

Key: pr-1 = original research
pr-2 = non-research, about SoTL
panel = panel
rt = roundtable
ps = poster

Wednesday, March 27, 2013

7:45 – 8:45 am

Continental Breakfast

9:00 – 9:45 am

Concurrent Track 1

1.1 – Room 1005

Evaluation of the Effectiveness of Experiential Learning in a Business Education Program at a Small Private Liberal Arts University

(pr-1)

James Marcin (Methodist University): jmarcin@methodist.edu

Vivian Petre (Methodist University): vpetre@student.methodist.edu

The purpose of this paper was to evaluate the effectiveness of experiential learning in a business education program at a small private liberal arts university. This paper involved an analysis on experiential learning and sought out the foundations of Kolb's experiential learning theory. Moreover, the paper explored the new generation that is currently enrolled in higher education along with their demands and expectations from their programs. In order to prove the efficacy of this pedagogy within the university, this paper examined various scholarly journal articles, conducted a student survey, and interviewed four professors from different departments. The qualitative and quantitative data gathered will demonstrate that experiential learning is in fact effective in the business education program at this small private liberal arts university.

1.2 – Room 218

Teaching Financial Literacy with Process-Oriented Guided-Inquiry Learning [POGIL] (pr-1)

Trent Maurer (Georgia Southern University): tmaurer@georgiasouthern.edu

This session presents a project that compared the learning gains from teaching financial literacy courses to undergraduate students through two methods: lecture and Process-Oriented Guided-Inquiry Learning [POGIL]. Students enrolled in six sections of a financial literacy course received instruction either through lecture only or a hybrid of lecture and POGIL. The hybrid group outperformed the lecture group on 60% of classroom assignments. Within the hybrid group, students scored significantly higher on exam questions derived from POGIL material than from lecture material at both the "Remember" and "Apply" levels of Anderson and Krathwohl's [2001] taxonomy. Session objectives include introducing the POGIL method and inviting the audience to participate in a brief sample activity. Attendees will learn how POGIL was used in this context and adapted for this context from other disciplines, how students reacted to it both academically and personally, and the advantages and disadvantages of using POGIL over lecture.

1.3 - Room 115

A Socratic Café for Critical Inquiry (pr-1)

Jody Piro (Texas Woman's University): jpiro@twu.edu

Gina Anderson (Texas Woman's University): ganderson@twu.edu

This presentation will explore the completed research inquiry that developed from our overt attempt to promote critical thinking in an online forum. The implications for advancing critical inquiry in online formats for interdisciplinary university content areas will be addressed. The objectives of this session are twofold: 1) to introduce participants to the nine intellectual standards (Elder & Paul, 2007) used to analyze the critical thinking and Socratic questioning in our research, and 2) to discuss the structuring of critical analysis in participants' own classrooms. Participants can expect to participate in a cooperative learning activity to practice the use of Intellectual Standards. Learning outcomes include an expanded repertoire of the uses of the Socratic Café, Socratic questioning and Intellectual Standards for increasing

critical thinking for interdisciplinary classes and reflection upon the problems associated with the structuring of that critical thinking.

1.4 – Room 1220

Cultural Engagement: Baccalaureate Nursing Students' Experience in Appalachia (pr-1)

JoEllen Dattilo (Mercer University): dattilo_je@mercer.edu

Susan Estes (Mercer University): estes_sl@mercer.edu

Fran Kamp (Mercer University): kamp_f@mercer.edu

The healthcare needs of the underserved in rural Appalachia are staggering. The lack of healthcare professionals, access to healthcare facilities and minimal funding greatly contribute to this state of emergency. Providing a service-learning nursing elective for baccalaureate nursing students offered some assistance to improve health and increase students' awareness of the unique aspects of the culture which exists in Appalachia. A qualitative descriptive research design was used to explore the students' perceptions of their experiences. Six open-ended questions were posed and the data was thematically analyzed. Appreciating the affective learning gained through the experience may motivate nurse educators to create similar opportunities / experiential learning experiences for their students. Also, sound suggestions about financial support, planning and trip preparation, and community networking should provide helpful strategies to those who might consider a similar learning opportunity.

1.5 – Room 217

How Do the Finns Do It? (pr-2)

Robert Hautala (Western Oregon University): hautalar@wou.edu

Finland has an international reputation for quality education, primarily because of its consistently high scores on the Programme for International Student Assessment (PISA) exams. The esteem, however, is exclusively for Finland's primary and secondary schools. What about their systems of Higher Education? Do these follow the models of excellence of the lower levels? Do they struggle at this level? What issues do they face and what solutions do they develop? Based on a recent six-month sabbatical in Tampere, Finland, this session will be a discussion of Finnish Higher Education: its successes, failures, and current issues, with the goal of looking for possible links to Higher Education in the United States and other countries. Funding, assessment, and the research/teaching balance will receive particular attention. What similarities and differences exist between our systems, and what common issues do we face? What lessons can we learn from our Finnish colleagues? "PUHUTAAN!" (Let's talk).

10:00 am – 10:45 am

Concurrent Track 2

2.1 – Room 218

Transition from PowerPoint to Prezi: Leave the Linear Behind (pr-2)

Dene Williamson (Saint Leo University): dene.williamson@saintleo.edu

Patrick Ryan Murphy (Saint Leo University): patrick.murphy@saintleo.edu

The purpose of this presentation is to encourage attendees to consider transitioning or trying to develop Prezi presentations. Survey results from Saint Leo University will provide valuable information pertaining to the current use and familiarity of Prezi on a university campus. Results will be based on responses from both a faculty and student perspective. Prezi can often seem overwhelming because of the creativity level of the program. By introducing a step by step process with importing an existing lecture that has been created in PowerPoint, educators may find that using Prezi in the class room does not have to be overwhelming. A number of questions will be addressed regarding how to import an existing PowerPoint directly into Prezi. The objective is to show how to develop a Prezi presentation by utilizing existing PowerPoint presentations. The experience will hopefully ignite interest for educators when delivering new material.

