a student connect and integrate one's learning. Self-reflection, coupled with writing, prepares a student for life-long learning. Guilford College values the merits of self-reflection and writing across the curriculum. The college has embarked on an e-portfolio endeavor for all students. The e-portfolios will help the college authorities conduct assessments, prepare students for graduate admissions, showcase student galleries and maintain contacts with students after graduation.

Pebble Beach

#53 *All Together Now: Greensboro, Beirut, Oulu via Teleconferencing, Skype and Facebook*

Jonathan Tudge and Alexandra Schultheis Moore, University of North Carolina at Greensboro

Drawing on our previously taught and current linked classes between Greensboro and Oulu (Finland) and between Greensboro and Beirut (Lebanon), we will describe how we use technology in conjunction with specific activities and assignments to foster students' emotional and intellectual engagement. In particular, we focus on strategies that encourage multi-modal processing, personal participation and reflection on the ways in which we are communicating and working together across national boundaries in pursuit of shared academic goals.

Friday, February 10, 2012

5:15 pm - 6:00 pm

Concurrent Sessions V (continued)

Sandpiper

- #54 ***Faculty Development Modes of Delivery: Structure for Learning in a Successful Teaching with Technology Experience***
Sharon Wheeler, Liberty University

Developers seek to provide faculty with training that aligns with best practices and encompasses the entire scope of the teaching act, yet, for a variety of reasons are limited in doing the same as they work with faculty. Informed by Madeline Hunter, best practices for teaching and the Ebbinghaus Forgetting Curve, the presenter will share how she organized and implemented a Teaching with Technology experience for faculty ranging from their 30s to 80s with great results.

Tanglewood

- #55 ***Nothing to Fear but Fear Itself? How the Brain's Amygdala Can Impede the Learning Process***
Joshua Eyler, George Mason University

While the amygdala plays a part in a wide variety of brain functions, it is perhaps best known for its active role in conditioned fear responses. This session suggests that when many students are presented with new, difficult or challenging material, their brains respond to it as a perceived threat and thus engage the fear response. As educators, we need to understand this and utilize ways to disarm amygdalar responses to better support learning.

Tidewater A

- #56 ***Bridging the Gap: The Role of Faculty and Student Affairs Administrators in Retaining Black Women Students***
Torry Reynolds, University of North Carolina at Greensboro
Cherrel Miller Dyce, Elon University

This presentation will discuss strategies that will aid in the retention of black women students on predominately white college campus nationwide. Discussion will focus on ways that faculty and student affairs administrators can act as catalysts for retention for both undergraduate and graduate students. A model for how to build a grassroots, action oriented support communities will be presented.

Tidewater B

- #57 ***Designing a Culturally Responsive Project for Community Change***
Crystal Oldham, Spoma Jovanovic, Mark Congdon and Christopher Roberts, University of North Carolina at Greensboro
Dudley High School Students

A team composed of faculty, graduate, undergraduate and high school students will facilitate a workshop designed to promote community change projects. Workshop facilitators will use experiential learning techniques to invite participants to express their ideas through speaking, writing and art. By using the twin pillars of collaboration and reflection as a focus throughout the workshop, participants will collectively create a mural that charts the process design for community change.

Friday, February 10, 2012

6:15 pm – 7:45 pm

Reception and Poster Session

Pre-Function B

#58 *African American Student Leaders Becoming Political Through Service Learning*

Elizabeth Barber, Briana Cooke, Marcus Gibson, Briana Griswold, Vivian Hampton, Ioney James, Brittany McLean, Bethany Penn, Blayre Penn, Carl Redd, Tom Smith, Markus Jamal Webb and Erica Wright, North Carolina A&T State University

Integrating online content with the classroom can help make courses more relevant and tailor our teaching to students' virtual worlds. This poster will discuss the implementation of a novel "virtual conference" activity in an undergraduate psychology course. Data to be presented include quantitative and qualitative evaluation of the efficacy of this activity. Ongoing modifications to the virtual conference will also be discussed. Particular emphasis will be placed on adapting this activity for a range of disciplines.

#59 *Scotch-u-lary*

Cedric Bass, Winston Salem State University

What is Scotch-u-lary? It's a fun, flexible game designed to increase vocabulary knowledge. This engaging teaching strategy helps to expand the vocabulary of students who otherwise lack successful tools for learning new words. Participants can actually play the game during this poster session, and hear about the successful increase of vocabulary knowledge and quiz scores after using this tool.

#60 *Creative Inquiry in a Culinary Science Laboratory*

Aubrey Coffee, Clemson University

Creative Inquiry (CI), opportunities for undergraduate scholarship, is an intensive, discovery-oriented approach to learning. The department's handbook states that "emphasis is placed on providing an experience that will be meaningful and will promote reasoning and critical thinking, ethical judgment, and communication skills as well as developing a deep understanding of the methods of scientific and/or humanities research." The research, *Evolution of Gingerbread*, provides the essences of Creative Inquiry through undergraduate research and professional development.

Friday, February 10, 2012

6:15 pm – 7:45 pm

Reception and Poster Session (Continued)

#61 ***Creative Inquiry: Undergraduate Student Led Research***
Margaret Condrasky, Clemson University

This poster will capture the essence and breadth of the Clemson University Creative Inquiry program. These undergraduate student led research teams can be described as the generation of an Aha! moment. It's small group learning for 14,000. It's the imaginative combination of engaged learning and undergraduate research, and it is unique to Clemson University. Students take on problems that spring from their own curiosity, from a professor's challenge or from the pressing needs of the world around them. Team-based investigations are led by a faculty mentor and typically span three to four semesters. Students take ownership of their projects and take the risks necessary to solve problems and get answers. As faculty within the Food, Nutrition, and Packaging Sciences Department I have acted as the mentor for three teams each year for the past six years. My teams include research and problem solving in the distinct areas of culinary nutrition, culinary tourism and culinary science technology. Students have conducted experiments to determine if professional chefs can detect flavor differences in salts; to define the loss of volatile compounds in holding a poultry dish from the chefs pan to the guest by seconds of time and flavor/aroma changes; to develop a new food product for children using new ingredients from the Amazon; to use food photography in tourism etc. The students have successfully published manuscripts in peer review science journals, prepared presentations for international conferences and provided culinary nutrition hands-on programs for hundreds of South Carolina parents, and cooks.

#62 ***Responding to Student Writing Paperlessly and Effectively for You and the Student***

Frances Cook, Johnson & Wales University
Andrew Cook, Limestone College

Employers consider communication skills to be a highly valued employee asset, yet written communication is one of the most deficient skills of college graduates. This presentation will demonstrate an electronic paperless process that puts the onus on the student, creates less work for the professor and results in a better document.

#63 ***No Sim Man? No Problem! The Use of Low-Tech Simulation with Nursing Students***

Jacqueline DeBrew, Yolanda Griffin, Elena McGinty and Linda McNeal, The University of North Carolina at Greensboro

The incorporation of simulation experiences in nursing education is increasing as technology surrounding the use of simulators improves. However, not all simulation experiences require the use of a simulated person for students to benefit from the experience. This presentation describes the use of low-tech simulation experiences utilizing faculty as actors to provide students with a realistic experience in nursing care.

Friday, February 10, 2012

6:15 pm – 7:45 pm

Reception and Poster Session (Continued)

#64 *Expressing Creativity through the Life Review Project: Allowing Students the Opportunity to Create*

Jacqueline DeBrew and Connie Rankin, The University of North Carolina at Greensboro

Students are creative and have a desire to demonstrate that creativity through concrete examples (Prensky, 2010). The Life Review project, based on the novel "Tuesdays With Morrie", requires students to interview an older adult, and then creatively present the person's life story to their peers. Presentation guidelines are purposely left open, in order to allow students to think outside of the box about the best way to present their older adult.

