

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

Greensboro, North Carolina

This conference begins the 31th 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 *Evidence-Based Learning and Teaching*. This theme was chosen to further investigate approaches to teaching and learning based on scholarly activity. As disciplinary approaches use scholarly work to investigate and advance knowledge, pedagogical innovation should also advance by building on the work of others. 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 new 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 125 concurrent session presentations, 33 poster presentations and 5 plenary sessions. Over 200 different presenters will facilitate sessions. There are over 400 registered participants at the conference this year representing 66 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 7th Lilly Conference on College and University Teaching at Greensboro.

Ray Purdom
Conference Director

Lynn Wyrick
Conference Coordinator

Rob Owens
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
- Central Piedmont Community College
- Duke University
- Elon University
- Greensboro College
- Greenville Technical College
- Guilford College
- High Point University
- Jefferson College of Health Sciences
- Johnson and Wales University
- Life University
- Lynchburg College
- North Carolina Agricultural and Technical State University
- North Carolina Central University
- Northeastern Ohio Universities
- Randolph Community College
- Roanoke College
- The University of North Carolina at Chapel Hill
- Winston-Salem State University

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, Marian Harrison, Judy Johnson, Michael Moore, Cathy Rothermel, Amanda Schipman, Matthew Brinkley, Brendan Frazer, Olivia Harris, Taylor Ulrich. 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 Sunday, 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 online evaluations for all sessions and the conference as a whole. You will receive information on how to access and complete the online evaluations.

Featured Presenters

Charles Blaich

Charles Blaich is the Director of the Center of Inquiry at Wabash College and the Higher Education Data Sharing Consortium. He received his Ph.D. in Psychology from the University of Connecticut in 1986. Blaich taught at Eastern Illinois University from 1987-1991 and joined the faculty at Wabash College in the fall of 1991. In 2002, Blaich assumed his current position at the Center of Inquiry. Along with researchers at the University of Iowa, University of Michigan and Miami University, Blaich designed and implemented the Wabash National Study in 2005. Forty-nine colleges and universities are participating in this longitudinal research project on the practices and conditions that support student learning. Blaich became the Director of the Higher Education Data Sharing Consortium (HEDS) in 2011. HEDS includes 130 private colleges and universities that share survey and institutional data for the purpose of improvement. Blaich's recent publications include *From Gathering to Using Assessment Results: Lessons for the Accountability Movement from the Wabash National Study*; *Some Complexities in the Effects of Diversity Experiences on Orientation Toward Social/Political Activism and Political Views in the First Year of College*; and *Why is Closing the Loop So Hard? And What Can be Done to Change That?*

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.

Karen Hornsby

Karen Hornsby is a philosophy faculty member at North Carolina A&T State University. She received her Ph.D. from Bowling Green State University in applied ethics and was selected as a 2005-2006 Carnegie Scholar, exploring the development of moral reasoning skills in undergraduate students. Currently, she serves as a Teagle Assessment Scholar and co-directs A&T's Wabash National Study of Liberal Arts Education assessment project. She also co-manages the Wabash/Provost Scholars, a group of undergraduate students who gather and analyze qualitative data about the student learning environment at A&T. Dr. Hornsby conducts workshops on scholarly teaching and has published articles on student learning both nationally and internationally.

Darby Lewes

Darby Lewes is in the department of English and Women's Studies at Lycoming College in Williamsport, Pennsylvania, where she chairs the Teaching Effectiveness Committee and co-chairs the biannual Lycoming Conference on Teaching Excellence. She received her Ph.D. from the University of Chicago in 1991 and has since published *Dream Revisionaries: Genre and Gender in Women's Utopian Fiction 1870-1920* (University of Alabama Press, 1995) and *Nudes From Nowhere: Utopian Sexual Landscapes* (Rowman and Littlefield, 2000), as well as several book chapters and journal articles.

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 (TLC) at the University of Texas at San Antonio, received her Ph.D. in English literature from Florida State University. She frequently offers workshops at professional conferences and for over 300 colleges and universities. She publishes articles on a variety of faculty development topics such as cooperative learning and peer classroom observations. She has co-authored or edited four books: (1) with Philip Cottell, *Cooperative Learning for Higher Education Faculty* (1998); (2) *Using Simulations to Enhance Learning in Higher Education* (2002), co-authored with John Hertel; (3) a revision of Judith Grunert's *The Course Syllabus: A Learning-Centered Approach* (2008), co-authored with Margaret Cohen, and (4) *Cooperative Learning for Higher education Faculty: Across the Disciplines, Across the Academy*. Barbara works to promote effective teaching by serving as one of three Executive Editors of *College Teaching* and as a reviewer for the *Journal of Excellence in College Teaching*. While at USAFA, Barbara won both a teaching award and a research award. In 2002 Barbara 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 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).

Craig Nelson

Craig E. Nelson is Emeritus Professor of Biology at Indiana University, where he has been since 1966 and is a Carnegie Scholar. His biological research was in evolution and ecology. His teaching papers address critical thinking and mature valuing, diversity, active learning, teaching evolution and the scholarship of teaching and learning. He was founding Director of Environmental Programs in IU's School of Public and Environmental Affairs, was instrumental in the development of IU's award winning Scholarship of Teaching and Learning (SOTL) program (www.indiana.edu/~sotl/) and was the first President of the International Society for the Scholarship of Teaching and Learning (<http://www.issotl.org/>). His awards include several for distinguished teaching, the President's Medal for Excellence (IU), and Outstanding Research and Doctoral University Professor of The Year 2000 (Carnegie/CASE). <http://mypage.iu.edu/~nelson1/>

Featured Presenters

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.

Adam Persky

Adam Persky is the associate director for the Center for Educational Excellence in Pharmacy at the Eshelman School of Pharmacy at the University of North Carolina at Chapel Hill. The center promotes innovative teaching, learning and assessment practices within the School. Persky received his Ph.D. in pharmaceutical sciences from the University of Florida and joined the UNC faculty in 2004. He teaches courses in pharmacokinetics, exercise prescription and physiology, for which he has received several teaching awards including the school's best overall instructor. He has several publications in the area of teaching and has offered several workshops and seminars.

Ray Purdom

Ray Purdom is the Director of the University Teaching and Learning Center at the University of North Carolina at Greensboro. He earned a B.S. in physics from Duke University, and an M.S. and a Ph.D. in physics from Purdue University. He is Editor of the MERLOT Faculty Development Discipline and Conference Director of the Lilly Conference on College and University Teaching at Greensboro. He served two terms as Chair of the UNC Teaching and Learning with Technology Collaborative. Ray was a team leader of the UNC System Carnegie Foundation CASTL Leadership Program on Building Scholarship of Teaching and Learning System-wide. Ray has been active in developing strategies for using short media clips in instruction. He co-directed a project to develop modules (Brief Hybrid Workshops) related to teaching online. Over twenty Brief Hybrid Workshops on Teaching Well Online are now available at <http://www.uncg.edu/tlc/hybrid/>. He is also part of a team working at the Science Education Resource Center at Carleton College to develop a unit on Using Media to Enhance Teaching and Learning.

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.

Featured Presenters

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 two National Science Foundation-funded projects exploring the adaptability of STEM (science, technology, engineering and math) discipline teaching innovations in economics. In August 2008 Simkins, Maier, KimMarie McGoldrick (Univ. of Richmond) and Cathy Manduca (Science Ed. Resource Center, Carleton College) were also awarded a large NSF grant to develop a national economics pedagogic portal—Starting Point: Teaching and Learning Economics—highlighting innovative pedagogical practices developed both inside and outside of economics for use in undergraduate economics courses. Scott has published a variety of articles 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 a number of multi-year, campus-wide assessment projects, including the CLA Longitudinal Study, the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) Institutional Leadership Program and the Wabash National Study of Liberal Arts Education.

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 3, 2011

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

Friday, February 4, 2011

TIME	ROOM	EVENT
7:30 am - 8:30 am	Victoria Pre-Function	Continental Breakfast
8:00 am - 8:30 am		Speaker Technology Check
8:00 am - 5:00 pm	Victoria Pre-Function	Registration Open
8:30 am - 10:00 am	#1 Victoria Ballroom	Opening Session <i>Applying SOTL to Make Real Differences in Achievement, Equity and Retention in ANY College or University Classroom</i> Craig Nelson
10:00 am - 10:15 am	Victoria Pre-Function	Break
10:15 am - 11:30 am		Concurrent Sessions I
	#2 Augusta A	<i>Power to the Students: Teaching Research Skills Through Active Learning</i> Amy Houk Harris, Jenny Dale and Lynda Kellam
	#3 Augusta B	<i>Making Student Peer and Self-Assessment Work</i> Linda Nilson
	#4 Blue Ash	<i>Making Every Moment Count</i> Jim Eison
	#5 Grandover East	<i>Teaching Ethics: Changing Behavior, Not Just Changing Answers</i> Jennifer McCrickerd
	#6 Grandover West	<i>Click, Text and Poll: Interactive Technologies in the Classroom</i> Scarlett Hollingsworth
	#7 Pebble Beach	<i>Do Big Questions Have Big Answers? A Pedagogical Approach to Enduring Understandings</i> Pedro Martinez, Alvaro Galvis and Shira Hedgepeth
	#8 Sandpiper	<i>Enhancing Student Engagement through Quantitative Reasoning Activities: Building Numeracy Skills with Practical, Fun and Eye-Opening Lessons in the Non-Mathematical Classroom</i> Micol Hammack and Virginia Totaro
	#9 Tanglewood	<i>iTouch, iPad, iPhone, I Learn: The Educational Uses of Apple's Mobile Learning Tools in the 21st Century University Classroom</i> Michael Brookshaw and Valerie Saddler
	#10 Tidewater A	<i>Frugal Innovations for Student Engagement: Collegial Sharing</i> Stephen Gilbert and Sally Gilbert
	#11 Tidewater B	<i>Engaging Faculty and Professional Learning Communities to Find Scholarly Solutions for Your Teaching and Learning Challenges and Opportunities</i> Milt Cox

Agenda-at-a-Glance

Friday, February 4, 2011 (continued)

TIME	ROOM	EVENT
11:45 am - 12:30 pm		Concurrent Sessions II
	#12 Augusta A	<i>The Role of Socialization and Mentoring on Faculty Transition and Development</i> Comfort Okpala and Linda Hopson
	#13 Augusta B	<i>Smitten With Twitter: Using Social Media Technology Integration in Education to Engage Students</i> Frances Burnett
	#14 Blue Ash	<i>The Use of a Virtual World as a Tool for Online Teaching</i> Debra Daugird
	#15 Grandover East	<i>Making the Connection: Conversations that Engage and Motivate Students</i> Pamela James
	#16 Grandover West	<i>Faculty Circles: Professional Development in Support of the Scholarship of Teaching and Learning</i> Karen Merriman
	#17 Pebble Beach	<i>Teaching Tools: Appreciating Diversity across Disciplines</i> Gwenelle O'Neal
	#18 Sandpiper	<i>Nurturing Self-Efficacy, Interpersonal Skills and Deep Learning through On-Campus Student-Client Partnerships</i> Robert Charles-Liscombe and Jason Wagganer
	#19 Tanglewood	<i>Making History in a Foreign Language: An Interdisciplinary Undergraduate Research Project on the French Presence in Colonial North Carolina</i> Bertrand Landry and Seth Fisher
	#20 Tidewater A	<i>Podcasting 101: Strategies for Enhancing Your Course Using Podcast Technology</i> Elizabeth Van Horn
	#21 Tidewater B	<i>Using National Issues Forums in the Classroom to Engage and Motivate Students to Listen, Think, Speak and Write</i> Gladys Huggins, James Dervin, Rita Edwards and Avys Massey
12:30 pm - 1:30 pm	Victoria Ballroom	Lunch
1:30 pm – 3:00 pm	#22 Victoria Ballroom	Plenary Session <i>What We Have Learned from the Wabash National Study—and How Campuses Can Use Institutional Data to Improve Student Learning</i> Charles Blaich
3:15 pm – 4:00 pm		Concurrent Sessions III
	#23 Augusta A	<i>Closing the Loop: Developing an Assessment of Learning Strategy</i> Jeffrey Sarbaum and Michelle Sheran

Agenda-at-a-Glance

Friday, February 4, 2011 (continued)

TIME	ROOM	EVENT
3:15 pm – 4:00 pm		Concurrent Sessions III (continued)
	#24 Augusta B	<i>Teaching Undergraduates Using an Online Case Study and Problem-Based Learning</i> Dennis Charsky
	#25 Blue Ash	<i>Integrating Your Research and Scholarship into the Classroom: Tried and True Methods for Success</i> Mary Crowe
	#26 Grandover East	<i>Comparing Faculty-Led with Peer-Led Supplementary Instruction: Two Case Studies</i> Robert Drake and Galen Foresman
	#27 Grandover West	<i>Infusing Global Awareness through the Use of Self-Relevant Activities</i> Naomi Hall and Anna Lee
	#28 Pebble Beach	<i>Nobel Peace Laureates Working with Western North Carolina Youth: A Collaborative, Experiential Learning and Civic Engagement Project Involving University Faculty, College Students, Middle and High School Youth and Their Teachers</i> Victoria Faircloth, Russell Binkley, Sky Kanott, Jimmy Leithausen, Helen Pollifrone and David Strahan
	#29 Sandpiper	<i>A Perfect Blend—Graduate Students and Journaling: Using the Kolb Model to Promote Active Learning</i> Christine Cugliari and Adrienne Loffredo
	#30 Tanglewood	<i>Try This at Home: Free Online Applications to Enhance Learning Activities</i> John Mortenson, Brook Corwin and Patrick Griffin
	#31 Tidewater A	<i>Using Cell Phones, Text Messaging and Web-Based Polling Systems to Increase Student Engagement or If You Can't Beat 'em, Join 'em</i> Edward Case
	#32 Tidewater B	<i>Professor Without Borders: Tools, Techniques, Challenges and Rewards in Teaching a China-US Synchronous Economics Class</i> Ramin Maysami and Jack Spillan
	#33 Arrowhead A	<i>Defining Effective Teaching</i> Leslie Layne
4:00 pm – 4:15 pm	Victoria Pre-Function	Break
4:15 pm - 5:30 pm		Concurrent Sessions IV
	#34 Augusta A	<i>Teaching Metacognition: Encouraging Students to Reflect on Their Learning</i> Tamara Rosier
	#35 Augusta B	<i>A Teacher's Oath</i> Louis Schmier
	#36 Blue Ash	<i>Armageddon 101: Dealing with Disruptive Students and Their "Natural" Aversion to a Discipline</i> Darby Lewes
	#37 Grandover East	<i>Everything About Group Work You Were Afraid to Ask</i> Barbara Millis
	#38 Grandover West	<i>Transforming Your Students into Self-Regulated Learners</i> Linda Nilson
	#39 Pebble Beach	<i>Successful Interventions for Life Sciences</i> Joanne Chesley and Cheraton Love
	#40 Sandpiper	<i>A Comprehensive Approach to Promoting Critical Thinking in the Classroom</i> Zachary Goodell

Agenda-at-a-Glance

Friday, February 4, 2011 (continued)