2.2 – Room 1005

Evolution of Evidence: Redefining Visual Art Student-learning Outcomes (panel)

Diana Gregory (Kennesaw State University): dgregory@kennesaw.edu

Valerie Dibble (Kennesaw State University): vdibble@kennesaw.edu

Carole Mauge-Lewis (Kennesaw State University): cmaugele@kennesaw.edu

Don Robson (Kennesaw State University): drobson1@kennesaw.edu

The visual arts faculty at a regional state university initiated a scholarship of teaching and learning project to address and improve student-learning outcomes (SLOs) following a self-study analysis for reaccreditation. The SLOs were developed to align with the institution's newly defined university-wide competencies including skills and dispositions within the field, effective communication skills, and creative problem solving skills. The presentation reveals how the SoTL process directly effected the improvement of SLOs when the faculty aligned the standards specified through the National Association of Schools of Art and Design and the American Association of College and Universities VALUE rubrics for creativity, oral and written communication, and critical thinking that served as guidelines for the development of SLO rubrics developed and piloted fall 2012. Practical methods for the development of such a process including evaluation and dissemination of results for change will be presented. Focus is on the visual arts, yet can be adapted to other disciplines.

2.3 – Room 115

Journal Writing Benefits All Disciplines (rt)

Rachel Leroy (Georgia Southern University): rvanhorn@georgiasouthern.edu

Many instructors assign journal writing in their classes to help students clarify and generate ideas for assignments. However, some instructors choose not give journal assignments in their classrooms because they see journal writing as "busy work" or unconnected to their particular field. Yet, studies suggest such writing helps students in various disciplines strengthen critical thinking skills on assignments, increase creativity in the classroom, and improve academic performance in general. This presentation will show participants specific studies that confirm journal writing benefits students in various fields, as well as demonstrate the connection between journal writing and its advantages. In addition, this presentation will show instructors how to implement journaling in their own classrooms and how this technique is applicable in various fields, as well as how journal writing can benefit teachers and students in various fields

2.4 – Room 217

Comparison of Student Perception of Achievement and Learning (pr-1)

Sherri Chandler (Muskegon Community College): sherri.chandler@muskegoncc.edu

Educational literature (Dweck, 2007; Pintrich, 2000) indicates that student outcomes are correlated with their patterns of motivation goals. Approximately 1500 community college students across disciplines completed surveys in the winter and fall semesters of 2012 to test this theory. Six hundred students completed a survey asking them to describe what they do in a course to earn an "A" and how that is different than what they would expect to do in a course to earn a grade of "C". Nine hundred students completed a survey asking them to describe what they do to learn the course material. The responses were statistically analyzed to determine differences between achievement goals and learning goals. This presentation shares the preliminary analysis and conclusions of this research on learning and achievement goals in an academic setting.

2.5 – Room 1220

Gaining Student Perspective on the 3E's: Education, Ecology, & eLearning! (pr-1)

David Green (Florida Gulf Coast University): dgreen@fgcu.edu

Providing meaningful academic experiences to reluctant students is challenging in today's classroom and requires thoughtful design and assessment. Three environmental sustainability-focused courses were redesigned using the SENCER (Science Education for New Civic Engagements and Responsibilities) approach to pedagogy. Emerging technologies and experiential learning opportunities helped learners connect course content to their daily decision-making processes. Using feedback from in-class questionnaires and online "Student Assessment of Learning Gains" (SALG) surveys, students demonstrated significant advancements related to their confidence in understanding core course concepts and responded favorably to the course redesigns. During this interactive session, participants will see

examples of recent student civic engagement projects, learn about student perspectives by observing assessment results, and discuss how their own courses could be redesigned and assessed using similar approaches. Participants will leave with a set of strategies enabling them to further their professional goals related to the Scholarship of Teaching and Learning.

11:00 – 11:45 am
Concurrent Track 3

3.1 – Room 217

Incorporating an Undergraduate Research-based Learning Module in an Introductory Course
(pr-1)

Jennifer Sinclair (Georgia Gwinnett College): jsincla1@ggc.edu

Priya Boindala (Georgia Gwinnett College): pboindal@ggc.edu

D. Natasha Brewley (Georgia Gwinnett College) dbrewley@ggc.edu

JoAnna Whitener (Georgia Gwinnett College) whitener@ggc.edu

A 10-week project-based learning module incorporating undergraduate research skills was implemented in multiple sections of an elementary statistics course with the goal of addressing the “Essential Features of Undergraduate Research.” These features include designing a focused research question, a review of scientific literature, group work, data analysis, and reporting significant findings to name a few. The presenters led pilot courses during Spring 2012 and Fall 2012 incorporating a course embedded research project with a wellness theme, while other sections were taught using a traditional method. In this presentation, we will discuss our techniques implementing the alternative approach, making sure to highlight successes and challenges. Our qualitative and quantitative assessment techniques and results will be showcased. The audience is expected to gain an understanding of course-embedded undergraduate research at the Freshman/Sophomore level and engage in a discussion of the methods presented.

Lopatto, D. (2003). “The essential features of undergraduate research.” *Council on Undergraduate Research Quarterly*, 2003, 24, 139 - 142.

3.2 – Room 115

Critical Reading in General Education: What? So What? Now What? (pr-1)

Miriam Carey (Mount Royal University): mcarey@mtroyal.ca

Two years ago, four instructors from different disciplines, all teaching in General Education at Mount Royal University in Calgary, were curious about students’ reading abilities across the curriculum. So we designed and executed a collaborative SoTL project examining critical reading in foundation courses across the four transdisciplinary areas of our GNEP provision. In this session, attendees will learn about the (often shocking) conclusions emerging from our research, along with the challenges and opportunities of executing a collaborative SoTL project across various courses. The objective of the presentation is primarily to provoke questions and discussion about what exactly we want from our students when we require them to read, and whether those expectations can be demonstrated through academic tasks like producing a research paper. We also want to share our experience in collaborating on a SoTL project, and to highlight particular challenges and opportunities we faced.