#65 *Digging Beneath Fun and Games: Accounts of Critical Pedagogy Overseas*

Mary Eberhardinger, The University of North Carolina at Greensboro

Have you ever traveled or want to travel abroad to share your "expertise" with students? This interactive session exchanges theory (of critical pedagogues) mixed with personal accounts (of the researcher) on why students who are different from us may not always be responding to our teaching styles. Moreover, this session discusses how educators may see the various educational dispositions and purposes of students who are simply different (diverse) from us.

#66 *Teaching Spanish Online*

Mariche Garcia-Bayonas, The University of North Carolina at Greensboro

The presenter will discuss student and instructor satisfaction with Spanish online vs face to face course instruction. In this new global era of teaching online many institutions have already joined the club of teaching second languages (L2) online. But how are languages taught online? Is it really feasible and practical? Is student learning comparable to those who learn languages face to face? This paper analyzes learning gains of students in basic Spanish online courses versus students in the classroom taught at a University.

#67 *A Maximally Collaborative Class: Turning to Classmates for Help Is a Virtue!*

Edward Gehringer, North Carolina State University

In most classes, it is considered cheating for a student to help another student with homework. If all students are doing different projects, though, it is possible to give students credit for helping others. This brings the classroom environment into better alignment with the "real world" and facilitates students learning from their peers as well as from the instructor. We report on using this approach in developing open source software and suggest applications to other fields.

Friday, February 10, 2012

6:15 pm – 7:45 pm

Reception and Poster Session (Continued)

- #68 ***Experimental Learning: There is an App for That!***
Daniel Hall, High Point University

We will demonstrate the prototype of an iPad application that is designed to run several interactive economics experiments. We show the benefits of experiential learning exercise where students personally experience how markets work by participating as buyers and sellers using the iPad application.

- #69 ***An Application of Instructional Design Principles to Library Instruction Tutorials***
Ciara Healy, Duke University
Ula Gaha, Mississippi State University

This poster and iPad demonstration shows the instructional design process that resulted in the creation of a library tutorial teaching users how to work faceted searching in a Quick Search to improve search results. The tutorial has instructional, practice and assessment components.

- #70 ***Enhancing Students' Interest in Science and Technology Through Cross-disciplinary Collaboration and Active Learning Techniques***
Gail Hollowell, Donna Grant and Alisha Malloy, North Carolina Central University

Twenty-nine high school students participated in a four week summer camp designed to increase their interest in science and technology. The camp was a blend of hands-on biology, chemistry and technology modules that addressed the global societal issue of obesity. Students developed websites to address obesity in one of five countries—Egypt, Mexico, Puerto Rico, the United States of America, and the United Kingdom. Survey results showed an increased interest and aptitude in science and technology.

- #71 ***Alternative Testing Models: Moving Student Engagement and Active Learning Beyond the Lesson Plan***
Julie Joseph, Johnson & Wales University

Engagement helps to increase learning, and many educators focus on engagement during the teaching/learning process. However, many times these efforts are front-loaded into the lesson and the assessments take on more traditional formats. Engaging students does not have to end prior to the test. Using alternative testing models that keep students engaged and allow them to be a part of the assessment process rather than just regurgitating information enables students to more easily recognize the relationship between the test and the content.

Friday, February 10, 2012

6:15 pm – 7:45 pm

Reception and Poster Session (Continued)

- #72 *A Study of Student Teachers' Blogging During Student Teaching*
Molly Marnella, Bloomsburg University

To discuss a study done with student teachers about posting and responding to blogs on their experiences while student teaching. After blogging for 15 weeks the future educators completed a qualitative survey on the positives and negatives of using blogging communication between fellow student teachers.

- #73 *Evolving from Notebook to e-Portfolios for Promotion and Tenure: The Fantastic Voyage*
Carolyn Mayo, North Carolina A&T State University
Robert Mayo, University of North Carolina at Greensboro

The use of e-portfolio faculty promotion and tenure (P&T) documents is gaining momentum across the landscape of higher education. Some institutions have a recent history of e-portfolio usage and faculty members often find themselves scrambling to adapt to this new technological approach for submitting their P&T documents. This presentation will focus on activities and methods that can result in a well-conceived, well-organized electronic P&T portfolio. Samples of e-portfolios will be presented.

- #74 *Genetic Analysis of Signaling Networks in Cancer: An Interactive Research Course*
Kimberly Monahan, SPIRE–University of North Carolina at Chapel Hill

Incorporating research into the classroom has evolved over the years for students to be engaged in the scientific process. Here I design a course that implements scientific research into the classroom. The course objectives for this course are 1) obtain an understanding of the scientific method by constructing a hypothesis, conducting experiments, analyzing, interpreting and presenting results, 2) effectively presenting their own research, 3) critically analyze science papers and 4) master research skills in c.elegan research.

- #75 *Global Conflicts: Hercule Poirot Investigates*
Mueni Muiu and Guy Martin, Winston-Salem State University

Using the theme of global conflicts, this inquiry-based, interdisciplinary Honors seminar incorporates the Humanities and Political Science (specifically, Peace & Conflict studies) to introduce students to the research process, following the method used by Agatha Christie's famous detective, Hercule Poirot. This is a writing-intensive course in which the students' research project is followed step by step, from conception to the final product (a panel presentation and a final research paper).

Friday, February 10, 2012

6:15 pm – 7:45 pm

Reception and Poster Session (Continued)

#76 ***Shelter from the Storm: Simple Techniques to Create “Safe” Space in an Online Humanities Course:***

Joyce Joines Newman, East Carolina University

Neuroscientists have shown that anxiety-producing interactions result in increased levels of cortisol, interfering with brain circuits important for learning and memory, decreasing cognition and lessening student performance, all of which underscore the need to create learning environments where students feel safe to ask questions, not know, make mistakes, and attempt difficult tasks without fear of failure and ridicule. This poster will illustrate some simple but effective techniques for creating “safe” spaces in an online writing-intensive humanities course.

#77 ***Mentor and Teaching Practicum (MATP): Preparing Future Faculty Through Mentoring Enhanced Opportunities:***

Beth Overman, and Barbi Honeycutt, North Carolina State University

The Mentoring and Teaching Practicum, or MATP, allows advanced graduate students and postdoctoral scholars to experience mentorship, observation and teaching in an undergraduate classroom. Participants enrich their professional development in teaching and learning by working with professors demonstrating exemplary teaching skills and active, engaged classrooms at multiple institutions. MATP prepares future faculty with the mentorship and networking opportunities they need to excel in the job search and classroom through networking of university scholars and educators.

#78 ***Teaching an Online College Course: Developing Assignments and Auxiliary Materials Within a Framework of the Brain-Based Learning Model***

Barbara Piore, North Carolina A&T State University

Teaching a freshman level course on-line: the poster shows examples of homework assignments, group projects, additional resources, and assessment tools that were developed using the Brain-Based-Learning approach. Those course materials were developed to target specific skills and knowledge acquisition. The poster illustrates a relationship between student performance on on-line exams and the use of Brain-Based course resources.

Friday, February 10, 2012

6:15 pm – 7:45 pm

Reception and Poster Session (Continued)

- #79 *Adding Self Confidence and Effective Verbal Communication Skills as Learning Outcomes in Your Class*
Laurence Quinn, Greensboro College

An all too frequent critique from faculty and employers is that today's graduates have poor written and verbal presentation capabilities. The weakness is particularly apparent when students are expected to make a compelling impression in their course work or in their early professional endeavors. This session will describe the structure and implementation of a Personal Presentation Skills sequence which I have found can notably increase self-confidence and presentation skills. It will detail how to develop a two minute exercise that will build students' confidence in their ability to find their voice in a public setting when the stakes are high. It is a sequence that may be inserted into the structure of virtually any course

- #80 *Duke CIT Faculty Fellows: Pedagogy, Technology and Learning Communities*
Randy Riddle, Duke University

The Faculty Fellows program has been one of the Duke CIT's most popular offerings over the past decade. This poster session looks at how the program has evolved from a focus on long-term faculty instructional technology projects to close-knit faculty learning communities. The program engages instructors around pedagogical themes, bringing together participants from a wide range of disciplines for "real world" problem solving of teaching and learning issues.