TIME	ROOM	EVENT
4:15 pm - 5:30 pm		Concurrent Sessions IV (continued)
	#41 Tanglewood	<i>The Power of a Picture: Digital Storytelling as Interpretation, Integration and Collaboration in a (Sports) History Classroom</i> Pamela Kocher Brown and Robert Owens
	#42 Tidewater A	<i>Using Reflective Writing Forums for Evidence of Active, Deep Learning</i> John Zubizarreta
	#43 Tidewater B	<i>The Co-Op Education through Community Involved Gardening: An Interactive Workshop</i> Paul Malcolm and Robert Brener
	#44 Arrowhead A	<i>Cultivating Mindfulness: Contemplative Practices in the Classroom</i> David Heckel
5:45 pm - 6:30 pm		Concurrent Sessions V
	#45 Augusta A	<i>Evidence-Based Learning and Information Literacy: Actively Emphasizing the Evaluation of Sources to Enhance Student Work</i> Joe Eshleman and Richard Moniz
	#46 Augusta B	<i>Using Video Lecture Capture (VLC) Systems to Enhance Teaching in High DFW Courses at WSSU: Case Studies</i> Alvaro Galvis, Nelson Adams, David Kump and Jeffrey Overholt
	#47 Blue Ash	<i>Reading Children's Books in Class to Inspire Learning</i> Donald Kautz
	#48 Grandover East	<i>Engaging Student Voices in Institutional Inquiry and Assessment</i> Karen Hornsby, Scott Simkins, Kristen Lee and Jordan Pippen
	#49 Grandover West	<i>Evidence-Based Teaching: Using History as a Model for Improving Student Papers</i> Jackie Booker
	#50 Pebble Beach	<i>Foster Care Chronicles: A Service Learning Psychodrama Program</i> Maura Nsonwu, Cheryl Dance, Sue Dennison and Alicia Kaplan
	#51 Sandpiper	<i>Supplementing Individual Exams with Group Exams to Improve Student Communication, Problem Solving and Teamwork Skills</i> Sandra Roberson
	#52 Tanglewood	<i>Reconciling Grammar and Engaged L2 Writing: A Blog Perspective</i> Stephanie Pellet
	#53 Tidewater A	<i>Accountability in the Use of Classroom Response Devices</i> Ed Gehringer
	#54 Tidewater B	<i>Group Project Tools that Prepare Students for the 21st Century</i> Brook Corwin
#55 Arrowhead A	<i>The Promotion of Active Learning Strategies Utilizing Human Patient Simulation to Encourage Deep Learning of Basic Science and Clinical Skills in Physical Therapy Students</i> Nancy Smith, Glenna Batson, Kimberly Bernosky-Smith, Jayne Caruso, Teresa Conner-Kerr, J. Robert Cowie, Allyn Howlett and Sharon Prybylo	

Agenda-at-a-Glance

Friday, February 4, 2011 (continued)

TIME	ROOM	EVENT
6:30 pm - 8:00 pm	Pre-Function B	Reception and Poster Session
	#56	<i>Using Virtual Conferences to Integrate Online Content with the Classroom</i> Michael Amlung and Denise Domizi
	#57	<i>Engaging and Motivating Students: Tales from a New Assistant Professor</i> Linnie Carter
	#58	<i>An Integrated Clinical: Transformation to the Professional Nurse Role</i> Jacqueline Debrew and Linda McNeal
	#59	<i>What if YOU Were the Patient?</i> Jacqueline Debrew
	#60	<i>Current Events Critiques: A Strategy for Improving Students' Critical Reading, Thinking and Writing Skills</i> Audrey Forrest-Carter
	#61	<i>WebQuest: A Creative Strategy to Enhance Nursing Competencies in Informatics</i> Denise Foti and Melody Sharp-Meier
	#62	<i>Student-Authored Wiki Textbooks and Software Support</i> Edward Gehringer
	#63	<i>Crafting Visual Metaphors on Whiteness: Pre-Service Teachers' Representations</i> Colette Gosselin
	#64	<i>Integrating Simulation Teaching Strategies in Maternity Nursing</i> Susan Hall and Deborah Ketner
	#65	<i>Integrating Phage Genomics Research Into an Introductory Biology Course</i> Gail Hollowell and Wendy Heck Grillo
	#66	<i>Lessons Learned Aligning Institutional Goals with Faculty Development and Aligning Faculty Development Grants with Strategic Priorities</i> Tim Howard and Tom Loughman
	#67	<i>Making Safe Places Unsafe: A Collaborative Professional Development Program to Address Homophobia</i> Joseph Jones
	#68	<i>Building an Intraprofessional Bridge between the Classroom and Clinical Practice</i> Susan Jones, Patricia Airey and George Steer
	#69	<i>Equitable Healthcare for All: Changing the Face of Nurses Graduating to Match the Population They Serve</i> Deborah Ketner, Wanda Barlow, Susan Hall and Ann Moore

Agenda-at-a-Glance

Friday, February 4, 2011 (continued)

TIME	ROOM	EVENT
6:30 pm - 8:00 pm	Pre-Function B	Reception and Poster Session (continued)
	#70	<i>Increasing Diversity in Undergraduate Research</i> Alexandra Kurepa
	#71	<i>Using Critical Incident Questionnaires to Build Classroom Relationships</i> Kay Lovelace
	#72	<i>Improving Health Related Outcomes Through Community Service: Inception of the RAMS Wellness Center</i> Tabatha Mauldin and Teresa Tyson
	#73	<i>Incorporating a Mini Walk-A-Thon as a Multi-Specialty Nursing Service Learning Project with Family Services, Inc. Head Start</i> Kimya Nance, Mickey McCollough, Teresa Tyson and Carol Wilson
	#74	<i>A Man Paints with His Brains and Not with His Hands: Evidence-Based Practice in the Teaching of Studio Art</i> Joyce Newman
	#75	<i>Mathematics: Journaling Your Way to Success</i> Melanie Partlow
	#76	<i>Freshman-Level Online Course: Student Performance on Exams and the Frequency of Student Access to Blackboard and Web-Based Auxiliary Course Resources</i> Barbara Piori
	#77	<i>New Faculty's Perception of Satisfaction with Roles</i> Aditi Puri, Daren Graves, Lily Hsu and Arlene Lowenstein
	#78	<i>Time Flies: A Relevant Pedagogical Approach for Teaching Students about Flow</i> Debra Sea and Mary Eberhardinger
	#79	<i>Development of a Group Assignment Grading Rubric that Includes a Plagiarism Component. Whom Do We Penalize?</i> Melody Sharp-Meier and Denise Foti
	#80	<i>Moving from Cohort to Individual Assessment: Providing Meaningful Feedback on Students' Information Literacy Knowledge and Skills</i> Amy Sheehan
	#81	<i>Manufacturing Academic Program Competency Evaluation with Student Participation</i> Ji Shen
	#82	<i>Trans-Cultural Nursing: The Navajo Nation</i> Joy Shoemaker and Marjorie Vogt
	#83	<i>The Production of Photomicrographs with Digital Cameras Directly through the Ocular of Student Microscopes</i> Michael Slaughter
	#84	<i>Community Health Promoter Program: A Service-Learning Pilot Project</i> Annette Strickland and Warren Clark

Agenda-at-a-Glance

Friday, February 4, 2011 (continued)

TIME	ROOM	EVENT
6:30 pm - 8:00 pm	Pre-Function B	Reception and Poster Session (continued)
	#85	<i>The Interactive Teaching Portfolio</i> Denise Tucker
	#86	<i>Using Case-Based Scenarios to Engage Right-Brain and Left-Brain Thinkers</i> Sonia Vishneski, Denise Foti and Melody Meier
	#87	<i>Integration of Mosquito Ecology Laboratory Exercises into Biological and Environmental Health Courses</i> Gideon Wasserberg, Brian Byrd and Phillip Kneller
	#88	<i>Students' Use of Evidence in Language and Cultural Studies</i> Scott Windham and David Neville

During the reception, music provided by the Alley Rabbits Bluegrass Quartet

Agenda-at-a-Glance

Saturday, February 5, 2011

TIME	ROOM	EVENT
7:30 am - 8:15 am	Victoria Pre-Function	Continental Breakfast
7:45 am - 8:15 am		Speaker Technology Check
8:00 am - 5:00 pm	Victoria Pre-Function	Registration Open
8:15 am - 9:45 am	#89 Victoria Ballroom	Plenary Session <i>The Science and Psychology of Learning</i> Jennifer McCrickerd
9:45 am - 10:00 am	Victoria Pre-Function	Break
10:00 am - 11:15 am		Concurrent Sessions VI
	#90 Augusta A	<i>Increasing Student Self-Awareness of Multicultural Issues</i> Pamela Lobb and Barry Lobb
	#91 Augusta B	<i>Maximizing Learning with Student Debates: A Synthesis of Best Practices</i> Jim Eison and Jane Harris
	#92 Blue Ash	<i>Understanding New Advances in Teaching and Learning Literature: Cognitive Neuroscience, Social Cognition, and Social Neuroscience</i> Todd Zakrajsek
	#93 Grandover East	<i>Leading through Teaching: The Butterfly Effect</i> William Roberson
	#94 Grandover West	<i>Beyond PFFPs: Helping Graduate Students Prepare for Their First Teaching Opportunities</i> Zachary Goodell
	#95 Pebble Beach	<i>General Education Transformed: Launching Liberal Learning Seminars at WSSU</i> Jo Ann Coco-Ripp, Pamela Simmons, Roy Belfield, Guy Martin, Sonya Melton-Mickles, Mueni Muiui, Frederick Roundtree, Tanya Walker and Donna Wiggins
	#96 Sandpiper	<i>Teachers Talk Back to the Evidence Epidemic</i> Elizabeth Teagarden, Susan Autry, Scarlett Hollingsworth and Elvira Johnson
	#97 Tanglewood	<i>Life Success—It Starts With a Dream!</i> William Johnson
	#98 Tidewater A	<i>Using Games, Toys and Popular Media to Teach College Students</i> Chantel Lumpkin and Sadia Williams
	#99 Tidewater B	<i>Rather Discuss than Lecture? Methods to Help Promote Student Engagement in Any Size Class</i> Adam Persky
11:30 am - 12:15 pm		Concurrent Sessions VII
	#100 Augusta A	<i>Cross Disciplinary Entrepreneurship at UNCG: A Holistic Model</i> Dianne Welsh
	#101 Augusta B	<i>Using Electronic Learning Portfolios across and through an Undergraduate Business Curriculum</i> Dana D'Angelo, Chris Finnin and Jennifer Wright
	#102 Blue Ash	<i>Using Team-Based Learning to Build Community, Promote Service-Learning and Improve Individual Student Performance</i> Joseph Ross

Agenda-at-a-Glance

Saturday, February 5, 2011 (continued)

TIME	ROOM	EVENT
11:30 am - 12:15 pm		Concurrent Sessions VII (continued)
	#103 Grandover East	<i>The Impact of New Pedagogical Strategies on Students' Success in the Classroom</i> Wanda Lawrence
	#104 Grandover West	<i>Evidence-Based Learning and Diversity Perceived in the Eye of the Beholder: Ebonics vs. scinobE</i> Vicki Cleveland and Fernanda Tate-Owens
	#105 Pebble Beach	<i>Integration of Google Apps and Maps to Support Experiential Learning</i> Lee Ann Gillen and John Classen
	#106 Sandpiper	<i>The Online Biology Cabinet: A New Model for Faculty Creation of Video Resources in Science Lab Instruction</i> Antonio Izzo, Yuko Miyamoto and Rick Palmer
	#107 Tanglewood	<i>Mentoring a New Teacher in Elluminate</i> Susan Phillips and Tom Hock
	#108 Tidewater A	<i>An Investigation of the Use of iPod Touch and Flip Video on Coaching Teacher Candidates to Effective Mathematics Teaching</i> Denise Johnson and Carolyn Anderson
	#109 Tidewater B	<i>Cutting Edge Allied Health Education: Utilizing the Latest Technology to Engage Students in Active Learning</i> Brenda Kennell, Rita Darby and Elizabeth Fain
	#110 Arrowhead A	<i>Teaching with Technology Summer Workshop, Developing an Online or Hybrid Course: Outcomes for a New Program to Support Faculty</i> Dorothy Muller, Christy Ashley, Bonnie Benetato, Sharon Collins, Karen Mulcahy, Joyce Newman, Susan Thornton and Tracy Tuten
12:15 pm - 1:15 pm	Victoria Ballroom	Lunch
1:15 pm - 2:45 pm	#111 Victoria Ballroom	Plenary Session <i>Hula Hoops and Bottlenecks: Using Media to Teach Difficult Concepts</i> Ray Purdom
3:00 pm - 3:45 pm		Concurrent Sessions VIII
	#112 Augusta A	<i>Basic Writing: Formative Assessments Informing Curriculum Development and Enhancing Student Proficiency</i> Chad Rohrbacher
	#113 Augusta B	<i>Building a Platform to Help Others Stand Firm ... and Jump True</i> Joy Shurley and Melanie Partlow
	#114 Blue Ash	<i>The Halfback Effect: From the Traditional Classroom to Online Teaching and Back Again</i> Terry Mullins, Kevin Lowe and Barry Thornton
	#115 Grandover East	<i>Is Anyone Listening? Black Male College Students Negotiating Voice and Silence in the Classroom at a Predominately White Institution (PWI)</i> Dante Johnson and Nicholas Foggie
	#116 Grandover West	<i>Undergraduate Weather and Climate Research in the NOAA Interdisciplinary Scientific Environmental Technology Cooperative Science Center (ISETCSC)</i> Keith Schimmel, Solomon Bililign and Jessica Bohn

Agenda-at-a-Glance

Saturday, February 5, 2011 (continued)

TIME	ROOM	EVENT
3:00 pm - 3:45 pm		Concurrent Sessions VIII
	#117 Pebble Beach	<i>Involving Students in the Test-Making Process: A Method for Implementing Bloom's Taxonomy</i> Jared Androzzi
	#118 Sandpiper	<i>Lighting the Path for Asynchronous Learning</i> Beth Filar Williams, Vanessa Apple, Jenny Dale and Amy Harris
	#119 Tanglewood	<i>Let's Engage: High-Impact Practices at Winston-Salem State University</i> Michael Brookshaw, Andrea Patterson and Valerie Saddler
	#120 Tidewater A	<i>Using Video-Based Projects to Promote Engagement and Awareness: Lessons Learned</i> Jeanine Stratton
	#121 Tidewater B	<i>Maintaining Engagement and Consistency: Our Journey through the Format Transition in the Basic Communication Course</i> Jessica McCall, Jessica Digh and Sarah Dunning
	#122 Arrowhead A	<i>Engaging and Sustaining Learners with Clickers and Cases</i> Elizabeth Connor
3:45 pm - 4:00 pm	Victoria Pre-Function	Break
4:00 pm - 5:15 pm		Concurrent Sessions IX
	#123 Augusta A	<i>The Creative Use of Case Stories for Deeper Understanding across Disciplines</i> Anthony Derriso
	#124 Augusta B	<i>What Makes a Great Teacher? (or What Makes a Teacher Great?)</i> Scott Simkins
	#125 Blue Ash	<i>Portrait of the Student as a Young Wolf: Motivating Undergraduates (with Solo T. Dog)</i> Darby Lewes
	#126 Grandover East	<i>The Theory and Practice of Teaching with Social Intelligence</i> Louis Schmier and Tamara Rosier
	#127 Grandover West	<i>Conducting Effective Classroom Observations for Professional Peer Reviews</i> Barbara Millis
	#128 Pebble Beach	<i>Hidden Perspectives Underlying Success or Failure Teaching with Clickers</i> Ian Beatty
	#129 Sandpiper	<i>Collaborative Course Redesign: Keys to Faculty Creativity and Student Learning</i> Bonnie Mullinix
	#130 Tanglewood	<i>Philosophy and Its Role in Teaching, Learning and SoTL Research</i> Galen Foresman and Stephen Bloch-Schulman
	#131 Tidewater A	<i>Establishing and Utilizing an Experience-Specific Website Benefits Both Teachers and Learners</i> Britt Ritter

Agenda-at-a-Glance

Saturday, February 5, 2011 (continued)

TIME	ROOM	EVENT
5:30 pm - 6:15 pm		Concurrent Sessions X
	#132 Augusta A	<i>Promoting Effective Methods in Technical Education</i> Moayyad Alnasra, Taher Abu-Lebdeh and Sameer Hamoush
	#133 Augusta B	<i>Teaching Well with Technology: The Opportunities and Challenges of Integrating Digital Texts into the Traditional Composition Classroom</i> Elizabeth Priest and Shira Hedgepeth
	#134 Blue Ash	<i>Get Out of the Way: Your Students Are Trying to Learn</i> Brian Mooney
	#135 Grandover East	<i>Reflective Co-Teaching: The Results of Two Teacher Educators' Collaborative Self-Study</i> Nancy Luke and Carrie Rogers
	#136 Grandover West	<i>What Does Tai-Chi Havr To Do with This Class?</i> Xiaofei Tu
	#137 Pebble Beach	<i>When Service-Learning Bends Toward Advocacy: A Model for Teaching Community Organizing Skills</i> Spoma Jovanovic, Dante Johnson and Crystal Oldham
	#138 Sandpiper	<i>Using Teacher Reflection to Improve Teaching and Learning: A Pragmatic Research Model</i> Walter Polka
	#139 Tanglewood	<i>Integrating Visual Argument into the Writing Classroom</i> Paula Patch and Jean Schwind
	#140 Tidewater A	<i>Taking the SMART PATH: University Students Learning to Lead Through Service</i> Elizabeth Barber, Ahmod Camp, Derrick Covington, Stephen Fails, Markus Gibson, Vivian Hampton, Ioney James, Bethany Penn, Blayre Penn, Tom Smith, Marcus Jamal Webb, Whitney Wilson and Erica Wright
	#141 Tidewater B	<i>Advancing Active Learning in Higher Education</i> Thurman Guy, Karen Guy and Kimberly Williams
	#142 Arrowhead A	<i>Location-Based Apps: Creating a Community Beyond the Map</i> Gretchen Edwards
6:30 pm - 8:00 pm	Victoria Ballroom	Conference Banquet <i>Dinner music provided by The Spartones of UNCG</i>