3.3 – Room 1005

Fostering Effective Asynchronous Discussions in the Online Classroom: Impact of Formative Feedback (pr-1)

Ted Cross (Grand Canyon University): ted.cross@gcu.edu

Jean Mandernach (Grand Canyon University): jean.mandernach@gcu.edu

There are two keys to effective asynchronous discussions in the online classroom: 1) students are posting substantial, meaningful contributions; and 2) interactions are frequent enough to produce ongoing discussion. Effective discussions are based on an interactive dialogue between participants in which each posting produces sufficient thought to warrant a reaction. As such, it is not simply an issue of the quantity of postings, but demands a level of quality in the student contributions as well. This study examined the impact of identifying (and publicly marking) substantial asynchronous discussion postings within the context of the ongoing weekly discussion. A between groups comparison examined the frequency and quality of interactions when integrating formative (during the active discussion period) or summative

(after the discussion period has ended) evaluation of students' contributions to the asynchronous discussion. Presentation highlights instructional strategies for fostering effective asynchronous discussions in the online classroom.

3.4 – Room 1002

'Supermentoring' of Assistant Professors' Teaching (pr-2)

Ole Lauridsen (Aarhus University): OL@ASB.DK

Aarhus University offers a mandatory pedagogical training program for assistant professors, required in order to obtain tenure at a Danish university. At Business and Social Sciences, this program is supplemented by voluntary observation and (first of all formative) supervision of the assistant professors' teaching practice. This offer is given is (i) because many young university teachers face problems putting pedagogical theory into practice – even though the program mentioned is practice-oriented, and (ii) because many of them (partly due to (i)) lack self-confidence as to teaching. The presentation will discuss the theoretical framework of the supervision given and compare it to other supervision models. Furthermore it will address the need of working with supervision in a SOTL context. Attendees will be activated through discussion of short prototypical cases. A possible – and desired – outcome of the presentation is the forming of an interest and research group within the field of supervision

3.5 – Room 1220

Decoding the Disciplines with Game Play (pr-2)

Victoria Mondelli (Mercy College): vmondelli@mercy.edu

Dewey recommended learning games to educators in the early 20th century. Elementary- and secondary-school faculty members have long experimented with games and play in their classrooms. Within institutions of higher education, game-based learning is only recently capturing the faculty imagination. The 2011 Horizon Report states that the time-to-adoption for the emerging trend of game-based learning in higher education is three to five years. Yet, the majority of college educators lack expertise in game-based learning and game design. If professors will be on the move to adopt this attractive pedagogy, it is critical that we, as colleagues, reflect upon and forge optimal models for adoption that build upon well-respected Scholarship of Teaching and Learning. One such model is the Decoding the Disciplines methodology, which asks faculty to make disciplinary ways of thinking explicitly manifest to learners. Let's explore how to bring game play into concert with this well-known and effective methodology.

3.6 - Room 218

Service Learning: Incorporating Relevance, Purpose and Learning (panel)

Laura Regassa (Georgia Southern University): Lregassa@GeorgiaSouthern.edu

Michelle Cawthorn (Georgia Southern University): mcauthor@georgiasouthern.edu

Wendy Denton (Georgia Southern University): wdenton@georgiasouthern.edu

Fran Stephens (Bulloch County School District): fstephens@bulloch.k12.ga.us

Service learning is a common pedagogical approach to engage students in relevant, purpose-driven activities. Although there is a wealth of literature on service learning across content areas, including the sciences, this strategy may still be resisted in content-intensive areas where many instructors continue to emphasize content over unifying concepts. This session will provide evidence for successful development and implementation of service learning approaches for undergraduate and graduate science students that enhanced learning and professional skill acquisition. Wider impacts of the implementations will also be presented. A discussion will follow about faculty attitudes toward service learning, ways to successfully employ service learning in content-intensive courses, learning outcomes that are served by this pedagogy, and stumbling blocks to course inclusion. The session will be facilitated by a panel with varying areas of expertise in service learning, including university faculty members, a university facilitator and an outside service-learning partner.

12:00 pm - 1:45 pm

Luncheon & Keynote Address 1: Dan Bernstein

2:00 – 2:45 pm
Concurrent Tract 4

4.1 – Room 1220

Are Games Just for Play? (pr-1)

Marty Thomas (Georgia Gwinnett College): athomas1@ggc.edu

Although games have connotations of recreation and fun, games are making their way into the classroom. The purpose of this presentation is to describe the manner in which games can impact the learning process within the classroom. Because the use of games in the research literature is quite extensive, the presenter will address these issues via a meta-analysis of games used within mathematics education that consolidates findings related to the impact on learning objectives and Bloom's critical thinking model. The presenter will provide the audience with resources for using games within their own classroom. The audience will have the opportunity to consider an important instructional goal within their classroom that is often difficult to address with traditional teaching techniques. Using the research conducted by the presenter, the participants will discuss the implications of the game within their classroom.

4.2 – Room 115

Assessing the Effectiveness of Reality-Based Focusing Events Across the Curriculum (panel)

Eloy Nunez (Saint Leo University): eloy.nunez@saintleo.edu

Ernest Vendrell (Saint Leo University): ernest.vendrell@saintleo.edu

Nancy Ryan (St. Leo University): Nancy.Ryan@saintleo.edu

A mythical Democratic-Republican National Convention (DRNC) was created as a focusing event which serves as the overarching theme for all newly redesigned courses for the graduate Criminal Justice Department at Saint Leo University. The study examines the effectiveness of focusing events in a graduate level curriculum. Students in the newly redesigned DRNC courses were surveyed. The results indicate that the overarching theme was perceived as being a valuable learning tool. The respondents indicated that the DRNC based scenarios were highly realistic and would help them in their individual criminal justice careers. Somewhat surprising was the finding that the newly designed courses were perceived as not being any more interesting than the non-DRNC courses. Another concern was that some of the students did not seem to be aware that an overarching theme existed at all. This finding may indicate a weakness in the initial presentation of the concept to the students.