- #81 *Everybody Speaks Languages!*
Susanne Rinner, University of North Carolina at Greensboro

This session reflects on issues of diversity in the modern language classroom. First, the presenter discusses the problematic notion of the target language and culture as homogenous. Second, the presenter introduces ideas to attract diverse students to the modern language classroom. Third, the presenter offers ideas for teaching units that incorporate authentic cultural materials at all levels of language instruction. Examples are taken from the German context, but no knowledge of German is necessary.

- #82 *Using Formative Assessments in an Online Course to Promote Student Learning*
Melody Sharp, Jefferson College of Health Sciences

The poster describes the steps taken to incorporate a teaching strategy. Many factors influence student learning. Faculty must utilize teaching strategies that will be most effective to promote learning. Formative assessment strategies aimed at promoting learning are often underutilized. Steps taken to incorporate a teaching strategy in a nursing theory course included a formative assessment tool completed by the students that resulted in a greater understanding of concepts and an increase in assignment grades.

Friday, February 10, 2012

6:15 pm – 7:45 pm

Reception and Poster Session (Continued)

- #83 *Beyond the Textbook: Using a Semester-Long Project to Engage Students of Economics*
Natalya Shelkova, Guilford College
- The poster showcases a semester-long-project that I designed to
- 1) engage students with topics in Principles of Microeconomics course,
 - 2) allow students to tie seemingly unrelated topics into a logical story,
 - 3) encourage application of theory,
 - 4) build learning communities and
 - 5) promote development of writing, communication and presentation skills.
- #84 *The Development of a Digital Herbarium*
Michael Slaughter, Jefferson College of Health Sciences
- This poster will show
- 1) how digital cameras can be used to collect excellent digital images of local flora,
 - 2) how the digital images can be quickly categorized into artificial groups or into phylogenetic groups,
 - 3) how professors can encourage the use of digital technology in the laboratory setting and
 - 4) how the technology can engage students in active learning.
- #85 *Special Brew: The Local and Global Values that Undergird Learning, Teaching and Leadership in Southern Malawi*
Thomas Smith, Elizabeth Barber, Danielle Brown, Michele Delgado, Simeon Hendricks, Sharon Hunter, Renee Martin, Kanton Reynolds, Jamiese Rushing and Danielle Truitt, North Carolina A&T State University
Toni Bradsher, Guilford County Public Schools
- In this session, student presenters share outcomes of their service learning-based participatory action research work in Malawi in the summers of 2010 and 2011. They will discuss the impact on Malawian children and educators, and the implications for long-term research on what it means to learn, teach and lead in that country.
- #86 *Multitasking and Memory: What Are the Costs of Classroom Distractions?*
Bianca Sumutka, Lynchburg College
- The goal of this project was to enhance student learning through an experiential learning assignment in a cognitive psychology class. For this project, students helped conduct an experiment integrating course topics of attention and memory and explored the effect of technology on these functions. This experiment examined how memory is impacted by multitasking and cell phones. The poster will describe student involvement in this project and how the results impacted learning about attention and memory.

Friday, February 10, 2012

6:15 pm – 7:45 pm

Reception and Poster Session (Continued)

#87 ***Moving the Brain from the Past to the Present: The Impact of Reflection in Literature***

Fernanda Tate-Owens, Johnson & Wales University

Students often question the relevance of literature in their personal and professional lives. This session will focus on the importance of self reflection, a necessary step in the transition from a passive learner to an active learner. Literature is life, an experience that entails changes in our perception, thoughts and behavior.

#88 ***Innovative Use of Tests/Quizzes Can Motivate Students and Engage in Classroom Discussion***

Hong Wang, North Carolina A&T State University

Tests/quizzes have been used as an evaluation tool for a long time in colleges worldwide. Many tests/quizzes end up just requiring students to memorize concepts which they quickly forget after the tests/quizzes. Most students do not read textbooks until they prepare to take tests/quizzes. Many of them do not even buy textbooks. In this presentation, we discuss designing tests/quizzes that will motivate students to read books and participate in class discussions.

#89 ***First and Second Order Reasons why Collaboration Promotes Experience Based Learning (EBL)***

Paul Wilson, Shaw University

I quote a student evaluation berating the use of groups. I then explore first and second order reasons why asynchronous collaboration promotes experience based learning (EBL). I cite Barbara Millis who shows how groups can become the classroom work style of choice, and I recount how my use of asynchronous groups has led to EBL. Finally I give reasons to believe that peer-to-peer learning can foster the open-ended inquiry that was prized by pragmatists.

Reception music provided by the Alley Rabbits Bluegrass Quartet

Friday, February 10, 2012

8:00 pm - 9:15 pm

Plenary Session

Victoria Ballroom

#90 *The Neuroscience of Caring: Your Attitude Towards Students Really Counts*

Louis Schmier, Valdosta State University

Tamara Rosier, Acorn Consulting

No action by a teacher is impersonal and no attitude is detached. How we teach and to whom we believe we teach is determined largely by the attitudes and feelings about students that we bring into the classroom. Unless we convince our students that they are not isolated, are safe and are cared for, they are likely to feel threatened and be inhibited by a fear triggered by that part of the brain called the amygdala. Therefore, they are less likely to engage in deep learning. We will discuss the significant research of what happens in the brain when one is cared about and is cared for by others. The most powerful teaching tool we have at our disposal, then, is the attitude we have toward ourselves, each student and our purpose. Moreover, the way we use our hearts and minds to look at each student in the class with us influences their attitudes about themselves as well as their performances. Let's discover ways to gain, maintain or increase a more positive attitude towards students, as well as provide strategies for communicating care and acting in caring ways towards students that will help them alleviate their fears and be better achievers.

Saturday, February 11, 2012

7:30 am – 8:15 am **Continental Breakfast**

Victoria Pre-Function

7:45 am – 8:15 am **Speaker Technology Check**

8:00 am - 5:00 pm **Registration Open**

8:15 am - 9:45 am **Plenary Session**

Victoria Ballroom

#91 ***Mindfulness in Teaching and Learning***
Zachary Goodell, Virginia Commonwealth University

As much of the dialogue about teaching and learning revolves around brain-based research these days, there has been little regard for the role of the mind. Although much of the brain-based research is very compelling, the brain does not operate solely on autopilot. The mind not only governs the brain and body in ways that are quite obvious. The human mind can also govern what has heretofore been regarded as largely, if not completely, autonomous systems such as the parasympathetic nervous system. Part of the reason for this dearth of research is that the mind is virtually impossible to study because it simply does not lend itself to empirical research. However, as with quantum physics, just because we do not have the instrumentation to measure something, it does not mean it doesn't exist or that we cannot benefit from theorizing about the phenomenon. Another potential reason is that the mind is so omnipresent that we forget that it exists and shapes everything we experience.

9:45 am – 10:00 am **Break**

Victoria Pre-Function

Saturday, February 11, 2012

10:00 am - 11:15 am

Concurrent Sessions VI

Arrowhead

#92 ***The Brains Behind Teaching: Understanding How Learning Happens***
Jennifer McCrickerd, Drake University

Understanding why students do what they do in response to our classes can help us better develop circumstances that foster learning and decrease our frustrations when things don't go well. This presentation, focused on information relevant to learning from the fields of psychology, neuroscience, and philosophy, will draw on participants' experience and provide a basic groundwork for understanding what is conducive to successful learning and teaching by modeling an engaging classroom experience.

Augusta A

#93 ***What Makes our Students' Brains Say Hey, This Is Important, Save this Information: Strategies to Optimize Memory Formation***
Rhoda Wolle, Wisconsin Lutheran College

What makes our students' brains say, "Hey, this is important, save this information"? This interactive session is built upon the mnemonic device CROME (Chunk-Repetition-Oxygen and glucose-Meaning and relevance-Emotional state) and will offer practical strategies you can use in your courses to help students optimize memory. You will leave with an action plan that can be implemented in your courses upon the return to your institution.