Agenda-at-a-Glance

Sunday, February 6, 2011

TIME	ROOM	EVENT
7:30 am - 8:30 am	Victoria Pre-Function	Continental Breakfast
8:00 am – 8:45 am		Concurrent Sessions XI
	#143 Augusta A	<i>Engaging Students in the Ethics of Marketing and Business Organization Models</i> Barbara Michel
	#144 Augusta B	<i>Internationalizing the Curriculum: Bringing the World into the Classroom. Some Practical Ideas</i> Agya Boakye-Boaten
	#145 Blue Ash	<i>Maintaining Rigor and High Standards in Large Enrollment Courses: Lessons Learned from the Redesign of Precalculus and Calculus I at NCSU</i> Brenda Burns-Williams and Traci Temple
	#146 Grandover East	<i>Critical Thinking through Deliberative Practice</i> Ann Cahill, Stephen Bloch-Schulman and Maggie Castor
	#147 Grandover West	<i>Nipping Classroom Problems in the Bud: A Critical Reevaluation of Student Classroom Behaviors that Affect Learning in the Digital Age</i> Ewuuk Lomo-David, Sherrie Cannoy and Lisa Snyder
	#148 Pebble Beach	<i>Playing to Win: Toys, Games and Play English 100 Focus Course</i> Lori Smalley and Cindy Joiner
	#149 Sandpiper	<i>Rethinking Traditional Seating Configurations in the Interactive Classroom</i> Robert Henshaw
	#150 Tanglewood	<i>Create Star-Turn Videos for Your Course</i> Patrick Griffin, Brook Corwin and Bryan Higgins
	#151 Tidewater A	<i>Using Metacognitive Scaffolding to Engage and Improve Academic Success of College Students</i> Ioney James and Comfort Okpala
	#152 Tidewater B	<i>Alternative Testing Models: Student Engagement and Active Learning Don't Have to Stop at the End of the Lesson</i> Julie Joseph
9:00 am –9:45 am		Concurrent Sessions XII
	#153 Augusta A	<i>The Culture of Online Learning Viewed through Faculty Voices</i> Jeton McClinton and Walter Crockett
	#154 Augusta B	<i>Mind the Gap! The Mismatch of Expectations between Faculty and Students</i> Jane Harris and Bill Johnson
	#155 Blue Ash	<i>Creating Pop-Culture: Designing A Semester Long Magazine Project</i> Virginia Clyde, Stephanie Beckner, Ashley Desrosiers and Erin Grogan
	#156 Grandover East	<i>Teaching from Self: Using Internal Family Systems as a Model for Considering What We Do and Why We Do It</i> Edward Case

Agenda-at-a-Glance

Sunday, February 6, 2011 (continued)

TIME	ROOM	EVENT
9:00 am – 9:45 am		Concurrent Sessions XII (continued)
	#157 Grandover West	<i>Developing A Global "Ethic of Care" Through Service Learning in a Developing Country</i> Thomas Smith, Liz Barber, Kevin Bottomley, Danielle Brown, Michele Delgado, Moses Fox, III, Brian Moseley, Carla Saunders, Tenika Walker, Kanetra Washington, and James Worsley
	#158 Pebble Beach	<i>Learning through Cognitive Apprenticeship</i> James Alverson and Anthony Derriso
	#159 Sandpiper	<i>Accentuating the Positive, Using the Results: Methods for Eliciting Stakeholder Engagement in Assessment</i> Carolyn Fulford
	#160 Tanglewood	<i>An Application of the SCARF Brain Model to a Classroom Experience</i> Dianne Garrett
	#161 Tidewater A	<i>A Centralized Toolbox</i> Ransome Coleman, Jody McKay and Yan Wu
	#162 Tidewater B	<i>Teaching Concepts with Comics: The Case for "Grandpa Jim"</i> Carolyn Mayo and Robert Mayo
9:45 – 10:00 am	Victoria Pre-Function	Break
10:00 am – 12:00 pm	#163 Victoria Ballroom	Plenary and Closing Session <i>The Good, the Bad and the Counterintuitive: How Evidence-Based Teaching Can Correct the Commonsense Approach to Instruction</i> Ed Neal and Todd Zakrajsek

Notes

Thursday, February 3, 2011

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

Victoria Pre-Function

Friday, February 4, 2011

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

Victoria Pre-Function

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

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

Victoria Pre-Function

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

Victoria Ballroom

#1 ***Applying SOTL to Make Real Differences in Achievement, Equity, and Retention in ANY College or University Classroom***
Craig Nelson, Indiana University

When I began teaching, I prepared good (occasionally great) lectures. When the students didn't really *get* the material, I assumed that there was something wrong with the students (under-prepared, not-really studying much, etc.). Serendipitously, I was introduced to key findings from the scholarship of teaching and learning that show that (and why) standard university teaching is often ineffective even when the students are working reasonably hard. Moreover, alternative approaches can lead to large increases in student success (for instance, a drop in the D, F, and W rate for African Americans from 60% to 4% without lowering standards; calculus and economics with no F's; double or triple the learning in physics, etc.). In this workshop, we will examine key pedagogical changes that make real differences in achievement and retention in almost any college or university classroom without lowering the standards for achievement.

10:00 am – 10:15 am **Break**

Victoria Pre-Function

Friday, February 4, 2011

10:15 am - 11:30 am

Concurrent Sessions I

Augusta A

#2 ***Power to the Students: Teaching Research Skills through Active Learning***

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

Active learning is a powerful tool for increasing student engagement and empowering students to take ownership of their learning. At UNCG, teaching librarians integrate active learning into information literacy classes by developing interactive activities that support student learning objectives. In this session, we will provide example activities that can be adapted to the traditional classroom and brainstorm other ideas for integrating interactivity into other types of instructional settings at no cost.

Augusta B

#3 ***Making Student Peer and Self-Assessment Work***

Linda Nilson, Clemson University

You may have assignments in your courses that students can assess for their peers or for themselves. When implemented wisely, the former, termed "student peer assessment" (or feedback), ensures you receive better student products. When done well, the latter, called "student self-assessment," moves your students towards acquiring professional judgment and becoming responsible, self-regulated learners. By the end of this 75-minute workshop, you will be able 1) to make research-informed decisions on whether or not to use student peer assessment or self-assessment in your courses and 2) to implement student peer and/or self-assessment in ways that minimize the pitfalls and maximize the accuracy of students' assessments and the learning benefits.

Blue Ash

#4 ***Making Every Moment Count***

Jim Eison, University of South Florida

In many classrooms, students' attention and concentration declines noticeably after 15 minutes. Participants in this lively session will explore a variety of instructional strategies that can maximize student engagement and stimulate deep learning in 15 minutes or less. These will include (1) 60-second micro-lectures and 6.5 minute Picha Kucha presentations, (2) engaging in focused discussions stimulated by YouTube vignettes, (3) designing brief student presentation assignments, and (4) employing microtheme writing assignments.

Grandover East

#5 ***Teaching Ethics: Changing Behavior, Not Just Changing Answers***

Jennifer McCrickerd, Drake University

In this lively presentation I provide an overview (1) of research on the disconnect between people's claims about what is moral behavior and their own behavior and then (2) of educational theory relevant to facilitating behavior of any sort. We will then discuss philosophical, psychological and neurological research relevant to the development of skills of ethical decision-making and behaving. Participants will then discuss strategies to facilitate moral development and possibilities for assessing these strategies.

Friday, February 4, 2011

10:15 am – 11:30 am

Concurrent Sessions I (continued)

Grandover West

- #6 ***Click, Text and Poll: Interactive Technologies in the Classroom***
Scarlett Hollingsworth, Central Piedmont Community College

A recent poll showed that 96% of 18-29 year olds have a mobile device. Cell phones, smart phones, iPads and iPods are virtually attached to the hips and ears of our students. We can fight them or we can join them in this technology revolution. This workshop explores how to best capitalize on the educational uses of these personal and pervasive technologies.

Pebble Beach

- #7 ***Do Big Questions Have Big Answers? A Pedagogical Approach to Enduring Understandings***
Pedro Martinez, Alvaro Galvis and Shira Hedgepeth, Winston-Salem State University

Workshop participants will be engaged in a thinking guided process that will help participants to identify the enduring understandings for their course(s)/subject content. Participants will develop their essential questions from one of their syllabi by incorporating a student centered inquiry approach in their course(s). Participants will utilize the selection of big questions to create formative and summative evaluations. Workshop participants will be given a template and a set of technology tools to facilitate the revision of their course syllabus(i). *Each participant is encouraged to bring his/her laptop, flash drive and a syllabus of tchoice.*

Sandpiper

- #8 ***Enhancing Student Engagement through Quantitative Reasoning Activities: Building Numeracy Skills with Practical, Fun and Eye-Opening Lessons in the Non-Mathematical Classroom***
Micol Hammack and Virginia Totaro, Virginia Commonwealth University

Colleges have begun asking instructors to incorporate Quantitative Reasoning (QR) into their undergraduate courses. Our interactive workshop will help participants see how QR can complement coursework in a variety of disciplines, increasing students' ability to think critically, and helping them more confidently engage in both the classroom and the "real" world. The workshop leaders--with backgrounds in sociology, mathematics and literature--will guide discussion on bringing QR into classes and give sample lesson plans created for their own interdisciplinary freshman-level courses.

Friday, February 4, 2011

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

- Tanglewood #9 ***iTouch, iPad, iPhone, I Learn: The Educational Uses of Apple's Mobile Learning Tools in the 21st Century University Classroom***
Michael Brookshaw and Valerie Saddler, Winston-Salem State University
- Apple Computer Inc. has been in the forefront of creating innovative mobile devices that have had profound educational implications. The recent versions of the iPad, the iPod Touch and the iPhone can be easily used in today's classroom to develop 21st century skills while promoting active learning. This presentation will focus on how these mobile devices can be employed effectively in a university setting in any discipline. Participants will be involved in learning how to operate and how to integrate these mobile learning tools in their instruction; they can bring their own to the session.
- Tidewater A #10 ***Frugal Innovations for Student Engagement: Collegial Sharing***
Stephen Gilbert and Sally Gilbert, TLT Group
- Technology can help faculty improve student engagement in courses—without adding unrealistic workloads for their students or themselves—even when money and time are especially scarce. Working in small teams, participants identify "low-threshold" course improvements and develop strategies and resources for sharing those improvements effectively, rapidly, and beyond the usual 5-10% of faculty colleagues. Worksheets and online templates enable easy development of paper bookmarks for collegial sharing. <http://tlt.gs/FISEwrkshpRESOURCES>
- Tidewater B #11 ***Engaging Faculty and Professional Learning Communities to Find Scholarly Solutions for Your Teaching and Learning Challenges and Opportunities***
Milt Cox, Miami University
- We will sample a few highlights of this year's annual 3-day June workshop for those starting and/or working with faculty and professional learning communities. We will then look for ways that you might apply this approach to your teaching and learning challenges and opportunities and perhaps turn the result into the scholarship of teaching and learning. There will be opportunities for questions and dialogue.

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

- Augusta A #12 ***The Role of Socialization and Mentoring on Faculty Transition and Development***
Comfort Okpala and Linda Hopson, North Carolina A&T State University
- This presentation shares the results of our phenomenological study on the role of socialization and mentoring on faculty transition and development in higher education. We will share the socialization experiences of faculty, mentoring experiences of faculty, keys to successful transition and development of faculty and challenges faculty face in their transition and development in higher education. Findings from our study are significant in the development of faculty in higher education.

Friday, February 4, 2011

11:45 am - 12:30 pm

Concurrent Sessions II (continued)

Augusta B

#13 ***Smitten With Twitter: Using Social Media Technology Integration in Education to Engage Students***

Frances Burnett, Johnson & Wales University

A study of undergraduate students' love for texting prompts higher ed to use more Social Media Integration Technologies (SMIT), more specifically the microblogging platform called Twitter, as a tools for active iengagement in the classroom. The headlines read, "Apathetic students, illiterate graduates, incompetent teaching, and impersonal campuses -- so rolls the drumfire of criticism of higher education" (Chickering & Gamson, 2007, p.1). With the rapid development in occupational, educational, and computer technologies, the old instructional model of transmitting to students a discrete and well-established set of skills and knowledge must be called into question (Camp & Doolittle, 1999). Commitment and action of students and faculty members alike are the most precious commodities we can use to get higher education out of the line of fire.

Blue Ash

#14 ***The Use of a Virtual World as a Tool for Online Teaching***

Debra Daugird, Duke University

A virtual world is a two or three-dimensional computer-based environment that simulates reality. Virtual education can be used as a teaching tool that allows members of an online class to "meet" in real time. The participant in the virtual world creates his/her own avatar that has the ability to talk, gesture and perform simulated functions. The avatar can do just about anything in the virtual world that can be done in the real world.

Grandover East

#15 ***Making the Connection: Conversations that Engage and Motivate Students***

Pamela James, Lynchburg College

Student motivation and engagement can be frustrating issues in the classroom. When grades fail to motivate, a personal conversation may be required to help a student realize his or her potential. Harkins' Powerful Conversations, a corporate strategy used in various business organizations, explains the elements of successful one-on-one conversations that define roles, build trust and set agendas to increase student motivation and engagement. After the presentation, participants will experience mock conversations to practice what they have learned.

Friday, February 4, 2011

11:45 am - 12:30 pm

Concurrent Sessions II (continued)

Grandover West

#16 ***Faculty Circles: Professional Development in Support of the Scholarship of Teaching and Learning***

Karen Merriman, Central Piedmont Community College

This session will describe one college's approach to increasing faculty interest and participation in classroom-based action research with a goal of improving teaching and student learning based on evidence. Faculty Circles created an opportunity for interdisciplinary discussion, coaching and peer review. Faculty development sessions were identified to support faculty engagement in research projects and twelve specific projects were launched. The results of these projects were shared at the annual Faculty Institute leading to increase participation by faculty across the campus.

Pebble Beach

#17 ***Teaching Tools: Appreciating Diversity Across Disciplines***

Gwenelle O'Neal, West Chester University

Integrating multicultural resource information across the curriculum is one way to enhance content and engage the range of diverse students. This session presents a framework for considering student interests and designing courses to include diverse resources for teaching and learning. Teaching methods that incorporate universal design for learning techniques offer multiple ways of communicating information to student learners.

Sandpiper

#18 ***Nurturing Self-Efficacy, Interpersonal Skills and Deep Learning through On-Campus Student-Client Partnerships***

Robert Charles-Liscombe, Greensboro College

Jason Wagganer, Southeast Missouri State University

Provider-client relationships are critical components of professional development in a variety of fields. College campuses are fertile ground for recruiting participants in one-on-one service-learning projects to enhance student's communication and rapport building skills. This presentation will highlight the successful implementation and results of a SoTL project from a semester long student-client partnership in nutrition and exercise science. Attendees will discuss background work essential to identifying learning outcomes and assessment strategies, recruiting participants and organizational challenges.

Friday, February 4, 2011

11:45 am - 12:30 pm

Concurrent Sessions II (continued)

Tanglewood

#19 ***Making History in a Foreign Language: An Interdisciplinary Undergraduate Research Project on the French Presence in Colonial North Carolina***

Bertrand Landry and Seth Fisher, University of North Carolina at Greensboro

Undergraduate research projects present a stimulating alternative to traditional classroom experiences. They provide students and educators with an engaged style of learning and teaching. We will begin by describing the premises of this interdisciplinary project and outlining its architectonic. Mentor and mentee will also present examples of pedagogical challenges, organizational techniques and research discoveries inherent to this project. Finally, we will examine the benefits of undergraduate research from the educator's and student's points of view.