4.3 – Room 217

Understanding Student Diversity: Towards Successful Transition and Learning Outcomes (pr-1)

Wallace Lockhart (University of Regina): wallace.lockhart@uregina.ca

Brian Schumacher (University of Regina): brian.schumacher@uregina.ca

Motivated by the recent implementation of an *Introduction to Business* class offered to first-time students and a strong desire to enhance student success, a team of faculty delivering the course have devised and engaged in a three-year study aimed at enhancing their understanding of the impact of student diversity and first-year experiences on student outcomes. The study is multifaceted, employing surveys, focus groups, as well as academic, personality and learning style assessments. The research is intended, not only to heighten the researchers' understanding of student diversity and its connection to student outcomes, but to also assess the extent to which the students' understanding of these concepts and their own traits and learning tendencies can enhance their learning experiences. The presenters will provide an overview of the research goals and design, share preliminary results, and discuss measures taken to engage other academic and administrative staff in the research process.

4.4 – Room 218

Flipped Classroom: Disaster or Coup de Gra (pr-2)

Buffie Schmidt (Georgia Regents University): bschmidt@gru.edu

This presentation describes the research process and student outcomes relative to the incorporation of flipping technique versus the usage of traditional teaching methods. For presentation purposes, flipping techniques will be defined as application based learning following initial student lead instruction. The development and implementation of flipping techniques will be discussed along with empirical findings of student outcomes based on research results. Research implications across disciplines will be addressed

with a special emphasis on further research opportunities. The mission of this presentation is to present empirical findings, to generate further discussion about refining applied flipped techniques, and to promote the advancement of study in this area. Through demonstration and participation techniques, participants will be given an overview of how a flipped format can be used in their courses, as well as a specific technique that would allow for immediate implementation in a course assignment.

4.5 – Room 1005

Problem-based Learning: Using Real Local Business Issues to Improve IT Student Learning Outcomes (pr-1)

Karen Patten (University of South Carolina-Columbia): pattenk@sc.edu

Lynn Keane (University of South Carolina-Columbia): lynn.keane@sc.edu

Undergraduate Information Technology (IT) programs emphasize technical concepts and hands-on technical skills and soft skills such as communications and teamwork. However, within a traditional IT curriculum with only one or two ‘business’ courses, most students have difficulty grasping the bigger picture: how IT is critical for business success. As these IT students become seniors, they see themselves as qualified for entry-level ‘techie’ positions such as network administrators or help-desk personnel, but not necessarily entry-level IT professionals. In one southeastern university IT program, the faculty used problem-based learning (PBL) to help students understand the business impacts and value of IT and how IT professionals use IT to solve business problems. Using the specific course learning outcomes and the experiences of the IT students in these classes as a framework, the presenters plan to guide an open-ended discussion of information technology students and PBL.

3:00 – 3:45 pm

Concurrent Tract 5

5.1 – Room 1220

Using Pair Learning to Evaluate a Research Paper (pr-1)

Jorge Flores (Escuela Superior Politécnica del Litoral): rflores@espol.edu.ec

The purpose of this SoTL project was to improve students’ learning of quantitative research methods, by evaluating a research paper making use of a peer learning technique. Through the evaluation of a research paper students will have a better understanding of the concepts of this research methodology and in addition they will also be better prepared to evaluate research papers in the field of education. Participants (n = 20) evaluated a research paper using an evaluation worksheet for each step of the research process. At the end of the course, all participants completed two questionnaires. The first questionnaire was on the perception of learning in pairs and the average was 9.57/10. The second questionnaire was on the perception of writing the evaluation report and the average was 9.39/10. In conclusion, students benefited from this approach.

5.2 – Room 1005

Resuscitating Dead Language Instruction: Using Role-Playing Pedagogy in the Latin Classroom (pr-1)

Christine Albright (University of Georgia): calbrigh@uga.edu

This presentation considers the results of a qualitative study conducted at the University of Georgia during fall semester, 2012; the study examines the effectiveness of using a role-playing game in an intermediate-level Latin class. Rather than learning only through Latin translation—the traditional approach at the intermediate level—students in the class spent five weeks playing “Beware the Ides of March: Rome in 44 BCE,” a game in the *Reacting to the Past* series, assuming the roles of Roman senators in the period immediately following the assassination of Julius Caesar. Students composed speeches, political graffiti, and other documents in Latin as part of the game. They delivered their original compositions orally to their fellow senators, thus putting their Latin skills to practical use. This presentation should be relevant to anyone who is involved with language instruction—ancient or modern—at the college or high-school level.

5.3 – Room 218

IntiUni: The Challenges of the Multilingual and Multicultural Learning Space in the International University (pr-2)

Karen Lauridsen (Aarhus University): kml@asb.dk

The past decade has witnessed an unprecedented increase in the internationalisation of higher education. This means that more people in higher education than ever before are teaching and learning through the medium of a language other than their own first languages. What are the implications of this for lecturers and students? And what are the implications for this for the quality of European higher education programmes? Taking it for granted that the internationalisation of higher education adds value – or has the potential to add value – to the programmes offered and the learning outcomes achieved by students, the overarching aim of IntlUni is to identify the quality criteria that characterize or should characterize teaching and learning in the multilingual and multicultural learning space, and to develop recommendations for how higher education institutions may implement and ensure the sustainability of quality teaching and learning in this space.

5.4 – Room 115

An Empirical Investigation of the Impact of the Dimensions of Problem-based Learning on Student Satisfaction (pr-1)

Peter Leong (University of Hawaii at Manoa): peterleo@hawaii.edu

The purpose of this research is to study the impact of the three dimensions of problem-based learning (PBL): 1) real world problem-driven learning; 2) self-directed learning; and 3) collaborative learning on students' satisfaction of their learning. This survey research study utilized a 17-item online "Dimensions of PBL" survey, which was distributed among college students who were participating in PBL courses or learning modules. Initial data analyses indicate that the real world problem-driven learning dimension influences student satisfaction the most. This is followed by the collaborative learning dimension. The self-directed learning dimension impacts student satisfaction the least. More data is being collected to conduct factor analysis and multiple regression statistical analysis to confirm this initial finding. The implication of this study is that instructors of PBL courses may be able to increase their students' satisfaction by addressing the appropriate dimensions of PBL.