Augusta B

#94 ***Brain-Based Research about Learning and Attention: It isn't Edutainment...But It Is Close***
Jeannie Loeb and Todd Zakrajsek, University of North Carolina at Chapel Hill

Many individuals have drawn stark contrasts between "edutainment" and "real learning." In this session, the presenters use recent research in the areas of cognition and neuroscience to demonstrate that these two concepts may well be more aligned than many realize. Participants will learn what teaching strategies make sense in light of current cognitive and neurobiological research on learning and memory. It is also our hope that we will all have a bit of fun.

Blue Ash

#95 ***Teaching for the 21st Century: Using Research to Inform Practice***
Barbara Millis, The University of Texas, San Antonio

Research on how people learn has skyrocketed in a variety of disciplines such as cognitive psychology, educational research and neuroscience. This research has enormous implications for evidence-based classroom and online teaching. Fortunately—and not unexpectedly—the research is convergent. 21st century teaching practices can be solidly grounded on known principles of learning. This interactive keynote will share some of the basic principles and encourage faculty to explore innovative applications that promote learning.

Saturday, February 11, 2012

10:00 am - 11:15 am

Concurrent Sessions VI (continued)

Grandover East

- #96 ***Update Your Tech in an Hour or Less: Easy to Learn Collaborative Learning Apps***
Edward Gehringer, North Carolina State University

Want to learn to promote student collaboration in an hour or less? Here are five free applications you can use to do just that. Live Question is a great way to get feedback during a lecture, as are Google forms. Piazza is a greatly improved message board. CATME/Team Maker helps you create teams and measure their effectiveness. Google sites do wikis one better, allowing you to keep tabs on your students' writing activity.

Grandover West

- #97 ***They Are Now Among Us: Working With Millennial Faculty Members***
Laurie Richlin, Charles R. Drew University of Medicine and Science

Just as we are beginning to figure out how to educate the second wave of Millennial students, the first wave has completed graduate school and many of them are joining our faculties. This hands-on session will address the dilemma these new faculty members create. Will we try to acculturate them to traditional university policies and procedures? Or does their presence provide us with an unprecedented opportunity to review our expectations?

Pebble Beach

- #98 ***Connecting Music and Health: Blame it on the Boogie!***
Jo Ann Coco-Ripp and Donna Wiggins, Winston-Salem State University

Understand a Liberal Learning Seminar for freshmen at WSSU from conceptualization to execution. Based on theories of Bandura and Kolb, the course engages students in the exploration of credible research on the connection of music and health through classroom and inquiry activities, experiences in the concert hall as performers and consumers, and community service learning projects. At the end of this session attendees will be prepared to design a similar course.

Sandpiper

- #99 ***Is the Red Pen Mightier than the Sword? Providing Written Feedback that Encourages Greater Student Learning***
Michael Howell, Appalachian State University

Written feedback assessing performance is considered crucial to maximizing student learning. Faculty lament it ultimately has little value, observing negligible improvement in future work. Few professors are trained to provide useful feedback. This workshop identifies key principles of effective written feedback from empirical findings, articulating the connection between feedback and brain-based learning as it relates to metacognition and self-regulated learning. Participants will assess their beliefs and practices and collaboratively develop strategies for providing effective feedback.

Saturday, February 11, 2012

10:00 am - 11:15 am

Concurrent Sessions VI (continued)

Tanglewood

#100 ***Teacher, Teach Thyself—Becoming a Better Educator Through Journaling!***

Christine Cugliari, High Point University

This session explores the journey and outcomes as a result of considering the question: “Do you use journaling as a tool to improve your teaching?” Participants will discover how a teaching journal becomes a valuable tool for self-discovery and professional development. The Kolb Learning Model and qualitative research techniques will be illustrated as tools for orderly reflection and making meaning of one’s experiences, observations and thoughts. This session will also include an opportunity to practice journal entries and reflective tools.

Tidewater A

#101 ***Walking the Labyrinth: Contemplative Instructional Techniques to Enhance Learning and Promote Student Engagement***

Carol Henderson and Michael Faber, Ithaca College

Bringing traditional meditative methods and skills into the contemporary classroom, contemplative learning offers an effective antidote to today's fast-paced, highly distracting cultural environment. It supports student engagement by developing the ability to quiet the mind and focus deeply on the material at hand. This workshop will provide instruction and practice in basic techniques of contemplative learning, offer examples of their successful use and support individuals interested in exploring the integration of contemplative methods into their own teaching.

Tidewater B

#102 ***Exploring the Horizon: The Future of Curricular-based Learning Community Programs Within Higher Education***

Laura Pipe and Erica Estep, University of North Carolina at Greensboro

This presentation will focus on pedagogical and logistical details related to developing and facilitating learning community programs. Presenters will discuss various learning community models from non-residential learning communities, living-learning communities and residential college programs, as well as those focused on clustered courses, integrated learning and/or co-curricular programs. Participants will share foundational lessons learned, while creating a larger network of collegial discourse on initiating or growing learning community programs.

Saturday, February 11, 2012

11:30 am - 12:15 pm

Concurrent Sessions VII

Arrowhead

- #103 ***The Harlem Renaissance: An Explosion of the Arts***
Elwanda Ingram and LaVie T. Leasure, Winston-Salem State University

The Harlem Renaissance was a cultural awakening of the arts for African-Americans. Primarily located in Harlem, New York, the movement stimulated creativity in a diverse range of disciplines. This presentation will make use of various multi-media audiovisual clips that will demonstrate a plethora of cultural activities that existed during the 1920s. The presentation will address the current learning styles of both traditional and non-traditional students by way of visual and auditory pedagogical strategies [brain-based learning] which enhance the written word.

Augusta A

- #104 ***Electronic Submission of Promotion, Tenure and Review Materials***
Chrystal Dean, Amy Cheney and Joy James, Appalachian State University

As we strive for greener campuses, and as we increasingly create and house our work online, it only makes sense that our professional materials should be submitted and reviewed online. This presentation will demonstrate different methods for electronic submission of promotion, tenure and review materials, and consider issues related to the evaluation of electronic submissions. The facilitators will share examples and answer questions related to their own electronic portfolios.

Augusta B

- #105 ***What Can We Learn from the Sports Pages? Engaging Students in Difficult Dialogues about Social, Economic and Political Issues***
Sherrill Hayes, University of North Carolina at Greensboro

Everyday newspapers and websites are full of stories, which many of your students have already read, about political corruption, gender discrimination, economic inequality and peaceful conflict resolution. Didn't you read the sports section too? This presentation will provide resources and demonstrate examples of using the compelling narratives of sports as a mechanism to actively engage students in difficult conversations about sensitive topics, even when it is not an Olympic year.

Blue Ash

- #106 ***Examining the Effectiveness of Student Engagement Methods***
Cheraton Love, Winston-Salem State University

Human Biology and Disease was developed to promote student interest in biological concepts. Students are engaged in a variety of activities including case studies, video enhanced class discussion and journal writing. Additionally, students have provided the instructor with feedback on the ways to best promote their learning. This session will examine the effectiveness of engaging techniques on student learning. Participants will also gain student perspective on the use of engaging methods in the science classroom.

Saturday, February 11, 2012

11:30 am - 12:15 pm

Concurrent Sessions VII (continued)

Grandover East

#107 ***Information Literacy Scaffolding: Constructing Knowledge in the Library Classroom and Beyond***

Jenny Dale and Lynda Kellam, University of North Carolina at Greensboro

At the heart of constructivism is the idea that learners create knowledge by making meaningful connections between new ideas and their own experience. As teaching librarians, we have developed strategies to help students make critical connections between academic research and their own experience finding and using information. In this session, we will share strategies for developing activities that teaching faculty can integrate in their courses to supplement the targeted instruction provided in the library classroom.

Grandover West

#108 ***Meeting the Needs of Adult Learners: Creating Successful Online Graduate Coursework***

Deanna Cash, Lynchburg College

With an increase in the number of students enrolled in online courses, colleges and universities we must consider the implementation of online courses to meet the needs of diverse student populations. Yet, this process must move forward in a planful, systematic manner with attention to course design and delivery, evaluation and assessment, student characteristics and instructor characteristics. This presentation describes one process for development of an innovative online program for the professional development of adult learners.