Tidewater A

#20 ***Podcasting 101: Strategies for Enhancing Your Course Using Podcast Technology***

Elizabeth Van Horn, University of North Carolina at Greensboro

Heard of podcasting, but unsure how to use it in your course? Educational research on podcasting supports its use in enhancing online and classroom courses and meeting students' diverse learning preferences. This interactive session will provide the basics of podcasting from conception to upload, including a review of the evidence on podcasting, equipment and software requirements, tips for creating an effective podcast and strategies for using podcasts to enhance your course.

Tidewater B

#21 ***Using National Issues Forums in the Classroom to Engage and Motivate Students to Listen, Think, Speak and Write***

Gladys Huggins, James Dervin, Rita Edwards and Avys Massey, Winston-Salem State University

Today's college students are tomorrow's leaders who must be responsible enough to work together to solve problems at the local, national and global levels. Using National Issues Forums in the classroom will engage and motivate students as they improve decision making skills. This involves listening to what others have to say, talking, thinking, and responding in a deliberate manner, often in written form. We will discuss how National Issues Forums can help students take responsibility for their own future and the future of others.

Friday, February 4, 2011

12:30 pm - 1:30 pm
Victoria Ballroom

Lunch

1:30 pm - 3:00 pm

Plenary Session

Victoria Ballroom

#22 ***What We Have Learned from the Wabash National Study—and How Campuses Can Use Institutional Data to Improve Student Learning***
Charles Blaich, Wabash College

The Wabash Study is a longitudinal research and assessment project designed to provide participating institutions with extensive evidence about the teaching practices, student experiences, and institutional conditions that promote student growth across multiple outcomes. Despite the abundant information they receive from the study, most Wabash Study institutions have had difficulty implementing changes in response to Wabash Study data. Although the national conversation about assessment and accountability focuses on how to measure student learning, we have learned that the real challenge is using evidence to make changes in our institutions that improve student learning. In this presentation, I will review our findings from the Wabash Study, the faulty assumptions we made about how assessment data would help campus efforts to improve student learning, and the changes we made as collaborated with campuses make assessment data useful.

Friday, February 4, 2011

3:15 pm - 4:00 pm

Concurrent Sessions III

- Augusta A #23 ***Closing the Loop: Developing an Assessment of Learning Strategy***
Jeffrey Sarbaum and Michelle Sheran, University of North Carolina at Greensboro
- Our presentation focuses on techniques for developing an integrated assessment of learning processes. Identifying learning objectives, developing measures, defining performance rubrics, implementing measures, tracking data and using data to promote continuous program improvement are among the topics explored. We will also discuss the importance of mapping course objectives to broader department/school/university objective.
- Augusta B #24 ***Teaching Undergraduates Using an Online Case Study and Problem-Based Learning***
Dennis Charsky, Ithaca College
- The presentation will detail the integration of a problem-based online case study used to teach an undergraduate Instructional Design course. The case study centers around the fictional pizza organization, Pizza Cum Laude, and facilitates learning about workplace training and performance. Attendees will learn about Grant's (2002) anatomy for problem-based learning and will complete an activity utilizing that structure. Results from the study assessing student reactions and learning with Pizza Cum Laude will be presented.
- Blue Ash #25 ***Integrating Your Research and Scholarship into the Classroom: Tried and True Methods for Success***
Mary Crowe, University of North Carolina at Greensboro
- In today's higher education climate, faculty members often feel pulled in different directions with respect to teaching and research. Wouldn't it be great to find ways to integrate the two? In this session you'll learn how others have successfully connected their scholarship into curriculum, both at the introductory and advanced level courses.
- Grandover East #26 ***Comparing Faculty-Led with Peer-Led Supplementary Instruction: Two Case Studies***
Robert Drake and Galen Foresman, North Carolina A&T State University
- The presenters report on an Institutional Review Board approved SoTL project designed to compare faculty-led supplementary instruction with the more traditional and widely practiced peer-led instruction sessions. Here, students worked on the same SI assignments in both faculty and peer-led sessions. The results of the study suggest that faculty-led SI has advantages over the traditional peer-led model, resulting in higher grades on exams, increased time on task and more meaningful student-faculty interaction.

Friday, February 4, 2011

3:15 pm - 4:00 pm

Concurrent Sessions III (continued)

Grandover West

#27 ***Infusing Global Awareness through the Use of Self-Relevant Activities***

Naomi Hall and Anna Lee, Winston-Salem State University

This presentation will provide information from an international faculty development experience and discuss their pedagogical integration. Oftentimes, students (and faculty) in the US feel disconnected with other countries and are not exposed to issues of international importance. The presentation will discuss methods/strategies that can be used as a vehicle to help our student population foster a greater understanding of cultural, racial, and ethnic differences in the US and in relation to a more global perspective.

Pebble Beach

#28 ***Nobel Peace Laureates Working with Western North Carolina Youth: A Collaborative, Experiential Learning and Civic Engagement Project Involving University Faculty, College Students, Middle and High School Youth and Their Teachers***

Victoria Faircloth, Russell Binkley, Sky Kanott, Jimmy Leithauser, Helen Pollifrone and David Strahan, Western Carolina University

As part of the mission of being an engaged campus, Western Carolina University faculty, students and public school personnel present our third year of civic engagement/experiential learning with local middle and high school youth. Our college students, as part of their coursework, mentor local youth in preparing "Global Call to Action Projects", which are presented by the youth at an annual PeaceJam Youth Conference, featuring a Nobel Peace Prize Winner. Join us for ways in which to make meaningful connections between the university experience and civic engagement/service learning with youth.

Sandpiper

#29 ***A Perfect Blend—Graduate Students and Journaling: Using the Kolb Model to Promote Active Learning***

Christine Cugliari and Adrienne Loffredo, High Point University

When teaching graduate students in a classroom where the age-range spans four decades, finding a means of engaging all students is challenging. This presentation, led by a graduate student and a professor, will share how the Kolb Model of Learning was combined with journaling to create an opportunity for students to pause, reflect and learn. Participants will view the results from each side of the classroom as well as have an opportunity to test the model.

Friday, February 4, 2011

3:15 pm - 4:00 pm

Concurrent Sessions III (continued)

Tanglewood

#30 *Try This at Home: Free Online Applications to Enhance Learning Activities*

John Mortenson, Brook Corwin and Patrick Griffin, University of North Carolina at Greensboro

Are you impressed with advanced online learning activities but don't feel you have the skills or resources to bring them to your classroom? Our online team has developed a "sandbox" that helps people at all skill levels use the latest free online applications to create similar high-level reinforcement, critical thinking, alternative assessment and content presentation activities without a big budget, complex training or a multi-media team.

Tidewater A

#31 *Using Cell Phones, Text Messaging and Web-Based Polling Systems to Increase Student Engagement or If You Can't Beat 'em, Join 'em*
Edward Case, Wingate University

Research is providing growing support for using classroom response systems to improve engagement. Most classrooms still are unequipped to use this technology. Furthermore, lack of universal (or even campus-wide) standards could burden students with having to purchase multiple "clickers." This session will introduce attendees to a web-based polling system that uses text messaging in place of clickers. Participants are encouraged to bring their cell phones so that they can be actively involved.

Tidewater B

#32 *Professor Without Borders: Tools, Techniques, Challenges and Rewards in Teaching a China-US Synchronous Economics Class*
Ramin Maysami and Jack Spillan, University of North Carolina at Pembroke

Asian Economies, a UNCP general education class, was taught in Fall 2010 by a team of professors from UNC-Pembroke and the Guangdong University of Business Studies in China to a group of 40 students on the two campuses. Technology was, of course, the centerpiece of these efforts. In addition to the professionally managed interactive video facilities, virtual classrooms (Wimba, Skype and Dim Dim), and synchronous voice and text chats (Pronto, QQ, i2i) were employed to keep the students in daily face-to-face or voice-to-voice contact. This presentation recounts and reviews all such issues and presents the solutions to each of these concerns.

Friday, February 4, 2011

3:15 pm - 4:00 pm

Concurrent Sessions III (continued)

Arrowhead A

#33 *Defining Effective Teaching*
Leslie Layne, Lynchburg College

Do students and professors define effective teaching in the same way? For this study, student and professor responses were collected to the open question "How do you define effective teaching?" and used to design a survey with 30 "realistic" options for the same question, asking respondents to select the best four options. The survey was distributed to a varied pool of students and professors typical of small private colleges. The study reveals that although there is some similarity in student and faculty definitions, there are greater differences between the two. It is quite surprising to see exactly what students are using as a measure of effectiveness vs. what professors think the survey results mean as they interpret them.

4:00 pm – 4:15 pm

Break

Victoria Pre-Function

4:15 pm - 5:30 pm

Concurrent Sessions IV

Augusta A

#34 *Teaching Metacognition: Encouraging Students to Reflect on Their Learning*
Tamara Rosier, Kuyper College

What if we taught our students to monitor their progress as they learn? What if they learned to make changes and adapt their thinking if they perceived confusion or conflict? As students become more skilled at using monitoring and reflective strategies, they gain confidence and become more independent as learners.

Metacognition is the knowledge of one's own thinking process and strategies, and the ability to consciously reflect and act on that knowledge to modify those processes and strategies. This session will explore ways that we can encourage, cultivate and enhance metacognitive capabilities of our students.

Friday, February 4, 2011

3:15 pm - 4:00 pm

Concurrent Sessions IV (continued)

Augusta B

- #35 *A Teacher's Oath*
Louis Schmier, Valdosta State University

It is said that description is prescription. So, I say we educators are primarily in the people business, and education is as much, if not more, a human issue as it is an information and skill issue. It's about individual human life, human hopes, human dreams and human futures. 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 we bring into the classroom. They are the most powerful teaching tools we have at our disposal. Moreover, the way we use our hearts and minds to look at students in the class with us influences their attitudes and feelings about themselves, as well as their performances. I have written and live by an academic version of the Hippocratic Oath as a constant reminder that we must do no harm. I call it "A TEACHER'S OATH." We will discuss how taking and living this oath each day calls forth its own way of observing; how it filters what we listen to, the opinions we hear, and both our willingness and ability to take action. With practice, it can help us transform slowly from "lookers" into acute "seers" and from "hearers" into keen "listeners." By helping us "read" students, it can allow us to purge ourselves of misconceptions and misperceptions about students. It can bleach out stereotypes. It can help us to let go of limiting beliefs. It can allow us to enter the experiences of each student in a way that overwhelms distortions and generalizations. It can deepen our awareness and intensify our mindfulness of the particular student, as well broaden the breadth of our sense of service to the particular student. It can help us be empathetic to each of those unique people in the classroom. It can give us reason why we should and shows us how we can have unconditional faith in, hope for and love of each student.

Blue Ash

- #36 *Armageddon 101: Dealing with Disruptive Students and Their "Natural" Aversion to a Discipline*
Darby Lewes, Lycoming College

Ever had a class that went beautifully one semester and was a nightmare the next? Ever had a "problem student" that no one else seemed to have "problems" with? Or a wonderful student whom everyone else thought was a troublemaker? Ever had an apparently upbeat class suddenly turn sulky? Or sullen? Or downright mean? This irreverent, interactive session will examine what makes good classes turn to the Dark Side and how to turn them back again. More importantly, it will offer strategies for avoiding disruption altogether.

Friday, February 4, 2011

4:15 pm - 5:30 pm

Concurrent Sessions IV (continued)

Grandover East

- #37 ***Everything About Group Work You Were Afraid to Ask***
Barbara Millis, University of Texas, San Antonio

A leading expert (two books and numerous articles) on cooperative learning and other group approaches will provide an overview of the principles of effective group work and then open the floor to group-based questions. This interactive session will allow participants to address areas of interest or concern—plus share valuable experiences..

Grandover West

- #38 ***Transforming Your Students into Self-Regulated Learners***
Linda Nilson, Clemson University

Self-regulated learning is the metacognitive skill and practice of strategically planning, monitoring, and evaluating one's learning—a key study habit that few students know about. Many studies tell us that instructors can improve their students' exam performance, written and designed products and problem-solving skills by incorporating into their courses even one or two of the many forms of self-regulated learning activities. These modest additions also reduce the overconfidence that many students feel about their mastery of the material and their ability to apply it. After this workshop, you will be able to design and integrate proven self-regulated learning assignments and activities into your courses. You can choose from among those designed for specific times during the term (beginning, middle and end) and those connected to lectures, readings, problem sets, papers, projects, quizzes and exams.

Pebble Beach

- #39 ***Successful Interventions for Life Sciences***
Joanne Chesley and Cheraton Love, Winston-Salem State University

This session will share lessons and early findings relevant to successful teaching and learning interventions applied in Life Sciences classrooms, over the last two years, at Winston-Salem State University. Presenters will also demonstrate a few of the strategies/interventions so that participants can better understand the selected strategy and its effects. Opportunity for discussion and clarification will be provided.

Sandpiper

- #40 ***A Comprehensive Approach to Promoting Critical Thinking in the Classroom***
Zachary Goodell, Virginia Commonwealth University

We all recognize the merits of helping our students to think more critically, not only within our disciplines, but in their everyday lives as well. In fact, many of us attempt to do so, but not always in deliberate and systematic ways. As such, these efforts are often met with mixed results. This workshop is designed to help faculty be more successful by providing them with a more comprehensive approach to promoting critical thinking.

Friday, February 4, 2011

4:15 pm - 5:30 pm

Concurrent Sessions IV (continued)

Tanglewood

- #41 ***The Power of a Picture: Digital Storytelling as Interpretation, Integration and Collaboration in a (Sports) History Classroom***
Pamela Kocher Brown and Robert Owens, University of North Carolina at Greensboro

Explore theory, research opportunities and realities of using visual narratives in the (sports) history classroom to foster critical thinking skills to solicit a broader, more critical perspective of the history of physical activity moving from the descriptive to interpretive perspective. Student projects will be reviewed and participants will engage in the process of digital storytelling, including storyboard scripting, story cycling and digital story creation. Application to a variety of disciplines will also be shared.

Tidewater A

- #42 ***Using Reflective Writing Forums for Evidence of Active, Deep Learning***
John Zubizarreta, Columbia College

As we search for evidence of significant learning, we are challenged to design strategies for enhancing students' critical reflection skills as a way of achieving higher-level learning. Students should have opportunities to practice reflective learning, and online reflective writing is a powerful pedagogy. This interactive session explores various ideas for how to embrace reflection to improve learning through online writing and other methods. The session encourages active conversation and sharing of ideas, models and resources.

Tidewater B

- #43 ***The Co-Op Education through Community Involved Gardening: An Interactive Workshop***
Paul Malcolm and Robert Brener, Johnson & Wales University

In this session Chefs Robert Brener and Paul Malcolm will identify and examine the successful steps taken to create the sustainably student organized community garden at Johnson & Wales University in Charlotte, NC. Throughout the session, Chefs Brener and Malcolm will illustrate and discuss how to stimulate active learning and integrate the garden space into multiple pedagogical disciplines as an extension to the traditional classroom setting. Come and learn how to create this experience for your students, while at the same time develop an understanding of our successful composting program, build a SIP (self-irrigating planter) out of two 5 gallon buckets, learn about bee keeping, develop and maintain a successful worm farm (vermi-composting), rain barrels and recycling building materials.

Arrowhead A

- #44 ***Cultivating Mindfulness: Contemplative Practices in the Classroom***
David Heckel, Johnson & Wales University

This workshop provides an introduction to mindfulness meditation practice and classroom applications. Participants will learn the basics of meditation, apply meditation to classroom exercises and review resources for further exploring and developing classroom applications of mindfulness.

Friday, February 4, 2011

5:45 pm - 6:30 pm

Concurrent Sessions V

Augusta A

- #45 ***Evidence-Based Learning and Information Literacy: Actively Emphasizing the Evaluation of Sources to Enhance Student Work***
Joe Eshleman and Richard Moniz, Johnson & Wales University

Would you like your students to think more deeply about the evidence they build their papers and presentations on? Information literacy standards are critical to the success of any student. Participants will have an opportunity to reflect upon how the evaluation of resources is important in student work relative to their particular course. They will also receive practical takeaways in the form of how one institution has incorporated evaluation of sources in a standardized way.

Augusta B

- #46 ***Using Video Lecture Capture (VLC) Systems to Enhance Teaching in High DFW Courses at WSSU: Case Studies***
Alvaro Galvis, Nelson Adams, David Kump and Jeffrey Overholt,
Winston-Salem State University

Have you considered video recording and video-stream sharing of class sessions, or of out-of class presentations, to supplement instruction in your courses? Do you want to know what pilot experiences have taught concerning what makes sense (and what not) in the use of VLC Video Lecture Capture systems? This presentation will help solving these questions and will provide you with video evidences and data that support findings.