5.5 – Room 217

iPads in Freshmen Learning Communities: Best Practices for Implementation (pr-1)

Chuck Robertson (University of North Georgia): CLRRobertson@NorthGeorgia.edu

Jordyn Schulz (University of North Georgia): jaschu0810@northgeorgia.edu

Christopher Tavares (University of North Georgia): cmtava5928@northgeorgia.edu

A classroom was designed that emphasized technology use, via iPad tablet computers, to provide the students with an active learning environment. iPads offer an advantage over laptops because of portability, cost, and (maybe) ease of use. Active learning (student engagement), means that students go beyond traditional note-taking and study methods (memorization) for lectures. Two apps were intentionally used over the course of the semester. Evernote, a real-time collaborative note-taking application capable of rich notes with links, images, and photos. Additionally, Twitter was incorporated into the classroom and encouraged during lecture to ask and answer questions as a backchannel, as well as scheduling tests and other activities. The presentation will cover the success and feedback of the two semesters of student data we have collected, emphasizing Evernote and Twitter best practices. We will also discuss training and development necessary for implementing a course such as this one for faculty.

4:00 – 4:45 pm

Concurrent Track 6

6.1 – Room 115

The Impact of Reflection on Teaching and Learning (panel)

Mary Slade (Virginia Commonwealth University): mislade@vcu.edu

Tracey Gendron (Virginia Commonwealth University): Tlgendron@vcu.edu

Cindy Kissel-Ito (Virginia Commonwealth University): clkisselito@vcu.edu

This presentation focuses on a study of the impact of a community-engagement academic program and living-learning community during its initial implementation. VCU ASPIRE is an innovative living-learning community with a commitment to community engagement. The program reflects an innovative residential experience that transforms students into engaged students and acts as a powerful force for positive social change in the community. Our mission is to enrich and deepen students' understanding of their capacity to create positive change in communities through coursework, co-curricular activities, and a vibrant residential experience. This study investigated the use of reflective practice in core courses to assess the

impact of the program on students. Emergent theme analysis demonstrates that the impact of the program is consistently across the intellectual, career, and socio-emotional areas. Specific study results will be presented. The presenters and audience will engage in a discussion of the study implications as well as the potential utilization of study results.

6.2 – Room 217

Inter-institutional Collaboration: The Anti-MOOC? (pr-2)

Anne Marchant (Shenandoah University): amarchan@su.edu

Karen Warren (Wesleyan University): kwarren@wesleyan.edu

Veronica Pejril (DePauw University): veronicapejril@depauw.edu

Inter-institutional collaborations are starting to occur with greater frequency. Collaboration allows institutions to leverage resources to best advantage and produces the opportunity for creativity and innovation. As examples: colleges may offer foreign language classes jointly to enroll enough students to be cost effective; universities may partner with non-profits to create rich experiential learning environments. While large-scale, distance education (“MOOCs”) have very useful applications, the authors propose that higher education should be harnessing technology in to develop effective, engaging, and often interdisciplinary learning communities through collaboration in which the lines between research and learning can be blurred. As participants in a National Institute for Technology in Liberal Education (NITLE) Innovation Studio, the authors developed a platform to share tools and best practices for collaboration to help those new to the process. In this presentation, we share our findings and invite the community of collaborators and would-be collaborators to participate. (<http://collcoll.org>).

6.3 – Room 1220

Professors with 100% Teaching Appointments—Should Academia Gerrymander the Tenure Track? (pr-2)

Diann Moorman (University of Georgia): dmoorman@uga.edu

It has been suggested that awarding professors tenure, largely based on the research they have published, has created and enforced a system that rewards and protects research over teaching. Is the solution to redistrict the tenure track by embracing primarily two tracks? One, a small proportion of professors—who do research, train graduate students, and teach small advanced seminars. And two, a larger portion of professors—who teach large undergraduate courses, advise undergraduates and complete limited research. Perhaps establishing a large cadre of teaching-researchers or researching-teachers creates a campus climate where one’s colleagues remain intellectually curious and passionate about their teaching and research throughout their careers. The objectives of this session are to address the theories, perceptions and misconceptions of SoTL professors with 100% teaching appointments on tenure tracks at research focused universities. The session will explore effective promotion and tenure strategies that strengthen the research-teaching nexus and create a model for effective institutional change.

6.4 – Room 1005

The Second Time Around: Previously Degreed Students Return to the Classroom (pr-1)

Kathleen Brewer (St. Lukes' College): kbrewer@saintlukescollege.edu

JoEllen Dattilo (Mercer University): dattilo_je@mercer.edu

In today’s culture it is not unusual for college-educated adults to rethink their career options and decide to enroll in a new field of study. Nursing has increasingly gained popularity among this group of potential students. Many of the prospective students applying to nursing programs hold first degrees in non-nursing disciplines. The purpose of the study was to explore the lived experience of second degree students. Their insights and notions may provide a context for faculty when working with these individuals. A qualitative descriptive research design was used to explore the perceptions of second degree nursing students as they began their journey. The qualitative data was thematically analyzed using van Manens’ procedural steps for emergent themes. Sharing results of this study may possibly assist other educators with successfully working with second degree students.

6.5 – Room 218

Service-Learning and the Attainment of Course Objectives: A Study in two Disciplines (pr-1)

Nancy McBride Arrington (Georgia Southern University): narrington@georgiasouthern.edu

Adrienne Cohen (Georgia Southern University): acohen@georgiasouthern.edu

Two professors from different disciplines, education and gerontology, implemented a service-learning option into their courses. A study, using both qualitative and quantitative means, measured differences in the attainment of course objectives between students engaged in service-learning and those who were not for each of the courses. Results indicate that students engaged in service-learning did as well or better than other students. The similarities and differences between each of the courses relative to the implementation process, overall results and changes made in course design will be shared. The challenges and successes of such research collaboration will also be presented, along with areas for future research. Participants will be involved in a discussion of service-learning in the context of their course design and how to create opportunities for service-learning in their courses. Handouts are available with pertinent service-learning information and recommended resources.