Pebble Beach

#109 ***Online Grammar Checkers: Friend or Foe?***

Susan Luck, Pfeiffer University

Want your students to learn to edit their own grammar? Want to spend less time marking grammar errors on papers? This presentation is for you. We will explore the ways in which several online grammar and editing programs can be used to help both students and professors analyze and edit their writing in a proactive manner. Activities include showing the different results each has on different papers. The presentation will also compare the software results compared to the teacher's hand editing.

Sandpiper

#110 ***Implementation of a Research Mentorship Program for Junior Faculty***

Wanda Lawrence, Winston-Salem State University

New opportunities, expectations and responsibilities of new faculty members can be overwhelming! Involvement in teaching, scholarship and university and community service is an expectation. However, due to the shortage of faculty, focus tends to be "teaching", consequently neglecting scholarship. As a result, faculty are not prepared for tenure and promotion. This presentation addresses planning, implementation and evaluation of a strategy implemented to prepare junior faculty for tenure and promotion.

Saturday, February 11, 2012

11:30 am - 12:15 pm

Concurrent Sessions VII (continued)

Tanglewood

#111 *Sustainable Service Learning*

Randall Hayes and Manuel Reyes, North Carolina A&T State University

Service Learning partnerships with external organizations are difficult and time-consuming to coordinate. We do environmental projects within the rapidly growing citizen science and school garden communities, using students with widely varying levels of expertise and commitment. We will offer some philosophical advice (such as, don't be overly afraid of conflicts of interest) and some practical technical tips for building lasting partnerships in appropriate stages, using our experiences with three area schools and two conservation organizations.

Tidewater A

#112 *Homework X 7: Using Homework Variety to Promote Reading and Thinking*

Ann Walter-Fromson, Greensboro College

How do you get students to do the reading? This presentation describes a SoTL project that involved seven types of homework assignments matched to learning objectives in a psychology course. Following a description of the goals, methods and results of the project, participants will be encouraged to reflect on how homework can be used to motivate students to read and think metacognitively and which types of homework might be most effective in their disciplines.

Tidewater B

#113 *Help Students Make Better Decisions by Understanding the Neuroscience Domains of Procrastination*

Dianne Garrett, University of North Carolina at Greensboro

There are three domains of neuroscience to better understand the human decision making process: 1) brain-biology and wellness, 2) routines and impulsiveness and 3) attention and goal-setting. By understanding student thinking, we can better construct and sequence our curriculum and assignments in ways that support learning.

12:15 pm - 1:15 pm

Lunch

Victoria Ballroom

Saturday, February 11, 2012

1:15 pm - 2:45 pm

Plenary Session

Victoria Ballroom

#114 *Are We Really “Academically Adrift”? Valuing and Promoting Teaching Excellence*

Scott Simkins, North Carolina A&T State University

John Zubizaretta, Columbia College

Media reporting in the U.S. seems to be filled with negative messages about higher education—students spending little time studying outside of class, low academic rigor, little improvement in students’ critical thinking skills and “a large percentage of students drifting through college without a clear sense of purpose.” Are things really that bad? We all know colleagues on our campuses that are doing amazing things inside and outside their classrooms and making a real difference in the lives of their students. So how do we square these seemingly antagonistic views?

Join us as we explore this question, drawing on our own experience and scholarship, in a lively point-counterpoint fashion. On the surface, our own narratives appear to mirror the opposing views illustrated above, but underlying our views is a shared goal of teaching excellence, both for our colleagues and ourselves.

Our plenary is not a typical presentation; rather, we are opening both our minds and hearts on important issues that impact our (meaning all of us) common vocation—teaching—and searching for shared understanding. We hope you will do the same through reflection and conversation during this session.

3:00 pm - 3:45 pm

Concurrent Sessions VIII

Arrowhead

#115 *Unforgettable Teacher or Unforgettable Teaching? The Psychology of the Adult Student Experience*

Carrie Hegnauer, Johnson & Wales University

When you were a student you formed opinions about your favorite classes. Which classes still stick in your mind? They're probably not just classes in your major. They're classes taught by an unforgettable teacher utilizing unforgettable teaching skills, the teacher who connected with intrinsic motivators—social, personal interest, investigation of something valuable to the unique context as an adult student learner.

Augusta A

#116 *Edutainment*

Anthony Priest, Missouri State University

Still using the standard PowerPoint text/clipart for lecture delivery? Get inspired and engage students with visually enhanced, customized storyboard lectures. Rather than viewing static slides with stock backgrounds and extensive text, students engage in what can be best described as comic book lectures, complete with the professor's avatar as a guide. These lectures combine academically rigorous information with stimulating, entertaining visuals—what I like to call "Edutainment."

Saturday, February 11, 2012

Concurrent Sessions VIII (continued)

- Augusta B #117 ***Sketchnoting: Doodles with Brain Power***
Shawn Bowers and Mike Wirth, Queens University of Charlotte
- Who knew doodling could help students take better notes and enhance retention of information? This workshop will introduce the fast growing trend of visual note taking, and how it can create dynamic, diverse and creative learning environments. Attendees will leave this hands-on workshop with a basic understanding of the sketchnote philosophy, a sketch notebook, and an arsenal of activities for use in the classroom.
- Blue Ash #118 ***Mobile Devices, Situated Learning and Game Dynamics: Tools for a More Engaging Library Orientation***
Anne Burke, Adrienne Lai and Adam Rogers, North Carolina State University
- Presenters will describe the development and implementation of the NCSU Libraries Mobile Scavenger Hunt, a fun, low-stakes means to promote resources and services critical to academic success, and to invite students to interact with staff. This game helps demystify the often overwhelming library building and reduce learners' anxiety by using situated, problem-based learning. We will discuss how we developed the project in under three months using iPod Touches and free, cloud-based apps. We will also and share student and instructor feedback.
- Grandover East #119 ***Three Brains Are Better than One: Honors Liaison/Research Faculty Teamwork***
Deb Stanford, University of North Carolina at Greensboro
Mona M. Shattell, DePaul University
- Our brain-based teamwork found that three brains are better than one (or two). We teamed up to increase integration of research into our undergraduate nursing program. The deliberate interactions of our triad—honors liaison (faculty link to Honors College), research faculty and honors students—have increased both the quantity and quality of undergraduate research in the nursing discipline here at UNCG. Examination of this triad exposes the important role each plays in our learning outcomes and benefits to all.
- Grandover West #120 ***Teaching Well with Technology Utilizing Critical Thinking: An ePortfolio Approach***
Virginia Jones and Gail Summer, Ferrum College
- Ferrum College has adapted an approach to immersing students in critical thinking through use of an ePortfolio program involving critical thinking activities centered on reflection upon scholarly achievements across all four years of undergraduate experience. This presentation will explain how to use free technology in a venue appealing to digital natives. Explanation will include the structure, bumps and obstacles faced by the college, and explore other ways to connect learners to critical thinking through technology.