Blue Ash

- #47 ***Reading Children's Books in Class to Inspire Learning***
Donald Kautz, University of North Carolina at Greensboro

Discover a fun way to bring to life challenging theory, practice, and research concepts. Taking 5 minutes to read a short children's book may inspire and remind students of why they chose their course of study. This session will provide a user's guide to the innovative teaching strategy of reading children's books in class. Participants will practice teaching difficult concepts through a story. Resources to implement this technique will be provided.

Friday, February 4, 2011

5:45 pm - 6:30 pm

Concurrent Sessions V (continued)

Grandover East

- #48 ***Engaging Student Voices in Institutional Inquiry and Assessment***
Karen Hornsby, Scott Simkins, Kristen Lee and Jordan Pippen,
North Carolina A&T State University

This presentation focuses on methods for integrating student co-researchers in institutional inquiry and assessment processes. We will discuss how the inclusion of student collaborators impacts the gathering and interpretation of assessment data and generates valuable recommendations for institutional change. Student researchers will share their experiences and challenge participants to consider ways to incorporate "student voices" in their own institutional assessment. Participants in this session will leave with innovative ideas about how to develop effective inquiry-based assessment projects that lay the foundation for meaningful institutional change.

Grandover West

- #49 ***Evidence-Based Teaching: Using History as a Model for Improving Student Papers***
Jackie Booker, Winston-Salem State University

My session will focus on the experimental use of evidence-based teaching in World Civilizations courses at a historically black college/university. This experiment has focused on taking students through a five-step process to produce not only better quality papers but also those which are evidence-based. In addition, this presentation will look at a national five-year program to determine if evidence-based teaching has been successful. This paper will reconcile the strengths and weaknesses of using such a pedagogical approach in teaching history courses.

Pebble Beach

- #50 ***Foster Care Chronicles: A Service Learning Psychodrama Program***
Maura Nsonwu, North Carolina A&T State University
Cheryl Dance, Sue Dennison and Alicia Kaplan, University of North Carolina at Greensboro

This presentation describes the Foster Care Chronicles, a service-learning psychodrama program, that engaged a social service agency, youth who are currently in the foster care system, and JMSW/UNCG social work students and faculty to provide an opportunity for foster youth to express their personal experiences via a theatrical process. This project sought to understand the strengths and needs of these youth, collaborate with child welfare partners, and educate social work students on this therapeutic process.

Friday, February 4, 2011

5:45 pm - 6:30 pm

Concurrent Sessions V (continued)

Sandpiper

#51 ***Supplementing Individual Exams with Group Exams to Improve Student Communication, Problem Solving and Teamwork Skills***

Sandra Roberson, Furman University

Group exams give students the opportunity to practice explaining how they solved a problem, defend their approach in the face of opposition; and listen to others and rethink their position as appropriate—a valuable way to prepare students for problem solving situations they will face after graduation. This session will focus on my experiences supplementing individual exams with group exams including: how the exams are prepared and administered, student reactions and learning outcomes.

Tanglewood

#52 ***Reconciling Grammar and Engaged L2 Writing: A Blog Perspective***

Stephanie Pellet, Wake Forest University

The presentation demonstrates how a blog can help create an L2 writing context that is authentic and meaningful for students and is process-oriented, and uses feedback in a more natural and productive setting. The focus of an advanced French grammar course, the class-community blog replaced the traditional essay, turning students into editorialists. The presentation discusses how the blog was connected to the overall course objective, and how it impacted students' attitudes toward writing and feedback.

Tidewater A

#53 ***Accountability in the Use of Classroom Response Devices***

Ed Gehringer, North Carolina State University

Classroom response devices like clickers have proved to be valuable for improving student engagement. But they increase pressure on students, when they are graded on their responses. Using Google forms as a classroom response system, we compared engagement and learning in two environments, one where students were graded, and another where they submitted anonymously. Attendees will learn the results of this study, and also gain familiarity with Google forms as a “free” classroom response device.

Tidewater B

#54 ***Group Project Tools that Prepare Students for the 21st Century***

Brook Corwin, University of North Carolina at Greensboro

Working alone is SO 20th century. The Internet allows people to work collaboratively across time and distance in a way never before possible, and knowing how to do so will be a key to students' future success. Our online team will demonstrate the latest in collaborative online tools, which allow students to create innovate course projects and help prepare them for the business or workplace world of the 21st century.

Friday, February 4, 2011

5:45 pm - 6:30 pm

Concurrent Sessions V (continued)

Arrowhead A

#55 *The Promotion of Active Learning Strategies Utilizing Human Patient Simulation to Encourage Deep Learning of Basic Science and Clinical Skills in Physical Therapy Students*

Nancy Smith, Glenna Batson, Kimberly Bernosky-Smith, Jayne Caruso, Teresa Conner-Kerr, J. Robert Cowie, Allyn Howlett and Sharon Prybylo, Winston-Salem State University

In physical therapy education deep learning in pharmacology, physiology and neuroscience is vital to proficiency in clinical courses. Previous educational strategies have caused superficial learning of basic sciences, which has resulted in difficulty in clinical reasoning. Human simulation is one strategy to encourage deep learning to help students better integrate foundational knowledge into the patient case presentation. An approach to teaching physical therapy students basic science and clinical decision making skills will be presented.

6:30 pm - 8:00 pm

Reception and Poster Session

Pre-Function B

#56 *Using Virtual Conferences to Integrate Online Content with the Classroom*

Michael Amlung and Denise Domizi, University of Georgia

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.

#57 *Engaging and Motivating Students: Tales from a New Assistant Professor*

Linnie Carter, North Carolina A&T State University

A new assistant professor encountered more than she bargained for when she began her first stint as a full-time college instructor. She had a few choices: resign immediately, seek therapy or make the best of the situation. Learn how she stepped up to the plate, garnered the support of her colleagues and captured the hearts and minds of her students by engaging and motivating them all, while having the best time of her life.

Friday, February 4, 2011

6:30 pm - 8:00 pm

Reception and Poster Session (Continued)

#58 *An Integrated Clinical: Transformation to the Professional Nurse Role*

Jacqueline Debrew and Linda McNeal, University of North Carolina at Greensboro

A nursing faculty dyad has implemented an integrated clinical that promotes student transformation to the professional nurse role through active learning strategies. Students practice, in collaboration with clinical experts, in community-based sites to provide preventative care and health promotion for vulnerable populations. Simulation exercises facilitate determination of student clinical reasoning abilities. Critical reflection occurs through post-clinical conferences, journals and classroom sharing. This approach to clinical often results in an increase in the student's cultural competency.

#59 *What if YOU Were the Patient?*

Jacqueline Debrew, University of North Carolina at Greensboro

What if you were the patient? Could you purchase needed supplies and groceries with limited resources? Senior nursing students were asked to experience what it would be like to be a patient living with diabetes in poverty. Students were required to take public transportation to a local pharmacy to find more information on how to purchase a glucometer. The opportunity to engage in experiential learning allowed the students to develop critical thinking skills.

#60 *Current Events Critiques: A Strategy for Improving Students' Critical Reading, Thinking and Writing Skills*

Audrey Forrest-Carter, Winston-Salem State University

Learn how current events critiques provide students an opportunity to enhance their critical reading, thinking and writing skills by developing three structured, cohesive, succinct paragraphs on each current event. Students may select current events to critique from a variety of online and/or print media of their choice.

#61 *WebQuest: A Creative Strategy to Enhance Nursing Competencies in Informatics*

Denise Foti and Melody Sharp-Meier, Jefferson College of Health Sciences

WebQuests are reported as being an effective, problem-based and collaborative approach to assignments that encourage students to engage in an interactive and enjoyable critical thinking learning experience (Lahaie, 2008). In an effort to provide students with an opportunity to meet nursing competencies in informatics, a WebQuest nursing theorist assignment was generated. Outcomes from this assignment were an increase in technology skills that resulted in a positive interactive learning experience.

Friday, February 4, 2011

6:30 pm - 8:00 pm

Reception and Poster Session (continued)

#62 *Student-Authored Wiki Textbooks and Software Support*
Edward Gehringer, North Carolina State University

Writing experience is a pressing need for students in most fields. Cooperatively authoring a wiki textbook with one's classmates is a way to address this need. Students take responsibility for their own learning, reading and synthesizing the primary literature. In a survey, students were uniformly positive on the experience, especially on the insight it gave them into the topics on which they wrote. Customized software support for managing the process of wiki textbook writing is also discussed.

#63 *Crafting Visual Metaphors on Whiteness: Pre-Service Teachers' Representations*
Colette Gosselin, The College of New Jersey

This poster session will showcase visual metaphors and narratives that undergraduates created in response to the question: "What does whiteness mean to me?" If you are interested in incorporating novel assignments that draw out your students' conceptual systems, this poster session will provide you with a tool that can generate meaningful class discussions while simultaneously capturing your students' development levels in a nonthreatening manner.

#64 *Integrating Simulation Teaching Strategies in Maternity Nursing*
Susan Hall and Deborah Ketner Winston-Salem State University

Simulation is considered an effective way of enabling students to apply their theoretical knowledge to clinical practice and to deliver efficacious medical services to patients. Various methods such as games (baby jeopardy), return demonstration, case studies and role-play simulation are a few that actively engage our nursing students to apply this knowledge in becoming competent practicing maternity nurses.

#65 *Integrating Phage Genomics Research into an Introductory Biology Course*
Gail Hollowell and Wendy Heck Grillo, North Carolina Central University

Students need scientific knowledge, quantitative and communication skills, and hands-on experience to be prepared for science careers. To address this issue, we became members of the Science Education Alliance (SEA) of the Howard Hughes Medical Institute. SEA is a national experiment that introduces undergraduate students to authentic research via a phage genomics course and allows them to participate in a collaborative research project. Our presentation will address the design and implementation of this course at our institution.

Friday, February 4, 2011

6:30 pm - 8:00 pm

Reception and Poster Session (continued)

#66 *Lessons Learned Aligning Institutional Goals with Faculty Development and Aligning Faculty Development Grants with Strategic Priorities*

Tim Howard and Tom Loughman, Columbus State University

As university funds dwindle and the need for faculty development persists, institutions must become more strategic in their deployment of precious resources. We describe efforts at Columbus State University to fund faculty development while boosting external funding and faculty scholarship. Internal grant opportunities designed to increase the scholarship among faculty were created and implemented over a three-month period. Program design considerations and lessons learned are shared in this second year of this initiative.

#67 *Making Safe Places Unsafe: A Collaborative Professional Development Program to Address Homophobia*

Joseph Jones, Radford University

As current research postulates, homophobia is rampant in our schools at all levels. With recent tragedies surfacing in the media, it is apparent that colleges must begin to contemplate how their campuses are addressing this problem. Thus, this presentation will model one type of an effective collaborative professional development program, which is premised on my current research (and newly released book) with teachers and homophobia.

#68 *Building an Intraprofessional Bridge between the Classroom and Clinical Practice*

Susan Jones, Patricia Airey and George Steer, Jefferson College of Health Sciences

Due to high patient acuity and technological advances, teamwork and collaboration are necessary to deliver quality care. Academic training tends to isolate students in their curricula. We incorporated intraprofessional educational pedagogical strategies in our simulation activities. Students from four health care disciplines collaborated to care for victims of a mass casualty. Findings indicated that this IPE activity was a successful method of promoting collaborative behaviors essential to providing optimal patient care.

Friday, February 4, 2011

6:30 pm - 8:00 pm

Reception and Poster Session (continued)

- #69 *Equitable Healthcare for All: Changing the Face of Nurses Graduating to Match the Population They Serve*
Deborah Ketner, Wanda Barlow, Susan Hall and Ann Moore,
Winston Salem State University

Nursing students come from all cultures, backgrounds and learning styles. Providing optimal educational opportunities for this diverse group challenges the faculty and clinical agencies. With the implementation of simulation, multiple diverse learning situations delivered in a nonthreatening and safe environment allow students of all backgrounds and learning abilities to synthesize critical nursing content. By using simulation with this diverse group, the face of the incoming nursing populace can begin to mimic the clients they serve.

- #70 *Increasing Diversity in Undergraduate Research*
Alexandra Kurepa, North Carolina A&T State University

This presentation discusses the implementation of an NSF-sponsored program in STEM disciplines that provides support and research opportunities to students in the mathematical sciences, including applied mathematics, mathematical biology, mathematical economics, statistics and mathematical education. The program targets the underrepresented students and currently involves around 25 undergraduate students at North Carolina A&T State University.

- #71 *Using Critical Incident Questionnaires to Build Classroom Relationships*
Kay Lovelace, University of North Carolina at Greensboro

The poster session will describe the author's experience using Critical Incident Questionnaires to build trust with students and understand their view of the classroom. Students learn to be more reflective about their learning as they describe when they were most and least engaged, when they felt most affirmed, most confused, most surprised. Instructors learn about problems early on, gain data to build the case for diversity in teaching and learn about their own developmental needs.

Friday, February 4, 2011

6:30 pm - 8:00 pm

Reception and Poster Session (continued)

#72 ***Improving Health Related Outcomes Through Community Service: Inception of the RAMS Wellness Center***

Tabatha Mauldin and Teresa Tyson, Winston-Salem State University

The RAMS Wellness Center in the Piedmont Park Community was developed through grant funding from AHEC of North Carolina to enhance and expand the undergraduate pediatric nursing clinical experiences at Winston-Salem State University. The mission of the RAMS Wellness Center is to provide resources and support to families of various kinships to help mobilize their strengths and resources with the overall goal of promoting health, well-being and optimized family functioning to develop stable, consistent environments for children. It will function as a clinical training site for Pre-licensure BSN students where they will apply knowledge to practice and build pediatric communication skills as well as apply concepts of health promotion and wellness knowledge related to pediatric populations and their families. This will enhance students' learning opportunities to gain understanding of growth and development principles of children of all ages.

#73 ***Incorporating a Mini Walk-A-Thon as a Multi-Specialty Nursing Service Learning Project with Family Services, Inc. Head Start***

Kimya Nance, Mickey McCollough, and Teresa Tyson, Winston-Salem State University

Carol Wilson, Family Services, Inc., Head Start

This poster presentation describes the planning process and implementation of a mini walk-a-thon as a collaborative service-learning project among three specialty nursing courses at Winston-Salem State University and Head Start. Health promotion activities during the walk-a-thon focused on family health, child health and newborn safety. This experience provided students with an opportunity to address the health needs of underserved children and families in the community while enhancing their clinical, professional and leadership skills.

#74 ***A Man Paints with His Brains and Not with His Hands: Evidence-Based Practice in the Teaching of Studio Art***

Joyce Newman, East Carolina University

The advent of pedagogical philosophies such as Problem-Based Learning, Inquiry-Based Learning and Evidence-based Learning have placed emphasis on educational processes that shift the learning paradigm to foster student involvement and active inquiry, favor self-directed learning, develop students' analytical skills and enable skilled appraisal and critical thinking. This poster presentation will demonstrate the long history of such a paradigm in the teaching of studio art and suggest its potential usefulness for other disciplines.

Friday, February 4, 2011

6:30 pm - 8:00 pm

Reception and Poster Session (continued)

#75 *Mathematics: Journaling Your Way to Success*

Melanie Partlow, Abraham Baldwin Agricultural College

Math class journaling is more than writing across the curriculum; it's writing yourself into a more successful life. Journal topics in any subject do not have to be limited to process description or understanding of concepts and definitions. Journals can be used to teach study skills that are subject specific, build character; increase student motivation; teach success strategies and challenge self discovery. The results of this ten-year practice might be surprising.

#76 *Freshman-Level Online Course: Student Performance on Exams and the Frequency of Student Access to Blackboard and Web-Based Auxiliary Course Resources*

Barbara Piori, North Carolina A&T State University

The poster illustrates the relationship between student performance on online exams and the use of course materials posted on Blackboard, as well as online auxiliary course resources. Course resources posted on Blackboard included documents developed by the textbook publisher and additional resources developed by the instructor. The poster illustrates the relationship between exam scores and the frequency of access to posted resources and suggested web sites.