5:00 – 5:45 pm

Concurrent Track 7

7.1 – Room 115

Facilitating Faculty Engagement in Teaching with Technology (panel)

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David Hunt (Georgia Regents University): hdhunt@gru.edu

Laura Russ (Georgia Regents University): lruss1@gru.edu

Maureen Akins (Georgia Regents University): makins@gru.edu

Deborah Richardson (Georgia Regents University): drichardson@gru.edu

Members of a SoTL Faculty Learning Community will describe initiatives at their institution to support and encourage faculty in the use of instructional technology as they design and deliver courses. The goals of the session are to provide participants with information about strategies for engaging faculty with teaching technology, identify barriers to faculty engagement in online teaching, and show far-reaching benefits of a Faculty Learning Community structure. Session attendees will be asked to engage in discussions as the panel reviews data on the effect of technology on student learning, describes how a move to Desire2Learn provided an opportunity to train faculty in online course design, summarizes results of surveys assessing faculty needs for technology and attitudes about the effectiveness of online education, and describes the goals and plans of a faculty learning community that is providing support for the development of online courses.

7.2 – Room 218

Ethical Decision-Making in Teaching and Learning (rt)

Roger Wiemers (Lipscomb University): roger.wiemers@lipscomb.edu

Tammy Shutt (Austin Peay State University): shutt@apsu.edu

Too often faculty enter the semester/classroom with a staid toolkit of resources; without considering the ethical ramifications of teaching and learning. The main objective of this roundtable is to introduce participants to a conceptualization of ethical decision making that could be extremely useful in higher education. It can work as a simple process to be utilized in classroom decision making or around the college conference table; implemented in 10 minutes or extended over a semester. It can allow the professor to ethically examine all facets of their curricular and pedagogical planning, and to assess how those plans have progressed. The roundtable will introduce some decision making scenarios for participants to wrestle with, and a model for an ethical approach to address the scenarios. Attendees will leave the session with a challenge to examine decision making from an ethical stance and the tools to meet that challenge.

7.3 – Room 1005

The Role of the Error Correction Journal on the Written Performance of Foreign Language Students (pr-1)

Budimka Uskokovic (West Virginia University): buskokov@mix.wvu.edu

This study will analyze the degree to which recording and analyzing errors in the form of an Error Correction Journal improves student accuracy. Participants will write an initial essay, and fill out a survey. They will write three essays during the course of the semester (two drafts of each) on which they will focus on error correction. A final essay will be assigned at the end of the semester. An experimental group will keep an Error Correction Journal in which they examine the nature and frequency of the error they make. Errors will be examined to see if students repeat the same ones or if there is a significant

difference in improvement between the learning journal group and the control group. This study can serve as an example of new curriculum design in the foreign language environment and how Journal can be used to improve student performance.

7.4 – Room 1220

“Ya talkin’ to me?” A Presentation Skills Workshop to Increase Productive Listening (pr-1)

Victoria Lichterman (NYC College of Technology): vlichterman@earthlink.net

Only 2% of our student population has ever received formal listening instruction at any grade level. Pedagogy seems to focus on delivering information. This presentation will address an approach to listening that makes it possible to identify the known barriers to listening and it will present listening as a teachable, developmental learning skill. The techniques for listening are based on solid research and will empower instructors to deliver information using methods shown to result in optimum listening efficacy. Instruction will also address the separate, but ever-increasing, permanent hearing damage that has resulted from our high-decibel culture.

7.5 – Room 217

The Engaged Brain: Cognitive Neuroscience and the Necessity of Active Learning Techniques (pr-1)

Josh Eyer (George Mason University): jeyer@gmu.edu

Cognitive neuroscience has provided us with many inroads for the study of teaching and learning. This presentation synthesizes some existing brain-based learning theories (including the science of attention) along with my own research on the brain's amygdala (which has a major role in conditioned and unconditioned fear responses) to argue that the active learning techniques we recommend to our faculty are more than just good pedagogy; instead, they are vitally necessary for students to learn. My objectives for the session are 1) to present recent findings in brain-based research; 2) to demonstrate what this research can tell us about active learning strategies; 3) to engage the attendees in a dialogue about the implications of this research; and 4) to discuss ways to communicate these implications to faculty.

Thursday, March 28, 2013

8:00 – 8:45 am

Continental Breakfast

9:00 – 9:45 am

Concurrent Track 8

8.1 – Room 115

Flipped Classroom or Flipped Out?: Professors Attitudes Towards Online Learning (pr-1)

Beth Stutzmann (Southern Polytechnic State University): bstutzmannspsu@gmail.com

Donna Colebeck (Southern Polytechnic State University): dcolebec@spsu.edu

Adeel Khalid (Southern Polytechnic State University): akhalid2@spsu.edu

Craig Chin (Southern Polytechnic State University): cchin@spsu.edu

John Sweigart (Southern Polytechnic State University): jsweigart@spsu.edu

Professors need to accommodate administration mandates for designing online courses but what are professor attitudes towards online learning and which courses are better adapted to online instruction? Southern Polytechnic State University's Research Learning Community presents conducted research on this platform: A comparison of face-to-face; blended; and fully online models will be examined; as well as professor attitudes towards online learning and which polytechnic courses professors deem truly appropriate for the online environment. Flipped classroom techniques and learning activities used to enhance courses will also be addressed to investigate whether certain flipped classroom techniques are specific to a particular subject area. The SoTL audience will be surveyed as to their opinions of courses better suited for online instruction and which learning activities they incorporate into their own online classes as well as which activities they believe are particular to specific content area.