Saturday, February 11, 2012

Concurrent Sessions VIII (continued)

- Pebble Beach #121 ***Teaching a Case Study Course Online: Yes, It Can be Done!***
Ramin Maysami and David Fricke, University of North Carolina at
Pembroke
- This presentation discusses best practices in delivering a case study course fully online. Technology assisted learning methods become an integral part of this endeavor. We review our approach in using technology and the Learning Management System to achieve success in online delivery of a case study based finance class. The use of case study methodology in teaching finance and other business topics has long been advocated and employed. Financial Management (FIN 418) at UNCP's School of Business "introduces and utilizes the case study method to explore differences in financial policy, financial statements for ratio analysis, capital budgeting investment decisions, and strategic bond and stock valuations." In seeking approval to deliver the Economics and Finance concentrations within the BSBA degree program completely online, the need arose to redesign all upper level classes for online delivery.
- Sandpiper #122 ***Navigating the Technology Tsunami in Teaching and Learning***
Jane Harris and Pamela Howe, University of North Carolina at
Greensboro
- Many experts believe that technology is changing the way many of us seek information and learn. If so, how does this affect our practice and what changes does it encourage or require? In this session, we will explore the impact of technology on teaching and learning. Our thesis is that technology can enhance research-based practices. We will share a variety of experimental multimedia environments in use today. Attendees will engage in discussions about potential strategies and challenges. Access to the presentation Google Site containing extensive annotated resources will be provided.
- Tanglewood #123 ***The Quantitatively Literate Argument: Empowering Student Writers through Quantitative Reasoning***
Virginia Totaro, Mary Lou Hall and Micol Hammack, Virginia
Commonwealth University
- In an article in the New York Times, Max Frankel stated "Deploying numbers skillfully is as important to communication as deploying verbs." In terms of instruction, however, quantitative reasoning and writing typically dwell in different worlds. This presentation seeks to portray QR as an accessible, relevant and meaningful enhancement to all types of academic writing and courses across the curriculum. Our main goal is to show that in a writing-driven classroom, it makes sense to expand established practices to include quantitative reasoning.

Saturday, February 11, 2012

Concurrent Sessions VIII (continued)

- Tidewater A #124 ***Retaining Diverse Faculty Through a Combined Individual and Group Mentoring Program***
Susan Dennison, Jigna Dharod, Cerise Glenn, Erik Hines and Susan Phillips, University of North Carolina at Greensboro
- One of the most effective ways to retain diverse faculty members is through well designed mentoring programs. Come learn from diverse faculty members, who have participated in this highly effective mentoring program as they discuss ways they have found it to be most beneficial.
- Tidewater B #125 ***Learning Teaching: Doctoral Students as Teachers. Which Experiences Best Prepare New College Instructors?***
Kelly Massengale, Allyson Kelley and Muhsin Michael Orsini, University of North Carolina at Greensboro
- As colleges and universities prepare doctoral students for careers in academia, graduate students may have the opportunity to fill a lead instructor role for undergraduate courses. In a time when many schools are facing budget cuts, doctoral students may be increasingly called upon to carry a larger portion of their department's teaching load. Doctoral students teaching for the first time are likely to teach general education courses and may be among the first university instructors undergraduates encounter. Doctoral students prepared for teaching are better able to engage students and may have a positive impact on university retention. This presentation by two doctoral students and their faculty advisor will explore the preparation doctoral students receive or may benefit from prior to teaching college students for the first time. Additionally, the presentation will describe how doctoral students' experiences prior to teaching influence their effectiveness as teachers. Results of a research study conducted by the presenters to better understand which experiences prior to teaching college courses most influence doctoral students as teachers will be shared.

3:45 pm – 4:00 pm
Victoria Pre-Function

Break

4:00 pm - 5:15 pm

Concurrent Sessions IX

- Augusta A #126 ***Best Practices from Physics Education Research (PER) for non-physics "Economy-Size" Classes***
Patricia Allen, Appalachian State University
- Various strategies for teaching introductory physics 1-5 have been shown by PER to be effective for small classes (25 students). Adapting such strategies for large classes (70-90 students) can be daunting without some assistance. Considering these challenges, the purpose of this workshop will be to share instructional approaches to increase inquiry in non-physics, large enrollment classes. One instructional approach will be used as the backdrop for showcasing select strategies that participants can adapt to their courses.

Saturday, February 11, 2012

4:00 pm - 5:15 pm

Concurrent Sessions IX (continued)

Augusta B

- #127 ***Teaching Multicultural Education Using Alternative Pedagogy***
Pamela Lobb, University of Virginia
Barry Lobb, Lynchburg College

This interactive workshop will examine learning strategies that have been shown to increase students' multicultural competency. Participants will engage in experiential learning experiences that support critical thinking concerning multicultural topics. The workshop is modeled on a course that challenges assumptions of how knowledge is formed and how students learn about multicultural topics. Strategies of instruction that can be adapted for core classes while still supporting multicultural education will be shared.

Grandover East

- #128 ***Relax, Reflect, Relate: The 3 R's of Contemplative Practice in the Classroom***
William Johnson, University of North Carolina at Greensboro

Want to engage your brain? Slow down and take time to relax, reflect and relate! Research has shown that students who apply some type of contemplative practice in their lives are more likely to be more engaged, healthier and happier in life, which leads to academic success! Participants in this session will engage in meditation, reflective writing and personal sharing, all which can contribute to personal growth and success and leave the session at peace!

Grandover West

- #129 ***Strategies for Awakening Motivation and Improving Achievement: The Work of Carol Dweck***
Joseph J. Gonzalez, Appalachian State University
Tamara Rosier, Acorn Consulting
Louis Schmier, Valdosta State University

As with many things in life, motivation is in our heads. This panel will discuss and engage the audience in the theory and application of the theories of psychologist Carol Dweck of Stanford. Her signature insight, based on vigorous empirical research, is what she calls "mindset." People have "self-theories"—what people believe about themselves, how they view their intelligence, how they interpret their experiences, and what they believe about their abilities shapes the boundaries on what they can accomplish. The panel will offer insights into taking concrete steps to move from a negative and obstructive "fixed mindset" in the classroom to a productive "growth mindset" that will help awaken motivation and improve the prospect for success.

Saturday, February 11, 2012

4:00 pm - 5:15 pm

Concurrent Sessions IX (continued)

Pebble Beach

#130 ***Making Course Assignments Real and Relevant***
Jim Eison, University of South Florida

Have you observed an increasing number of disengaged undergraduates in your classes? Are you open to thinking about alternative ways to reach out to such students. If so, this lively and interactive session will examine “why” authentic assignments arouse student interest, increase depth of understanding and promote greater retention of course content. Additionally, we will explore “how” different types of authentic assignments can be connected to your discipline and situated in different types of classes.

Sandpiper

#131 ***Mythbusters: Developing and Enhancing Online Instruction***
Ben McFadyen and Cheryl Schaaue-Crabb, Elon University

Myths abound that online instruction is difficult to develop or requires sophisticated and complicated technologies or online courses are difficult to manage. At Elon, we assist instructors in building strong courses into satisfying and effective learning to leverage students' desires to excel. Participants will learn how effective online courses can be managed and delivered using simple technology, and identify and discover their own assets and strengths to enhance and adapt courses for the online environment.

Tanglewood

#132 ***You Can Lead Students to the Classroom, but Can You Make Them Think? Interactive Strategies to Inspire, Engage and Make Learning Fun***
Deet Gilbert and Sunil Atreya, Johnson and Wales University

Glazed over eyes staring back at you in class? Are you competing with Facebook for attention? Have you had to call in the paramedics to save a student from dying of boredom? Then this is the workshop for you! This interactive workshop introduces instructors in all fields to activities they can utilize in the classroom to promote active learning and student engagement. This fun, interactive workshop will keep your students interested and reinvigorate you as a teacher. We will help transform your classroom into an educational and fun place for both student and teacher.

Saturday, February 11, 2012

4:00 pm - 5:15 pm

Concurrent Sessions IX (continued)

Tidewater A

#133 ***Collaborative Visualization of Course Concepts***
Craig Roberts and Hugh Crumley, Duke University

Our memory for experiences relies heavily upon information encoded by the visual system. This session explores how we can leverage this system to enhance college classroom learning. A wide range of technologies (from PowerPoint to immersive virtual environments) are available to enable collaborative visualization of course concepts. During this session we will describe the application of these practices to neuroscience and education courses and facilitate collaborative visualization by teams of participants.

Tidewater B

#134 ***Scientific Teaching: Approach Your Teaching the Way You Approach Your Research***
Mark Hens, University of North Carolina at Greensboro

Scientific teaching brings the creativity, rigor and spirit of experimentation that defines research into classroom teaching. Developed by the Wisconsin Program for Scientific Teaching and the National Academies, and supported by the Howard Hughes Medical Institute, this program focuses on the development of learning outcome-based courses, frequent assessment to monitor student achievement of the learning outcomes, and the incorporation of instructional approaches designed to facilitate learning in a diverse student population. This session will provide an overview of scientific teaching and will introduce participants to the information and skills necessary to begin their own foray into the proactive. During the session, participants will examine learning objectives for their own courses, develop approaches for conducting different types of assessments of student learning and investigate different instructional approaches to maximize learning in a diverse student population.