#77 *New Faculty's Perception of Satisfaction with Roles*

Aditi Puri, Daren Graves, Lily Hsu and Arlene Lowenstein,

Massachusetts College of Pharmacy and Health Sciences

A qualitative study aimed to understand the perception of satisfaction among new faculty was conducted at four colleges in a major Northeastern city. The Motivation-Hygiene Theory was applied to understand the impact of institutional challenges on new faculty satisfaction. Results of the study indicate a need to develop improved faculty development initiatives such as extended faculty orientations, mentoring programs, etc. Satisfied faculty can inspire students to achieve educational goals, receive better evaluations and attain promotion/tenure.

#78 *Time Flies: A Relevant Pedagogical Approach for Teaching Students about Flow*

Debra Sea and Mary Eberhardinger, University of North Carolina at Greensboro

This presentation builds on the work of psychologist Mihaly Csikszentmihalyi to re-introduce happiness pedagogy to students. You will learn how to teach the concept of flow in a variety of subjects and help students realize its application in and out of the classroom.

Friday, February 4, 2011

6:30 pm - 8:00 pm

Reception and Poster Session (continued)

#79 *Development of a Group Assignment Grading Rubric that Includes a Plagiarism Component. Whom Do We Penalize?*

Melody Sharp-Meier and Denise Foti, Jefferson College of Health Sciences

Courses in our nursing curriculum require group presentations and papers. Grading group assignments is difficult when one or more group members plagiarize. How can group assignments be graded whereby the entire group is not penalized for the actions of others? While rubrics exist for group assignments, they do not include a plagiarism component. In an effort to combat the issue of plagiarism in group assignments, a group contract and formalized grading rubric was developed.

#80 *Moving from Cohort to Individual Assessment: Providing Meaningful Feedback on Students' Information Literacy Knowledge and Skills*

Amy Sheehan, Hamline University

Hamline University Librarian Amy Sheehan presents details on assessing student's information literacy (IL) skills using both the Project SAILS (Standardized Assessment of Information Literacy Skills) cohort test and the SAILS individual scores test. Her poster details the process the library is developing to use the assessment evidence to modify their IL teaching and student learning.

#81 *Manufacturing Academic Program Competency Evaluation with Student Participation*

Ji Shen, North Carolina A&T State University

The manufacturing environment is currently evolving due to globalization and development of new technologies. Reforming manufacturing education is critical. While we are significantly updating our curricula, we want to know how these changes can meet the industrial needs and how our students feel about these changes. Engaging and motivating our students and our industrial advisory board members to be involved in the curricula evaluation process has provided us with valuable information in assisting us to further improve the quality of manufacturing education. Based upon industrial needs, we designed an "Academic Programs Competency Survey Form" and conducted surveys. Through this evaluation process, we have identified our strengths and weaknesses which showed us a clear picture of where we should put more effort to further improve the quality of these changes.

Friday, February 4, 2011

6:30 pm - 8:00 pm

Reception and Poster Session (continued)

#82 *Trans-Cultural Nursing: The Navajo Nation*

Joy Shoemaker and Marjorie Vogt, Otterbein University

The inaugural cultural immersion of Otterbein University baccalaureate nursing students and faculty into the Navajo Nation is presented in a poster format. The team experienced social, political and medical observations as well as personal interaction with the Native American population during a seven day faith based, service-learning framework in Shiprock, New Mexico. The students and faculty report an overall positive service-learning experience with suggestions for expanding and improving the mission trip.

#83 *The Production of Photomicrographs with Digital Cameras Directly through the Ocular of Student Microscopes*

Michael Slaughter, Jefferson College of Health Sciences

Professors face many challenges in the collegiate classroom and laboratory today. One of the challenges is to find methods that engage students with the use of technology. This is especially difficult in the science laboratory. This poster will explain a simple inexpensive way to have students use their digital cameras to produce high quality photomicrographs directly through the ocular lens of a compound light microscope. No particular microscope or camera is required. Students can capture images with any of the microscope's four lenses, including oil-immersion. The images are then available for class or laboratory use.

#84 *Community Health Promoter Program: A Service-Learning Pilot Project*

Annette Strickland and Warren Clark, Jefferson College of Health Sciences

The poster describes a project designed to provide an innovative service-learning experience for nursing students. The project addresses a shortage of community clinical experiences and a need for health promotion for vulnerable members of a community. A collaborative partnership with a federally qualified health center, a faith community and a school of nursing was established. Students taught Community Health Promoters to provide information to members of a medically underserved community. Project evaluation demonstrated positive outcomes.

#85 *The Interactive Teaching Portfolio*

Denise Tucker, University of North Carolina at Greensboro

The presenter will show participants how to organize and convert their paper teaching portfolios into an online interactive teaching portfolio. With universities moving towards online submissions for tenure and teaching portfolios, faculty can use programs such as narrated PowerPoint and PhotoStory to organize and present their materials as creative interactive online presentations. This poster will demonstrate how the presenter used PowerPoint to create such an online portfolio.

Friday, February 4, 2011

6:30 pm - 8:00 pm

Reception and Poster Session (continued)

#86 *Using Case-Based Scenarios to Engage Right-Brain and Left-Brain Thinkers*

Sonia Vishneski, Denise Foti and Melody Meier, Jefferson College of Health Sciences

Teaching-learning styles for both students and faculty vary, so teaching strategies should include components for both right-brain and left-brain thinkers. In an effort to meet the learning styles of students enrolled in a nursing obstetrics theory course, a case-based scenario assignment that included didactic and interactive elements was generated. Outcomes from this assignment resulted in a greater comprehension of the material presented that engaged both right-brain and left-brain thinkers.

#87 *Integration of Mosquito Ecology Laboratory Exercises into Biological and Environmental Health Courses*

Gideon Wasserberg, University of North Carolina at Greensboro
Brian Byrd and Phillip Kneller, Western Carolina University

Worldwide, vector-borne diseases such as malaria and dengue are responsible for enormous suffering and economic suppression. Here we describe the use of simple mosquito traps (i.e., ovitraps) to engage students and demonstrate basic and applied scientific principles. In these activities students are required to develop their own hypotheses, design their own experiments, collect data and interpret the results. Our experiences using ovitraps in introductory and advanced courses within the biological and health disciplines are presented.

#88 *Students' Use of Evidence in Language and Cultural Studies*

Scott Windham and David Neville, Elon University

In our courses, we present students' evidence that allows them to draw conclusions about the topic at hand. Our courses start with questions such as what are the main social problems in Germany and what form do specific cultural practices take? We then use visual, textual and verbal evidence as a means of helping students answer those questions.

Reception music provided by the Alley Rabbits Bluegrass Quartet

Saturday, February 5, 2011

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

Victoria Pre-Function

8:15 am - 9:45 am Plenary Session

Victoria Ballroom #89 ***The Science and Psychology of Learning***
Jennifer McCrickerd, Drake University

Understanding the process of learning is invaluable to our facilitating learning in our students and ourselves and cultivating patience for our students and ourselves. This engaging presentation of some recent work regarding learning in the fields of psychology and neuroscience, while drawing on the experience of the participants, provides a basic ground-work for understanding what practices and dispositions are conducive to successful learning and teaching by modeling an engaging classroom experience.

9:45 am – 10:00 am Break

Victoria Pre-Function

10:00 am - 11:15 am Concurrent Sessions VI

Augusta A #90 ***Increasing Student Self-Awareness of Multicultural Issues***
Pamela Lobb, University of Virginia
Barry Lobb, Lynchburg College

This is a hands on workshop involving group activities for instructors across program areas. The workshop will focus on increasing students' self-awareness of multicultural topics while offering instructors alternative perspectives on topics such as ableism, classism, racism and heterosexism. Activities will be based on Banks' Social Action Approach to integrating multicultural content into the curriculum.

Saturday, February 5, 2011

10:00 am - 11:15 am

Concurrent Sessions VI (continued)

Augusta B

#91 ***Maximizing Learning with Student Debates: A Synthesis of Best Practices***

Jim Eison, University of South Florida

Jane Harris, University of North Carolina at Greensboro

Classroom debate assignments help students learn to locate information, think critically, formulate persuasive arguments, and express themselves in oral and written forms. As a result, they have gained popularity across many diverse disciplines and much has subsequently been written about this exciting active learning instructional approach. This highly interactive session will offer both an experiential demonstration of a classroom debate and its debriefing, as well as provide a synthesis of best teaching practices drawn from scholarly writing and research.

Blue Ash

#92 ***Understanding New Advances in Teaching and Learning Literature: Cognitive Neuroscience, Social Cognition, and Social Neuroscience***

Todd Zakrajsek, University of North Carolina at Chapel Hill

Within the field of psychology, new areas are emerging that have tremendous implications for teaching and learning. Cognitive neuroscience has gained a great deal of attention over the past several years as an academic field devoted to the study of how our thinking process is influenced by our brain. Social neuroscience is a very new field of study pertaining to the relationship between neural activity and social processes. Social cognition bridges these two areas. This session is an introduction to understanding these complex areas of psychology, with specific and practical applications to teaching and learning.

Grandover East

#93 ***Leading through Teaching: The Butterfly Effect***

William Roberson, University at Albany

What's the extended "environmental impact" of the choices you make as a teacher? Did you think the classroom door was hermetically sealed? Seemingly small decisions in the classroom appear to have limited institutional repercussions, until we trace the threads of these decisions to their moments of maximum consequence. Participants in this session will conduct an institution-level cost-benefit analysis of one university professor's pedagogical choices. All would-be myth-busters are encouraged to attend. Future academic leaders, too.

Saturday, February 5, 2011

10:00 am - 11:15 am

Concurrent Sessions VI (continued)

- Grandover West #94 ***Beyond PFFPs: Helping Graduate Students Prepare for Their First Teaching Opportunities***
Zachary Goodell, Virginia Commonwealth University
- Preparing Future Faculty Programs are emerging and evolving all over the country. Unfortunately in many cases, graduate students will still lack the very practical experience of putting together a well thought out, evidence-informed, lesson plan. This workshop is based on a pilot program at VCU that attempts to bridge the general and theoretical aspects of PFF coursework, with the practical experience of preparing and delivering a lesson plan for a course prior to graduation.
- Pebble Beach #95 ***General Education Transformed: Launching Liberal Learning Seminars at WSSU***
Jo Ann Coco-Ripp, Pamela Simmons, Roy Belfield, Guy Martin, Sonya Melton-Mickles, Mueni Muiu, Frederick Roundtree, Tanya Walker and Donna Wiggins, Winston-Salem State University
- Winston-Salem State University launched its first series of Liberal Learning Seminars (LLS) during the Fall 2010 semester. Faculty directly involved in seminar development will share these brand new classes offered for freshmen. LLSs are designed to complement the General Education curriculum with an emphasis on student engagement and core outcomes such as critical thinking and information literacy. The session will also engage participants in brainstorming to bring ideas back to their own settings.
- Sandpiper #96 ***Teachers Talk Back to the Evidence Epidemic***
Elizabeth Teagarden, Susan Autry, Scarlett Hollingsworth and Elvira Johnson, Central Piedmont Community College
- There is often a dichotomy between research and classroom application. With a questioning posture, this interactive session will scrutinize the role of programs that attempt to integrate collegiate instruction and applicable research. The national initiative, "Achieving the Dream: Community Colleges Count" offers a potential solution for this quandary. Join us as a panel explores the possibilities of how data driven programs can ultimately influence the culture of evidence based teaching and learning in higher education.

Saturday, February 5, 2011

10:00 am - 11:15 am

Concurrent Sessions VI (continued)

Tanglewood

#97 ***Life Success—It Starts With a Dream!***

William Johnson, University of North Carolina at Greensboro

Two common concerns with students today are a lack of direction and a lack of motivation. This session provides participants with strategies to encourage and support others in identifying and accomplishing motivating dreams. This session is ideal for anyone who seeks effective strategies to find intrinsic and extrinsic motivation to complete dreams and ultimately accomplish more in college and in life.

Tidewater A

#98 ***Using Games, Toys and Popular Media to Teach College Students***

Chantel Lumpkin and Sadia Williams, North Carolina A&T State University

Why do we emphasize the importance of playing for young children's learning, but then act as if play is no longer relevant to the cognitive, psychological, social-emotional and physical development of older students? Participants will experience creative, fun and engaging ways to teach college students and assist their learning of key concepts related to lifespan human development, group systems, cultural issues and popular media.

Tidewater B

#99 ***Rather Discuss than Lecture? Methods to Help Promote Student Engagement in Any Size Class***

Adam Persky, University of North Carolina

Students must be empowered to effectively communicate, solve problems and interpret and evaluate information. In this session, the facilitator will summarize some of the research that holds direct implications in achieving these goals. In addition, activities will be used during the session to demonstrate how to off-load the information we typically lecture on so class time can be used to help empower students. At the conclusion of this session you will have a better understanding of how to facilitate higher-order learning.

Saturday, February 5, 2011

11:30 am - 12:15 pm

Concurrent Sessions VII

Augusta A

- #100 ***Cross Disciplinary Entrepreneurship at UNCG: A Holistic Model***
Dianne Welsh, University of North Carolina at Greensboro

This session describes the cross-disciplinary entrepreneurship program that won the Global Consortium of Entrepreneurship Centers Award for Exceptional Programs in Entrepreneurship Across Disciplines. There are 33 courses across campus. What sets the program apart is the pedagogy: objectives are integrated with the discipline and entrepreneurship then applied in assignments. The presentation discusses how a B.S. in Entrepreneurship, two minors, a post-bac certificate, and the Center were created. Implications for other universities are also discussed.

Augusta B

- #101 ***Using Electronic Learning Portfolios across and through an Undergraduate Business Curriculum***
Dana D'Angelo, Chris Finnin and Jennifer Wright, Drexel University

In today's technological, competitive and engaged classroom, learning portfolios can provide a means to combine reflection, documentation and collaboration. This workshop will present multiple uses and examples of learning portfolios. It will look at successful implementation of an electronic online system used across a curriculum in business, writing and the humanities and also through specific foundation, core and capstone courses. It will also demonstrate benefits to both student learning and institutional mission and goals.

Blue Ash

- #102 ***Using Team-Based Learning to Build Community, Promote Service-Learning and Improve Individual Student Performance***
Joseph Ross, North Carolina A&T State University

Are you tired of trying to force your students to actively engage the material, when all they really want are the "right" answers? Would you rather have them take control of their own education? Team-based learning can help! By examining assessment data from four sections of a large freshmen course from Spring 2010, this presentation explains the concept of team-based learning and how it can motivate students both inside and outside of the classroom.

Saturday, February 5, 2011

11:30 am - 12:15 pm

Concurrent Sessions VII (continued)

Grandover East

#103 *The Impact of New Pedagogical Strategies on Students' Success in the Classroom*

Wanda Lawrence, Winston-Salem State University

Studies have validated improvement of reading on students' success in the classroom (Connor, Steadman, 2006; Ewell, 2005). MacFadgen (2008) reports in her study of student retention that opportunities for student participation had an impact on students' success in the classroom. Strategies were implemented in a junior level first theory/clinical course to enhance students' reading and engagement in the classroom. This presentation will share the success of the pedagogical strategies.

Grandover West

#104 *Evidence-Based Learning and Diversity Perceived in the Eye of the Beholder: Ebonics vs. scinobE*

Vicki Cleveland and Fernanda Tate-Owens, Johnson & Wales University

Diversity is the new hot topic in education. How is diversity in language and culture addressed and implemented? This session will focus on the false impression and factual analysis of this complex term. Educators will be granted the opportunity to reflect upon how personal perceptions often interfere with the attainment of a diversified classroom.

Pebble Beach

#105 *Integration of Google Apps and Maps to Support Experiential Learning*

Lee Ann Gillen and John Classen, North Carolina State University

Have you used Google Docs to collaborate with others or Google Maps to find directions? Probably. But, have you ever used these tools to allow your students to become survey takers, or interns in a consulting firm for animal production operations or biological agricultural engineers designing swine lagoons? Through a series of examples, learn how to design experiential learning for your students using some of the tools from Google, including Docs, Maps and API's.

Saturday, February 5, 2011

11:30 am - 12:15 pm

Concurrent Sessions VII (continued)

Sandpiper

#106 ***The Online Biology Cabinet: A New Model for Faculty Creation of Video Resources in Science Lab Instruction***

Antonio Izzo, Yuko Miyamoto and Rick Palmer, Elon University

Laboratory courses have been the “active learning” experiences in the physical sciences for centuries. In today’s academy the connection between these courses and the practice of science is sometimes tenuous. Some faculty and technologists at Elon University are attempting to leverage time and expertise to create online resources that support student engagement with the principles and processes of science in the lab. We will discuss this creative model relative to the resources available to session attendees.