8.2 – Room 217

Impact of Course Design Academy Experiences on Classroom Teaching (pr-1)

Linda Serro (Florida Gulf Coast University): lserro@fgcu.edu

Jackie Greene (Florida Gulf Coast University): jgreene@fgcu.edu

Can faculty peers scaffold, motivate, encourage their colleagues to improve their classroom teaching or are faculty members on their own? This presentation will explore this question and the power of a course design academy to challenge and encourage change in teaching practices. The presenters will share results of an exploration into the ways two course design Academies impacted pedagogy, attitudes and reflective habits of academy attendees. Come prepared to be challenged to think about your practice from new perspectives. You will participate in a course mapping activity which may promote deep thinking about course organization and the power of Post-it notes to change your outlook on pedagogy.

8.3 – Room 1220

How Does Eliciting Student Feedback Impact the Quality of Instruction and Student Learning Outcomes for Non-majors in Required Courses? (pr-1)

Patricia Rieman (Carthage College): prieman@carthage.edu

This project was inspired by Schmidt, Becker, Wissmiller, Nyland, and Surdick (ISSoTL 2011), who investigated how improved communication of expectations impacted student motivation, metacognition, and learning environment. Secondary education minors (content area majors) who must take a language arts methods course often struggle to understand just why it is required for them. Rieman hopes to determine whether, with an opportunity to state opinions and questions in an anonymous, safe online environment in which she can address questions and concerns, students will develop a better understanding, and thus, acceptance, of the course requirement. Another question is whether such student acceptance will then lead to a greater openness to developing language arts methods that can be integrated into their content area instruction. During the 2013 Commons, Rieman will still be gathering data. Session participants will view preliminary data, provide feedback, and discuss how such dialogue can be incorporated into other disciplines.

8.4 – Room 218

Increasing Collaboration and Learning in Asynchronous Online Environments (pr-1)

Karen Gibson (University of Wisconsin Oshkosh): gibsonk@uwosh.edu

This session will give opportunity for participants to delve into the results of a case study that investigated the knowledge construction process of graduate students in an asynchronous online environment when various instructional strategies to foster quality discussion were employed. Online learning has the potential to be highly constructivist and collaborative in nature. In this session, study results will be shared, and members will be asked to reflect upon and discuss varied methods employed to facilitate collaboration and learning in online environments. Also provided will be opportunity to learn how content analysis of online discussions can provide valuable information about learning. Those attending will participate in a mock discussion format in order to practice the types of analysis noted above. This session will provide a forum for reflecting upon, discussing and practicing the development of strategies that facilitate collaboration and learning.

8.5 – Room 1005

Impact of study guides on students' perceptions and academic performance: the case of undergraduate Human Anatomy and Physiology classes (pr-1)

Diana Sturges (Georgia Southern University): dsturges@georgiasouthern.edu

Trent Maurer (Georgia Southern University): tmaurer@georgiasouthern.edu

The session will present the results of a study that evaluated allied health student perceptions of two different study guides (outline vs. completed versions) in Human Anatomy and Physiology classes (HAP) and analyzed their relationship with demographic factors and academic achievement (based on final grades). The targeted population consisted of 750 HAP students taught by the same instructor in spring and fall semesters of 2012. In spring 2012, HAPI students received the study guide outline and HAPII received the study guide outline and the completed version. In fall 2012, the design was reversed. Survey was administered in class and 586 surveys were returned (78% response rate). Quantitative data was analyzed using SPSS, while qualitative data was organized into categories. This session will: Evaluate views of undergraduates regarding the usefulness of two types of study guides; determine the effect of study guides on academic performance; assess differences in students' perceptions through quantitative &

qualitative analysis.

10:00 – 10:45 am
Concurrent Track 9

9.1 – Room 217

Linking Assessment and Instruction in Large Enrollment Courses: Collaborative Group Testing (pr-1)

Marcelle Siegel (University of Missouri): siegelm@missouri.edu

A difficult issue with large enrollment classes is reforming assessment practices to match the innovative instructional practices. One student-centered strategy is to engage students in collaborative group work. In this session, I describe the collaborative group testing we have been conducting in biotechnology classes. I will discuss practical strategies, theoretical rationales, and the results of investigating the usefulness of the novel assessment approach. Specifically, this study compared 115 students' scores on group tests vs. individual tests and students' perceptions of the benefits and drawbacks of group testing through interviews and surveys. Discussion of ideas was the most common advantage reported by the students, as well as the reduction of test anxiety. Findings suggest that collaborative testing is an effective strategy to try in large courses.

9.2 – Room 115

Measuring Fundamental Processes Critical to Deep Learning in the SoTL (pr-1)

Raymond Fleming (University of Wisconsin-Milwaukee): mundo@uwm.edu

Diane Reddy (University of Wisconsin-Milwaukee): reddy@uwm.edu

Laura Pedrick (University of Wisconsin-Milwaukee): lpedrick@uwm.edu

Dylan Barth (University of Wisconsin-Milwaukee): djbarth@uwm.edu

Danielle Jirovec (University of Wisconsin-Milwaukee): jirovec@uwm.edu

This session will highlight the importance of measuring fundamental processes critical to deep learning in the SoTL based on lessons learned from 1) a large randomized controlled trial supported by the U.S. Department of Education, Institute of Education Sciences, comparing U-Pace instruction to conventional classroom instruction and other types of online instruction, and 2) additional rigorous evaluations of U-Pace instruction conducted with support from EDUCAUSE, Next Generation Learning Challenges. U-Pace, a new model for online instruction, is applicable across discipline and requires only a LMS. Using the U-Pace projects as exemplars, participants will learn how deep learning can be facilitated in online instruction, and why measuring fundamental processes critical to deep learning is essential to the SoTL. Participants will also learn about valuable U-Pace resources freely available to them.