Saturday, February 11, 2012

5:30 pm - 6:15 pm

Concurrent Sessions X

Arrowhead

#135 *Is Foreign Language Education inTune with the Times?*
Esperanza Granados-Bezi, Fayetteville State University

This presentation discusses the need for foreign language faculty to reverse the trend of low quality programs by developing new strategies to achieve excellence in teaching and learning and to better prepare students to navigate the paths of digital global societies. It addresses fundamental issues such as the persistence of old fashioned and ineffective teaching practices, the low class standards set by instructors' and students' underperformance and the convenience of incorporating new technologies to develop students' minds to provide them with more meaningful learning experiences. My approach is based on the use of interactive technologies found on new software applications rich in multimedia and digital components, such as TellMeMore, not as supplementary tools, but as integral to the processes of planning and delivering instruction. Teachers should also see the benefits of establishing collaborative endeavors to share resources that allow them reconfigure their teaching curricula by subscribing to the "open classroom" or being members of "language consortia."

Augusta A

#136 *Activating the Brain: Guiding the Research Efforts of First Year Students*
Richard Moniz and Joe Eshleman, Johnson & Wales University

Through hands on activity, presentation of data from a pilot study and discussion, participants will gain insights into the needs of first year students' research skills. Faculty will also take away concrete strategies to improve student thinking and research abilities.

Augusta B

#137 *Using QR Codes for Teaching and Learning*
Elizabeth Connor, The Citadel

Quick Response (QR) codes are matrix symbols that can be incorporated into signs, conference posters, handouts, course management systems, catalog records, directories, etc., in efforts to direct learners to additional information accessible through a mobile device's camera feature. For example, QR codes embedded into a class handout can be used to point students to content needed to compete an assignment. This session will explain/demonstrate the creation and use of these codes for several learning activities.

Saturday, February 11, 2012

5:30 pm - 6:15 pm

Concurrent Sessions X (continued)

Blue Ash

- #138 ***No Fuss, Low Tech, Adaptable Strategies to Promote Active, Brain-Based Learning***
Sara Simmons, University of North Carolina at Pembroke

Do you believe that students learn best by being actively engaged? Join this interactive session designed to let you explore and experience numerous research-proven, practical, low-tech and highly adaptable strategies for promoting active, brain-based learning in any discipline through reading, writing, listening and speaking. Reflect on your experiences and consider how you might incorporate these strategies into your own instruction. Leave with a handout that clearly describes 32 ready-to-use strategies.

Grandover East

- #139 ***Advancing Active Learning through the Usage of Mnemonics and Humor***
John Withrow, University of North Carolina at Greensboro

This presentation will demonstrate implementation of mnemonic techniques using humor to recall content for any class. Participants will use the brain-based learning strategy of forming associations in combination with various mnemonic devices and create vivid memories that are far easier to recall than by using standard rote memorization. When we add humor to the context of these associations, we further encode information for later recall with much greater depth and clarity over traditional means.

Grandover West

- #140 ***Not Just Typing: Alternatives for Assessing Student Learning Online***
Karen Smith-Gratto, North Carolina A&T State University

While students in face to face classrooms are assessed using oral reports, model creation and demonstrations, online students are not. The assessments employed online generally involve students in typing something (discussions, tests, etc.). The purpose of this presentation is to provide suggestions for using multimedia to provide online students with assessments similar to those in the face to face environment. Examples of student work and free resources for production by students will be shared.

Pebble Beach

- #141 ***e-Learning Initiatives to Enhance Information and Digital Literacy***
Beth Filar Williams, University of North Carolina at Greensboro
Kim Duckett, North Carolina State University
Lauren Pressley, Wake Forest University

Librarians can play a key role in supporting teaching and learning online whether for distance, online or blended courses. This presentation offers three case studies highlighting how librarians use a range of learning technologies to reach learners online. We will demonstrate synchronous and asynchronous instructional approaches to improving students' information and digital literacy and highlight a variety of campus partnerships used to identify instructional needs, support teaching goals and market online learning opportunities.

Saturday, February 11, 2012

5:30 pm - 6:15 pm

Concurrent Sessions X (continued)

Tanglewood

#142 ***The Promotion and Support of Student Critical Thinking Including Affective Development***

Elizabeth Lasley, University of the Cumberlands

This session will present a study of curriculum and pedagogical practices in a mandatory special education survey course for undergraduate education majors. The objective is to promote self awareness and self-evaluation of personal habits of mind, autonomy, biases, purpose and critical thinking including the affective domain. The catalyst is the implementation of case studies and field experiences that convey relevance, rigor and meaningful relationships for students' cognitive and affective development.

Tidewater A

#143 ***Time on Task: Using Short, Transitional Activities to Keep Students Focused and Engaged***

Janet Starmer, Guilford College

I will demonstrate activities for pairing or grouping students which go beyond simply counting off into twos, threes, etc. I will present transitional activities which are focused on content and/or "hook" the students by capturing their interest. In addition to presenting activities I have used in the foreign language classroom, I intend to discuss adaptations of these activities to a wide variety of subjects.

Tidewater B

#144 ***Real Learning Connections***

Nora Bird and Michael Crumpton, University of North Carolina at Greensboro

The Real Learning Connections project has been piloted to examine a new model of internship based on prior research and in collaboration between library school students and practicing librarians. In this project the student becomes the catalyst between curriculum and theory presented in the classroom and the actual work performed by experienced librarians utilizing a proven skill set. This presentation will discuss the structure, benefits and pitfalls of this new type of experiential learning.

6:30 pm - 8:00 pm

Conference Banquet

Victoria Ballroom

Dinner music provided by The UNCG Student Jazz Quartet

Sunday, February 12, 2012

7:30 am – 8:30 am Continental Breakfast

Victoria Pre-Function

8:00 am - 8:45 am Concurrent Sessions XI

- Augusta A #145 ***The Extroverted Storyteller vs. the Introverted Nurturer. Different Approaches to Building Rapport***
Kelly Hogan and Jeannie H. Loeb, University of North Carolina at Greensboro
- Looking to make active learning successful in the classroom? Building rapport, i.e. revealing your humanity, must come first. The discussion will focus on how building rapport must match one's own natural strengths. Two award-winning instructors (of quite different personalities) discuss practical ways to build rapport in both small and large classrooms.
- Augusta B #146 ***Debating Minds: What Students Think About Adversarial Teaching***
Joseph Ross, University of North Carolina at Greensboro
- Classroom debates are a common teaching strategy, but do students see value in evaluating evidence, arguing a side and scrutinizing an opposing position? By examining quantitative and qualitative feedback from students enrolled in a first year experience course during the fall 2010 and spring 2011 semesters, this presentation examines student views of classroom debates and how instructors can use adversarial methods of teaching to engage and motivate students.
- Blue Ash #147 ***Using Faculty-Led Supplemental Instruction to Improve Students' Understanding of Algebra***
Kathy Cousins-Cooper, Katrina Staley and Barbara Tankersley, North Carolina A&T State University
- This session will provide insight on how to use faculty-led supplemental instruction to improve students' understanding of algebraic concepts. The speakers served as supplemental instructors in their college algebra and trigonometry courses, and they will share how and why faculty-led supplemental instruction works. The speakers will provide examples of activities to include in a supplemental instruction session.
- Grandover East #148 ***What's the Big Idea? Designing a Course for Student Understanding***
Matthew Loyd, University of North Carolina at Greensboro
- What big ideas do you want students to use in their lives five years from now? Defining these enduring understandings is an important first step in course design. Our team employed backward design principles to create an innovative online course spanning seven different social science disciplines. We'll discuss the interactive exercises we designed to help students reach a key understanding—knowing what questions to ask to make sense of our social world.