Tanglewood

#107 ***Mentoring a New Teacher in Elluminate***

Susan Phillips and Tom Hock, University of North Carolina at Greensboro

The presentation will cover factors related to a successful experience, including course preparation factors and technology experience factors. It will also cover factors related to the interactions between the new teacher and the students as well as interactions between the new teacher and the supervising teacher. Participants should bring a charged laptop to the session.

Tidewater A

#108 ***An Investigation of the Use of iPod Touch and Flip Video on Coaching Teacher Candidates to Effective Mathematics Teaching***

Denise Johnson and Carolyn Anderson, Winston-Salem State University

This presentation will focus on how Graduate Teacher Candidates used iPod Touch with Face Time and Flip Videos to provide virtual mentoring to undergraduate teacher candidates on the development, revision and implementation of effective mathematics lessons. Candidates used the devices to observe and record classroom instruction, communicate feedback on observed lessons and provide annotated teaching demonstrations in authentic learning environments.

Saturday, February 5, 2011

11:30 am - 12:15 pm

Concurrent Sessions VII (continued)

Tidewater B

#109 ***Cutting Edge Allied Health Education: Utilizing the Latest Technology to Engage Students in Active Learning***

Brenda Kennell, Rita Darby and Elizabeth Fain, Winston-Salem State University

The majority of students in today's academic settings are Millennials, who have grown up in a digital world. Traditional didactic teaching is not effective at reaching these students. In this workshop, we will explore teaching strategies using high-technology simulation, interactive websites, social networking sites and hands-on activities that may be more effective when teaching Millennials to be caring, competent health-care practitioners.

Arrowhead A

#110 ***Teaching with Technology Summer Workshop, Developing an Online or Hybrid Course: Outcomes for a New Program to Support Faculty***

Dorothy Muller, Christy Ashley, Bonnie Benetato, Sharon Collins, Karen Mulcahy, Joyce Newman, Susan Thornton and Tracy Tuten, East Carolina University

ECU supports faculty development of face-to-face, hybrid and online courses to promote greater student engagement and learning. Summer 2010 OFE, ITCS, and faculty mentors provided an intensive weeklong workshop incorporating instruction in technologies, discussion of issues, decision making and mentored hands-on course development. Participants created new courses or added bells and whistles to existing courses. Enthusiasm, rich problem solving, openness to new ideas and creativity provided exciting learning and sharing opportunities as examples will show.

12:15 pm - 1:15 pm

Lunch

Victoria Ballroom

1:15 pm - 2:45 pm

Plenary Session

Victoria Ballroom

#111 ***Hula Hoops and Bottlenecks: Using Media to Teach Difficult Concepts***
Ray Purdom, University of North Carolina at Greensboro

There is a place in every course where students get stuck in a "bottleneck" because they have difficulty learning concepts they need to progress to more advanced material. One example of a bottleneck concept, from economics, is what happens and what causes shifts in demand curves. A short clip about hula hoops, from the movie *The Hudsucker Proxy*, was able to unstick the students! In this session, you will have the opportunity to consider where in YOUR courses your students find a bottleneck and to investigate how to use media to unplug their learning.

Saturday, February 5, 2011

3:00 pm - 3:45 pm

Concurrent Sessions VIII

Augusta A

- #112 ***Basic Writing: Formative Assessments Informing Curriculum Development and Enhancing Student Proficiency***
Chad Rohrbacher, North Carolina A&T State University

This presentation will discuss ways formative assessments can inform summative assessments and course design by using our course as an example. I will explore our use of commercially available assessment tools to evaluate overall learning, and our collaborative approach for assessment and course design. I will conclude by presenting the limitations of our assessments and our future development plans to improve our assessment practices.

Augusta B

- #113 ***Building a Platform to Help Others Stand Firm ... and Jump True***
Joy Shurley and Melanie Partlow, Abraham Baldwin Agricultural College

ABAC has significantly changed pass rates by breaking faculty development into three categories: effective communication, growth seminars and assessment. Using book clubs, seminars, peer evaluations, and evaluating trends in common course exams results, we have been able to encourage and learn from each other. Faculty development seminars can provide more than broad based knowledge and teaching skills. It can be tailored to address particular needs of faculty, departments and students at your institution.

Blue Ash

- #114 ***The Halfback Effect: From the Traditional Classroom to Online Teaching and Back Again***
Terry Mullins and Kevin Lowe, University of North Carolina at Greensboro
Barry Thornton, Jacksonville University

Seasoned teachers need new skills to succeed as online instructors. Online teaching demands specialized pedagogical, organizational and technical skills. The new online teacher must master everything from a course management system to the 24/7 emails from students. The learning curve is steep and punishing. Fortunately, the teacher reaps a surprise benefit: the new skills also enhance learning in the face-to-face classroom. We dub this result the Halfback Effect.

Saturday, February 5, 2011

Concurrent Sessions VIII (continued)

- Grandover East #115 *Is Anyone Listening? Black Male College Students Negotiating Voice and Silence in the Classroom at a Predominately White Institution (PWI)*
Dante Johnson and Nicholas Foggie, University of North Carolina at Greensboro
- The college classroom has been viewed as an inclusive space that welcomes diversity; however, many students see it differently. This presentation will address the concerns Black college men face in the classroom. Through an in-depth analysis of Black college men's personal narratives, we will identify key factors they believe encourage and diminish their voices in the classroom. Finally, we will discuss strategies to make the classroom a more inclusive space for Black males.
- Grandover West #116 *Undergraduate Weather and Climate Research in the NOAA Interdisciplinary Scientific Environmental Technology Cooperative Science Center (ISETCSC)*
Keith Schimmel, Solomon Bililign and Jessica Bohn, North Carolina A&T State University
- The NOAA Interdisciplinary Scientific Environmental Technology Cooperative Science Center (ISETCSC) is led by NC A&T State University in collaboration with geographically and culturally diverse partner universities and NOAA labs. The Center brings together researchers from engineering, physical science and social science to train underrepresented students who can then embark on careers to support NOAA's mission. This presentation will present the model for undergraduate research training that has been developed and evaluation results of the model.
- Pebble Beach #117 *Involving Students in the Test-Making Process: A Method for Implementing Bloom's Taxonomy*
Jared Androzzi, University of North Carolina at Greensboro
- This presentation offers methods to augment students' utilization of course content-based resources to improve studying effectiveness. By permitting students to construct candidate test items, they naturally begin to implement Bloom's taxonomy of educational objectives and appreciate partial autonomy over test content and format. Additionally, diverse learners can engage in a learning assessment configuration pertinent to their learning styles. Participants will think-pair-share and debate the most effective means for implementing this technique and potential outcomes therein.

Saturday, February 5, 2011

Concurrent Sessions VIII (continued)

Sandpiper

- #118 ***Lighting the Path for Asynchronous Learning***
Beth Filar Williams, Vanessa Apple, Jenny Dale and Amy Harris,
University of North Carolina at Greensboro

Asynchronous tutorials are excellent tools for providing point-of-need instruction. A year-long collaborative effort between three UNCG librarians, a library IT staff programmer, and a designer led to the creation of a modular research tutorial called Path. This panel will provide an overview of the tutorial, which consists of 10 dynamic modules covering various stages of the research process. Topics covered will include: content development, interactivity, assessment, and the design and development process.

Tanglewood

- #119 ***Let's Engage: High-Impact Practices at Winston-Salem State University***
Michael Brookshaw, Andrea Patterson and Valerie Saddler,
Winston-Salem State University

Research has shown that the implementation of High-Impact Practices has great benefits for college students, especially the underserved. The faculty at Winston-Salem State University have engaged in a variety of active learning practices across the campus that have positively affected student learning and engagement. This panel will discuss how four of these practices—First Year Seminars, Service Learning, Internships, Capstone Courses—have influenced their students in English, Spanish and Mass Communications. They will engage the audience in adapting these practices to their respective disciplines.

Tidewater A

- #120 ***Using Video-Based Projects to Promote Engagement and Awareness: Lessons Learned***
Jeanine Stratton, Furman University

Looking for a non-traditional assignment that gets students engaged, challenges repertoires and fosters integration of multiple campus resources? Try a video-based project. In a Marketing Principles course, students produced a 30 second Public Service Announcement to disseminate campus sustainability practices. This session will discuss the development of a video-based project, necessary campus and instructional resources, and explore assessment strategies. Participants will view sample projects and partake in discussion of project structuring.

Saturday, February 5, 2011

Concurrent Sessions VIII (continued)

- Tidewater B #121 *Maintaining Engagement and Consistency: Our Journey through the Format Transition in the Basic Communication Course*
Jessica McCall, Jessica Digh and Sarah Dunning, University of North Carolina at Greensboro
- In the Basic Communication Course at UNCG, we have experienced a major format transition from small independent classes to several large lecture classes with breakout sections. In an effort to maintain consistency across numerous TA taught sections and promote student engagement despite the large lecture format, we have encountered many challenges. Join us as we explore our journey and invite all participants to share common experiences and best practices.
- Arrowhead A #122 *Engaging and Sustaining Learners with Clickers and Cases*
Elizabeth Connor, The Citadel
- The author uses case studies and clicker technology to incorporate active learning techniques into library instruction classes. As a case unfolds, clickers are used to assess comprehension and application of concepts such as scholarly content, peer-reviewed articles, plagiarism and citation styles. Immediate electronic feedback helps to calibrate teaching approaches and gather learning outcome data. This session will demonstrate the usefulness of cases and clickers to sustain student learning and engage the audience in similar activities.

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

Break

4:00 pm - 5:15 pm

Concurrent Sessions IX

- Augusta A #123 *The Creative Use of Case Stories for Deeper Understanding across Disciplines*
Anthony Derriso, University of Alabama
- Extensive evidence suggests that students learn more effectively when they are actively engaged in the learning process. This session introduces instructors across disciplines to case stories, a method to creatively teach content by inviting students into meaningful, interactive situations that promote active learning through collaboration, articulation and reflection. Participants will find themselves transported to a cold and tension-filled Salem, Massachusetts courtroom in 1692, where they will gain a greater understanding of the case story method.

Saturday, February 5, 2011

4:00 pm - 5:15 pm

Concurrent Sessions IX (continued)

Augusta B

- #124 *What Makes a Great Teacher? (or What Makes a Teacher Great?)*
Scott Simkins, North Carolina A&T State University

Classroom-based evidence strongly suggests that when it comes to student learning, teachers matter—more than specific institutions, socioeconomic backgrounds of students, and other factors—but that they matter in some very specific ways. What makes a great teacher? Join us as we explore this question, using results from recent empirical research to frame our discussion. What can we learn from this research about improving our own teaching and that of our colleagues?

Blue Ash

- #125 *Portrait of the Student as a Young Wolf: Motivating Undergraduates (with Solo T. Dog)*
Darby Lewes, Lycoming University

Using a highly trained service dog, Darby Lewes' highly irreverent, completely interactive and frequently unpredictable session is designed to help any teacher looking to develop students' enthusiasm, abilities and confidence and as an aid for anyone who is responsible for groups and teams. Described by Darby as "a pedagogical version of the Jerry Springer Show," the session invites participants to cheer, boo, race one another and a dog, compete for medals and handsome silver trophies, proudly wear ridiculous hats and learn subversive ways to motivate their students. And they do!

Grandover East

- #126 *The Theory and Practice of Teaching with Social Intelligence*
Louis Schmier, Valdosta State University
Tamara Rosier, Kuyper College

Emotion and social connection drives moods, action and learning, and those teachers who know what a student is feeling, and can act effectively based on that, can manage the emotional and social dynamics in the classroom so critical to deep and lasting learning. Those teachers are "smart" about how to relate to students in the classroom. They've learned how to "read" their students' nonverbal signals, sense what the students are feeling, are empathetic, find ways to know the students, , find ways to help students manage their feelings and make sound social decisions, develop methods to help them learn how to get along, and understand how all this influences the attitudes and behaviors of the students. As this occurs, students will engage. They come to class more, are better behaved, like school more, are more focused on the subject matter, and academic achievement increases. This is not "touchy-feely" teaching. This is application of neuroscience. So, together we'll take a look at Social Intelligence, discuss its relevance to teaching, and explore ways of incorporating it into your teaching and the students' learning.

Saturday, February 5, 2011

4:00 pm - 5:15 pm

Concurrent Sessions IX (continued)

Grandover West

#127 *Conducting Effective Classroom Observations for Professional Peer Reviews*

Barbara Millis, University of Texas San Antonio

Accountability and quality pressures, but more often a genuine desire to strengthen teaching practices, have spurred a renewed interest in classroom visits as an effective way to document teaching expertise. Colleagues 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 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 for conducting observations, one emphasizing a sequence that includes a pre-visit conference, valid observation practices, and constructive feedback processes.

Pebble Beach

#128 *Hidden Perspectives Underlying Success or Failure Teaching with Clickers*

Ian Beatty, University of North Carolina at Greensboro

Through research and personal experience, we have found that the most crucial factors determining who succeeds with clicker-based teaching, who gives up and who merely muddles along have far more to do with instructors' deeper attitudes, models and professional thought habits than with which "best practices" they try or what support they receive. This session will explore how some of these hidden perspectives are latent in a creative variety of example clicker questions.

Sandpiper

#129 *Collaborative Course Redesign: Keys to Faculty Creativity and Student Learning*

Bonnie Mullinix, TLT Group and Greenville Technical College

This session will share structures and strategies being used to engage full and part-time faculty in the redesign of courses to more actively engage students (through the Unlock Your Future (Title III) Initiative at Greenville Technical College). Together participants will consider key elements of the curriculum redesign process that lead to creative and sustainable redesign efforts, review/experience engaging activities developed by faculty teams and discuss issues and strategies for enhancing student learning.

Saturday, February 5, 2011

4:00 pm - 5:15 pm

Concurrent Sessions IX (continued)

Tanglewood

- #130 *Philosophy and Its Role in Teaching, Learning and SoTL Research*
Galen Foresman, North Carolina A&T State University
Stephen Bloch-Schulman, Elon University

Philosophy as a discipline is almost nonexistent in primary or secondary education, and so it comes as no surprise that its value to other disciplines is often underestimated in higher-education. This interactive presentation engages audience members in vigorous philosophical debate over some popular teaching and learning buzz words, in an effort to have members make their own ideas more clear and precise and through this, to experience the value of philosophy.

Tidewater A

- #131 *Establishing and Utilizing an Experience-Specific Website Benefits Both Teachers and Learners*
Britt Ritter, University of North Carolina at Chapel Hill

Many specialized faculty, trainers, or preceptors often coordinate experiences that are based around both a static set of objectives, activities, and resources, as well as dynamic tools such as calendars, communication, and media. The inherent challenge, therefore, is not only keeping organized and up to date, but to also include a learner(s) into the practice. The utility of a personal online account(s) with a website dedicated to such experiential education is a mechanism that is immensely useful for these types of activities. Once established, the web-based learning approach facilitates many administrative activities, targets site-specific learning objectives, acts as a repository for information and collaboration, and allows for an educational process that benefits both the learner and the educator. In this interactive workshop, I will briefly demonstrate the establishment of an account and website via Google Sites, review an existing website and its utility, and explore some of the ways this type of website approach can be useful for many different types of teaching environments. A comparison with Blackboard.edu and other learning management systems will be discussed.

5:30 pm - 6:15 pm

Concurrent Sessions X

Augusta A

- #132 *Promoting Effective Methods in Technical Education*
Moayyad Alnasra, West Virginia University Institute of Technology
Taher Abu-Lebdeh and Sameer Hamoush, North Carolina A&T State University

The engineering profession is very sensitive to the new changes in the engineering job market demand. The civil engineering job market is changing at a much faster rate than the civil engineering/civil engineering technology education. Five-year study will be presented. The study will focus on the factors affecting the survival rate, student academic performance, initial salary and the waiting period before getting the first job after graduation.

Saturday, February 5, 2011

5:30 pm - 6:15 pm

Concurrent Sessions X (continued)

Augusta B

- #133 ***Teaching Well with Technology: The Opportunities and Challenges of Integrating Digital Texts into the Traditional Composition Classroom***
Elizabeth Priest and Shira Hedgepeth, Winston-Salem State University

What happens in a team-taught classroom when a traditional writing teacher and an innovative instructional technologist introduce students to the many ways writing and technology can interact? Join us as we share student examples and the triumphs and pitfalls of coaching students to interweave words with images, sound and video.

Blue Ash

- #134 ***Get Out of the Way: Your Students Are Trying to Learn***
Brian Mooney, Johnson & Wales University

Inadvertently, instructors frequently block natural routes to learning. The main objective of this workshop is to sensitize participants to the teaching/learning opportunities provided by student questions, discussion and comments, and to recognize the classroom as a place for dynamic, spontaneous, even serendipitous, interaction. Participants will learn to recognize the common barriers to student participation raised in teaching, and to develop effective techniques to avoid and move beyond them.

Grandover East

- #135 ***Reflective Co-Teaching: The Results of Two Teacher Educators' Collaborative Self-Study***
Nancy Luke and Carrie Rogers, Western Carolina University

This presentation offers the results of a self-study of two teacher educators and their modeling of co-teaching, collaborative planning and assessment with a large section of pre-service teachers. Results include strategies that were successful, those that fell short of expectations (for both instructor and student) and implications for future co-teaching models. This interactive session will also provide opportunities for the audience to engage in a discussion about this approach as a means of professional development.

Grandover West

- #136 ***What Does Tai-Chi Have To Do with This Class?***
Xiaofei Tu, Appalachian State University

Confucianism has traditionally highlighted the importance of cultural immersion as a way of character building and moral cultivation. Interestingly, there is an unmistakable parallel between the Confucian ideal of personal development and the evidence-based learning model. In the session, I present the integration of cultural elements (Tai-Chi, Yoga, etc.) in Asian religions classes, as exemplified by my teaching and that of some of my colleagues.

Saturday, February 5, 2011

5:30 pm - 6:15 pm

Concurrent Sessions X (continued)

Pebble Beach

#137 *When Service-Learning Bends Toward Advocacy: A Model for Teaching Community Organizing Skills*

Spoma Jovanovic, Dante Johnson and Crystal Oldham, University of North Carolina at Greensboro

This panel presentation offers one model for introducing and sustaining advocacy activities into service-learning courses. We feature the work of a university-high school partnership surrounding the promotion of additional bus benches and shelters. We detail how students learned community organizing skills, met with city leaders and rallied community members to produce material changes in the community. We conclude with a look at our research into how students' activism impacted the community and a governmental agency.

Sandpiper

#138 *Using Teacher Reflection to Improve Teaching and Learning: A Pragmatic Research Model*

Walter Polka, Niagara University

This session explores the value to teachers at all levels of purposely reflecting about both their desired and their actual use of various constructivist instructional activities and techniques. The results of research conducted with educators in both Georgia in 2007 and New York in 2009 and 2010 are analyzed in terms of teacher reflections to improve instruction. This research serves as a model to facilitate the transition from teacher-centered instruction to student-centered learning.

Tanglewood

#139 *Integrating Visual Argument into the Writing Classroom*

Paula Patch and Jean Schwind, Elon University

The focus of this presentation is on the relationship between visual rhetoric and 21st-century writing. Although we often assume that college students are digital natives, in reality, many require instruction and guided practice to use effectively the technologies that could enhance their writing. The presenters will share assignment materials for a project that introduces students to visual argument and research findings from an initial assessment of the effectiveness of that assignment.

Tidewater A

#140 *Taking the SMART PATH: University Students Learning to Lead Through Service*

Elizabeth Barber, Ahmod Camp, Derrick Covington, Stephen Fails, Markus Gibson, Vivian Hampton, Ioney James, Bethany Penn, Blayre Penn, Tom Smith, Marcus Jamal Webb, Whitney Wilson and Erica Wright, North Carolina A&T State University

Preparing future teachers, as well as all university students, to be self-motivated and confident civic actors and leaders is critical for solving the problems facing us in the current social and economic milieu. Presenters close with where they are going from here, and to what use they plan to put the leadership skills they have developed or are developing in this service learning project.

Saturday, February 5, 2011

5:30 pm - 6:15 pm

Concurrent Sessions X (continued)

Tidewater B

- #141 ***Advancing Active Learning in Higher Education***
Thurman Guy, Karen Guy and Kimberly Williams, North Carolina
A&T State University

Higher education institutions across the nation have moved to new paradigms in advancing higher order active learning experiences in meeting instructional and institutional outcomes. Institutions are connecting active learning with more group experiences, virtual presentations and self-evaluation as evidence driven instruction. This presentation will discuss and demonstrate cooperative learning, metacognition in guided instruction, virtual presentations, leadership development, mentoring and storytelling as valuable methods to connect and frame the process of active learning.

Arrowhead A

- #142 ***Location-Based Apps: Creating a Community Beyond the Map***
Gretchen Edwards, Wake Forest University

Location-based applications for smartphones continue to gain a dedicated user base. In September 2010, ReadWriteWeb reported 74% of location-based application users are using the mobile applications more frequently than before. The idea of “place,” and the power behind it, extends far beyond a tack on a map. Learn how location-based applications foster a sense of community within the classroom and the larger university, as well as discuss and join in on the fun yourself.

6:30 pm - 8:00 pm

Conference Banquet

Guilford Ballroom

Dinner music provided by The Spartones of UNCG

Sunday, February 6, 2011

7:30 am – 8:30 am Continental Breakfast

Victoria Pre-Function

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

Augusta A

#143 ***Engaging Students in the Ethics of Marketing and Business Organization Models***

Barbara Michel, Appalachian State University

The presentation will outline several different methodologies currently being used to engage students in the learning process and motivate students to explore learning relationships beyond their current comfort zone. By assigning students responsibility for contributing to specific areas of the course content, students seem to exhibit more interest in the course discussion and seem to more readily share ideas and findings. This allows for more interdisciplinary class discussions and can even impact exam content.

Augusta B

#144 ***Internationalizing the Curriculum: Bringing the World into the Classroom. Some Practical Ideas***

Agya Boakye-Boaten, University of North Carolina at Asheville

As part of UNC Tomorrow's recommendations for Global Readiness, it is imperative that students are exposed to courses with global perspectives and instructors who specialize in global issues to be able to provide a compelling curriculum with engaging international perspectives. This curriculum should give students an intense experiential learning process either by students traveling or by them having vicarious experiences through instructors who have witnessed some of these issues first hand. This presentation is about the latter, where the exposure of the instructor to pressing global issues influences an infusion of globalism into the curriculum.

Blue Ash

#145 ***Maintaining Rigor and High Standards in Large Enrollment Courses: Lessons Learned from the Redesign of Precalculus and Calculus I at NCSU***

Brenda Burns-Williams and Traci Temple, North Carolina State University

The ability to teach more students with fewer resources while maintaining rigor and high standards is a current need for many colleges and universities. A way to meet that need is to use emerging technologies efficiently and effectively to enhance teaching. This presentation focuses on lessons learned from the efforts to redesign the Precalculus and Calculus I courses at NCSU to utilize emerging technologies to enhance student learning without increasing faculty time commitments.

Sunday, February 6, 2011

8:00 am - 8:45 am

Concurrent Sessions XI (continued)

Grandover East

- #146 ***Critical Thinking through Deliberative Practice***
Ann Cahill, Stephen Bloch-Schulman and Maggie Castor, Elon University

In this presentation, we offer a method of teaching argumentation that consists of students working through a series of cumulative, progressive steps at their own individual pace, a method inspired by martial arts pedagogy. We will articulate both how and why we have come to teach through the argument step-by-step methodology, grounding our understanding of its effectiveness in K. Anders Ericsson's understanding of "deliberate practice" and Salvatori and Donahue's articulation of a "difficulty classroom."

Grandover West

- #147 ***Nipping Classroom Problems in the Bud: A Critical Reevaluation of Student Classroom Behaviors that Affect Learning in the Digital Age***
Ewuuk Lomo-David, Sherrie Cannoy and Lisa Snyder, North Carolina A&T State University

This session investigates classroom behaviors university students believe can enhance learning. To pursue this goal, students were requested to write their opinions regarding what they (students) and instructors do in the classroom to enhance learning. Students expect non-threatening tones and mutual respect from instructors. The need for safety is a human attribute that is naturally placed after physiological needs (Maslow, 1968). This need for a safe learning environment precedes and can enhance learning.

Pebble Beach

- #148 ***Playing to Win: Toys, Games and Play English 100 Focus Course***
Lori Smalley and Cindy Joiner, Greenville Technical College

Experience an activity-based workshop that presents ideas for incorporating the theme of toys, games and play as a way to reenergize writing courses for both students and instructors. Participants will experience hands-on activities, receive ideas for adaptation and integration of the focus in their writing courses, examine student and instructor feedback from on-going toys, games and play focus courses and recognize how a new perspective on course content can create an environment for student success "to infinity and beyond."

Sandpiper

- #149 ***Rethinking Traditional Seating Configurations in the Interactive Classroom***
Robert Henshaw University of North Carolina at Chapel Hill

The University of North Carolina at Chapel Hill is piloting a unique classroom design to support the use of multiple teaching modalities in mid-sized courses. The redesigned room uses 48 fixed tablet desks that swivel 360 degrees and are grouped in clusters. The changes made to the room facilitate movement between lecture/presentation, class discussion, and small group activities. The results of the Fall 2010 pilot will be shared and discussed.

Sunday, February 6, 2011

8:00 am - 8:45 am

Concurrent Sessions XI (continued)

Tanglewood

- #150 *Create Star-Turn Videos for Your Course*
Patrick Griffin, Brook Corwin and Bryan Higgins, University of North Carolina at Greensboro

Tired of the same old PowerPoint slides or talking heads? Want to create livelier videos to engage your students? Our award-winning multimedia team has had success with several easy tools and simple strategies that will help you turn your online course's videos from blah to bangin'.

Tidewater A

- #151 *Using Metacognitive Scaffolding to Engage and Improve Academic Success of College Students*
Ioney James and Comfort Okpala, North Carolina A & T State University

In this era of accountabilities and complex ecologies, it is important to highlight results from metacognitive scaffolding, aimed at enhancing the learning strategies of a group of college freshmen. In this study, the impact of the use of metacognitive scaffolding used to enhance the literacy skills of 35 college students was analyzed. The result from the study indicates substantial improvement in students' literacy performance.

Tidewater B

- #152 *Alternative Testing Models: Student Engagement and Active Learning Don't Have to Stop at the End of the Lesson*
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.

Sunday, February 6, 2011

9:00 am - 9:45 am

Concurrent Sessions XII

Augusta A

- #153 ***The Culture of Online Learning Viewed through Faculty Voices***
Jeton McClinton and Walter Crockett, Jackson State University

Why study the culture of online faculty and students? In the current economic uncertainty, institutions of higher learning must create ways to increase enrollment with limited funding for academics and infrastructure. One method found useful while increasing enrollment is thorough online courses and programs that decrease barriers and increase student numbers. This type of instruction has been found to be cost-effective for the institution and the student. Therefore, decision-makers should look at the bottom line and consider that for education to be an excellent return on investment, it must be flexible and cost-effective.

Augusta B

- #154 ***Mind the Gap! The Mismatch of Expectations between Faculty and Students***
Jane Harris and Bill Johnson, University of North Carolina at Greensboro

Are you a faculty member who really wants to help students learn? Do you feel, however, that your students sometimes don't get it or seem to have other priorities? We will explore the gap between student and faculty expectations through structured, interactive activities, a brief overview of the research and our insights from teaching a self-reflective university studies course. Leave with strategies for working more effectively with your students.

Blue Ash

- #155 ***Creating Pop-Culture: Designing A Semester Long Magazine Project***
Virginia Clyde, Stephanie Beckner, Ashley Desrosiers and Erin Grogan, Lynchburg College

The session will explore the creation and implementation of a semester long magazine project designed for a Psychology of Gender course. The project will be discussed from both professor and student perspectives. To complete the project, students were asked to use a variety of existing media sources and course materials to create a magazine for their designated audience. How the project might be modified and adapted to suit a variety of disciplines will be discussed.

Grandover East

- #156 ***Teaching from Self: Using Internal Family Systems as a Model for Considering What We Do and Why We Do It***
Edward Case, Wingate University

Internal Family Systems provides a model for considering the "parts" of us which influence our thoughts, decisions and relationships. We likely have parts that are concerned about tenure, course evaluations and grading. In this workshop, we will consider how these parts influence our planning and instruction. We will then discuss how awareness of these parts can help us make decisions which will help us best meet the needs of our students.

Sunday, February 6, 2011

9:00 am - 9:45 am

Concurrent Sessions XII (continued)

Grandover West

#157 *Developing A Global "Ethic of Care" Through Service Learning in a Developing Country*

Thomas Smith, Liz Barber, Kevin Bottomley, Danielle Brown, Michele Delgado, Moses Fox, III, Brian Moseley, Carla Saunders, Tenika Walker, Kanetra Washington, and James Worsley, North Carolina A&T State University

What key cultural and moral contexts provide the seeding ground for better futures (for more than just the few) in a globally-intertwined world? This session examines the development of a global "ethic of care" within the context on an ongoing service learning study abroad program at North Carolina A&T.

Pebble Beach

#158 *Learning through Cognitive Apprenticeship*

James Alverson and Anthony Derriso, University of Alabama

This presentation focuses on how cognitive apprenticeship promotes authentic learning and contributes to the development of effective learning environments in which students progress along a trajectory of becoming professional practitioners. Our current study of the Sales Lab in the Marketing Department at the University of Alabama is informing us as to why and how the UA Sales Lab works, within a cognitive apprenticeship framework, to help students develop into proficient sales persons.

Sandpiper

#159 *Accentuating the Positive, Using the Results: Methods for Eliciting Stakeholder Engagement in Assessment*

Carolyn Fulford, North Carolina Central University

A writing program administrator presents a case study of strategic assessment following a hotly contested curricular change. Key methods for gaining the trust and participation of faculty stakeholders despite the context of discord are discussed. Workshop activities provide participants with the opportunity to identify their own assessment focus area (e.g. an assignment, a course or a program), identify stakeholders, draft strong assessment questions and consider ways of using the findings.

Sunday, February 6, 2011

9:00 am - 9:45 am

Concurrent Sessions XII (continued)

Tanglewood

- #160 *An Application of the SCARF Brain Model to a Classroom Experience*
Dianne Garrett, University of North Carolina at Greensboro

Dr. David Rock's SCARF model details our five brain social needs to balance threat and reward in our thinking and behaving. This evidenced-based session will talk through these social needs and apply these needs to a curriculum construction and classroom experience. You'll leave with ideas to apply these needs to your classroom.

Tidewater A

- #161 *A Centralized Toolbox*
Ransome Coleman, Jody McKay and Yan Wu, University of North Carolina at Greensboro

Building courses outside of a learning management system like Blackboard allows greater possibility for innovation and design. But how do you manage the course? Our online team's newly developed infrastructure creates a "centralized tool box" for commonly used resources, such as database connections, login systems, user tracking and even Grade Book. It allows easy "on-page" quiz presentation, instant feedback and supports multiple courses within one user-friendly system.

Tidewater B

- #162 *Teaching Concepts with Comics: The Case for "Grandpa Jim"*
Carolyn Mayo, North Carolina A&T State University
Robert Mayo, University of North Carolina at Greensboro:

A comic strip from "For Better or For Worse" which focused on the devastating impact of strokes on a patient and family members was shown to students. Key concepts related to stroke and associated communication disorders were self-discovered by students based on a set of written questions posed by the instructor which paralleled comic strip panels. Enhanced emotional intelligence (in the form of patient and family empathy) was also a beneficial outcome of this learning tool.

9:45 am – 10:00 am

Victoria Pre-Function

Break

Sunday, February 6, 2011

10:00 am –noon

Plenary and Closing Session

Victoria Ballroom

#163

The Good, The Bad, and the Counterintuitive: How Evidence-Based Teaching Can Correct the Commonsense Approach to Instruction

Ed Neal and Todd Zakrajsek, University of North Carolina at Chapel Hill

Most college and university instructors are individuals trained to become discipline-based experts, but were never actually taught to teach. Throughout the United States, it takes more credentialing to become a first-grade teacher than it does to become a college professor. As a result, most of us have learned how to teach through imitation, observation, intuition and trial-and-error. Each of us has a repertoire of teaching approaches and methods that we believe are effective. Research on teaching and learning provides valuable information pertaining to what actually does work well in terms of student learning and also that which does not. In this session, we will present a variety of evidence-based principles that can help improve pedagogical effectiveness, including surprising evidence that some of our cherished perceptions of facilitating student learning are false and, if not harmful, are at the very least counterproductive.