Sunday, February 12, 2012

8:00 am - 8:45 am

Concurrent Sessions XI (continued)

Grandover West

#149 ***Connection and Reflection: Engaging on the Open Web to Enhance Learning***

Sarah Southall, Longwood University

Jeff Nugent, Virginia Commonwealth University

This session will examine the ways in which key instructional practices and select web-based technologies were used to promote reflective writing and dialogue among students in two university courses. Through a review of relevant literature and sharing of experiences, the presenters will engage participants in considering how learning on the open web supported the development of reflective, persistent and self-directed learning by the students in these courses.

Pebble Beach

#150 ***Back to the Future: Creation of Settings for a Virtual World***

Leah Tompkins and Catherine Holderness, University of North Carolina at Greensboro

Seymour Sarason's landmark work in education, *The Creation of Settings*, explores how people come together in settings, developing norms and processes in order to function successfully. Technology has presented us with a new form of educational setting, one in which people are geographically disbursed and where they meet asynchronously both to teach and learn. Once schools were able to operate as educational fortresses, now we question the efficacy of that model. Forcing campus-based expectations on students, faculty and administrators while the same time expecting them to successfully teach and learn in a cyber setting is fraught with frustrations for everyone. One way to begin exploring brain-based education for distance learners is to examine the settings in which they learn. We can do this by challenging expectations for faculty and students that are rooted in bricks and mortar and then developing new successful educational settings in cyberspace. But how do you go about doing that when you live and work in the bricks and mortar world?

Sandpiper

#151 ***The Thank a Teacher Program: What Are Students Grateful For?***

Ashley Grantham and Erin Robinson, North Carolina State University

The Thank a Teacher Program at NC State allows students to recognize professors who have impacted their lives. Analysis of student responses from 2010-2011 reveals that students appreciate instructors who engage, motivate, prompt them to see material in a new way and act as mentors or advisors. These archetypes parallel many of Caine and Caine's (1990) principles of brain-based learning, suggesting that students appreciate instructors who implement brain-based learning techniques.

Sunday, February 12, 2012

8:00 am - 8:45 am

Concurrent Sessions XI (continued)

Tanglewood

#152 *Quadrupeds in the Classroom: Exploring Issues of Disability as Diversity*

Dana M Greene, University of North Carolina at Chapel Hill

Issues of diversity are key to understanding and accommodating both today's students and faculty. Multiculturalism is often thought to be the inclusion of different racial, ethnic and sexual groups, but issues of disability are often forgotten even though they are part of the cadre of uniqueness that is embodied in every learning environment. This presentation aims to promote issues of disability as a necessary form of diversity and to provide suggestions for accommodating disability in pedagogical techniques.

9:00 am - 9:45 am

Concurrent Sessions XII

Augusta A

#153 *Exploring the Impact of College Students' Perceptions of the Reading Process on Their Reading Behaviors*

Vivian Hampton and Ioney James, North Carolina A&T State University

This interactive session addresses the nature of reading as a developmental, complex and multifaceted process in relation to how students view and respond to reading related tasks across disciplines. Emphasis is given to students' self-reported perceptions of what reading entails, how they approach reading assignments and their overall level of comprehension. Additionally, participants will gain insights into metacognition as a research based focus toward improving students' overall reading performance.

Augusta B

#154 *From Charlotte to Tanzania: Using the Internet to Engage Students in a Global Conversation*

Deborah Campbell and Siu Challons-Lipton, Queens University of Charlotte

How can you facilitate interaction between your students and those from other countries? In this session, we'll discuss how two teachers connected 40 students from Queens University of Charlotte with students from Dar Es Salaam University in Tanzania using Skype, Facebook and email. The session will include practical hints for setting up a similar course and examples of projects created by our students working via the Internet with students in Tanzania.

Sunday, February 12, 2012

9:00 am - 9:45 am

Concurrent Sessions XII (continued)

Blue Ash

- #155 ***Dig the Brain: Becoming an Academic Anthropologist***
Alana Sherrill, Johnson & Wales University

To understand, students need to hear the language, eat the food, document the cultural behavior, dig. They need to make connections. Sometimes understanding happens in Socratic circles, and sometimes it happens at a soup kitchen. But it almost never happens without anthropological study of the subject. Participants will learn how brain research of David Perkins and field research of anthropologist Clifford Geertz can inform their pedagogy to captivate student interest and foster true understanding.

Grandover East

- #156 ***Active Learning Techniques in Technical Education***
Moayyad AlNasra, Hasan M. El-Rifai, Rana M. Jisr and Taher Abu Lebdeh, West Virginia University Institute of Technology

The techniques and methods used in technical education in the 1960s are no longer effective nowadays. The technical educator often finds himself/herself reluctant to deal with issues related to student motivation, communication skills, ethics, students basic understanding of business processes and much more. New techniques focusing on active learning processes will be presented that will keep students motivated and, at the same time, teach students to become a responsible party in the learning/teaching process.

Grandover West

- #157 ***To Text or Not to Text—Barriers Within Technology and Learning***
Tricia Kauffman, Margaret Brown and Adam Hege, University of North Carolina at Greensboro

Technology, including texting has influenced the educational environment and how students learn. In response, educators must continuously revisit their practices. This 45 minute session is presented by a team of doctoral students with teaching experience. Participants will be challenged to engage in technology based behaviors and active learning scenarios to explore their own personal boundaries surrounding technology and its use in a learning environment. Please turn cell phones on, as their use is encouraged.

Sunday, February 12, 2012

9:00 am - 9:45 am

Concurrent Sessions XII (continued)

Pebble Beach

#158 *Improving Collaborative Work in Online Courses Through Specific Required Activities*

Irina Falls, University of North Carolina at Pembroke

This paper presents research findings of a study based on a guiding model for designing and evaluating computer supported collaborative learning. The model contains explicit and embedded strategies for and assessments of the development and productivity of learning teams dynamics. Mandatory team building activities, periodic monitoring and peer evaluations and reports are used to facilitate team work and improve the learning outcomes.

Tanglewood

#159 *Service and Experience Go Extreme*

Julie Joseph, Johnson & Wales University

Learning by doing has been talked about for years. Now it's time to put your creativity where the conversations are. Developing programs that combine service, experience, study, culture/language and travel provide field experiences for students will not only engage them, but will have them asking for more. Join us for a journey into new alternatives for service and experience infused learning opportunities.

Tidewater A

#160 *Enhancing Learning with Mobile Apps*

Scott Cooper, University of North Carolina at Greensboro

Have you been wondering how mobile devices can be used as tools to enhance learning both online and face to face settings? What makes a web site compatible with mobile technology? What are mobile apps and how can you use them to enhance your courses? In this session, our multimedia designers demystify the realm of technology and explain how you can leverage it to enhance teaching and learning.

9:45 am – 10:00 am

Break

Victoria Pre-Function

Sunday, February 12, 2012

10:00 am –noon

Plenary and Closing Session

Victoria Ballroom

#161

Charting Your Course: Achieving Our Elusive Teaching and Learning Hopes and Dreams

Todd Zakrajsek, University of North Carolina at Chapel Hill

Milt Cox, Miami University

Teaching is a difficult enterprise. Knowing which approach will work best in a given situation and how individual students will react and respond to those actions is a daunting task. Particularly challenging is keeping up with advances in both discipline knowledge and teaching and learning. Using the cognitive development frameworks of Perry and Belenky, et.al, this session will look at pedagogical advances and our perception of the progression of teaching and learning from a dualistic endeavor (there is a best way, just tell me: is it better to lecture or do group work?) to commitment (or constructed knowledge) to evidence-based teaching and learning. Not only will this session provide a framework for you to better understand the development of your career as a faculty member, we will discuss suggestions for addressing teaching challenges. If all goes well, this session will be fun, challenging, interactive, engaging, and perhaps just a bit enlightening. Yes, a lot to promise, but then again, we anticipate an amazing group of participants.