9.3 – Room 218

Creating a Time and Space for SoTL: Faculty Learning Communities (pr-2)

Judith Ableser (Oakland University): ableser@oakland.edu

Time is a precious commodity for faculty members who must balance their teaching, scholarship and service commitments to their institution. Faculty often site that they have little time to focus on developing, analyzing, evaluating and/or disseminating their teaching pedagogy. Faculty Learning Communities (FLC) provide a time and space for cross-disciplinary colleagues (6-12 members) to share their expertise, interests and challenges as it relates to teaching and learning with the goal of improving student learning. Such scholarship can evolve through such a time and place when exploration, reflection, analysis and problem-solving emerge through collaboration and networking. Student Learning Communities and Collaborative Learning Communities (faculty, staff and students) can also enhance the value of teaching and learning across the campus. Participants will share their own rewards and challenges of FLC's, develop a plan to create/revise FLC and experience a "mini-FLC" simulation.

9.4 – Room 1005

~~**Shall we Play? A Study on the Effectiveness of the Use of Games in the Classroom**~~ (pr-2)

~~*Victoria Calmes (University of Wisconsin, La Crosse): vcalmes@uwlax.edu*~~

~~This presentation will summarize the findings from a study in progress analyzing the effectiveness of using games in a Spanish Civilization class. Participants in this study will be experimenting two different methodological approaches to cover the same content materials. The first type of activities follow a more traditional learning approach (lecture, question/answer, and fill-in the blanks). The second approach~~

~~involves the participation on various games. Participants will then be assessed and interviewed. The interview research questions are based on student learning outcomes, including understanding of content, retention, motivation, active class participation and second language acquisition. Attendees to this presentation will learn about the findings of this study and will have the opportunity to experience and participate in some of these games. They will also be encouraged to brainstorm ways in which the use of games can transform aspects of their own classes.~~

9.5 – Room 1220

Team Work in International Programs: Why Is It So Difficult? (pr-1)

Karen M. Lauridsen (Aarhus University): kml@asb.dk

Henning Madsen (Aarhus University): henn@asb.dk

Students often find it difficult to collaborate on assignments, projects, etc., but we require that they do so for a number of reasons, e.g. to learn how to work in teams or take advantage of the diversity represented by team members. In programmes accepting international students, these difficulties seem to increase. Home students are often reluctant to enter into collaboration with their international peers, whereas the international students tend to be much more open towards intercultural collaboration. This paper reports on and discusses a study of student responses to intercultural collaboration (in English) in two programmes at Aarhus University, Denmark. One conclusion is that the international students are more prepared to work in multicultural teams than their Danish peers. Another one tells us that once students have experience with the diversity of these teams, at least some of them become more open towards working in such teams in the future.

11:00 – 11:45 am

Concurrent Track 10

10.1 – Room 1005

Increasing Teacher Creativity in Integrating Music into the Elementary School Curriculum (pr-1)

Nancy Roberts (Black Hills State University): nancy.roberts@bhsu.edu

Creativity can be difficult to define let alone teach and it often defies evaluation. However, creativity is an indispensable skill for the elementary teacher. Educators who are unable or unwilling to “think outside the box” often become exhausted dealing with the myriad of daily situations that arise and may give up the profession entirely. This session will focus on defining creativity as it applies to integrating music into the curriculum, and examining whether having students do more cooperative and experiential learning increases the level of creativity of the projects they create. The content of the session will be centered on a study which looked at two sections of Elementary Music Methods. The objectives of this session will be to create as a group, a working definition of creativity, and to refine the rubric which was used in the study.

10.2 – Room 217

Helping Students Retain What They Read: RRS and eRRS (pr-1)

Kent Divoll (University of Houston - Clear Lake): divoll@uhcl.edu

Sandra Browning (University of Houston - Clear Lake): browning@uhcl.edu

Students do not always complete assigned readings in college courses (Berry, Cook, Hill, & Stevens, 2010; Phillips & Phillips, 2007; Sikorski et al., 2002) or they read to cram for an exam (Clump, Bauer, & Bradley, 2004). We suggest that faculty create activities that are designed to help students retain the important concepts from the readings. The reading retention strategy (RRS) and the electronic reading retention strategy (eRRS) are designed to: assist students in understanding the main points from the class readings, create interaction with peers, and check their responses to prompting questions. The results of the study indicate that students ($n=57$) recalled more information when the RRS and eRRS were implemented. The objectives of the presentation are to discuss: the students' reactions to using the two strategies, the results of the study, and recommendations for implementing this strategy when teaching in a college classroom.

10.3 – Room 218

The Impact and Relevance of Adult Learner Practices (pr-1)

Randall Woodard (Saint Leo University): randall.woodard@saintleo.edu

Ian Rottenberg (Saint Leo University): ian.rottenberg@saintleo.edu

This session will share the results of a mixed-methods research project on effective ways to improve student engagement and responsibility by allowing students to choose some course assessments and some course content while providing more real-world assignments from which to select. Theories of adult education, particularly ones that approach learning from a constructivist paradigm, emphasize the significance of sharing power in the classroom and providing opportunities for students to be given responsibility for their own learning. Allen Tough explains that an indispensable condition for adult learning involves “learners accepting a share of the responsibility for planning and operating a learning experience” (92). Additionally, Goodwin Watson explains that “we learn best that which we participate in selecting and planning ourselves” (88). Our study seeks to further test these theories in the classroom.

10.4 – Room 1220

Illustrating Prejudice and Discrimination with a Class Activity on the Bogardus Social Distance Scale (pr-1)

Trent Maurer (Georgia Southern University): tmaurer@georgiasouthern.edu

This session will present a project that evaluated an APA-recommended class activity to illustrate prejudice, stereotyping, and discrimination using the Bogardus Social Distance Scale. Students in six sections of a family development course received either lecture or lecture plus the activity and completed two pretest and posttest measures. Results revealed greater positive shifts on the Scale for students who received the activity, but equivalent changes in attitudes toward the target group as students in the lecture only group. Attendees will participate in a demonstration of the classroom exercise and will learn how to adapt the exercise to different target groups and different classroom layouts. Session objectives include familiarizing attendees with the Bogardus Social Distance Scale, learning how to conduct and adapt the exercise to different classes, and reviewing the results of the project with respect to both changes in student attitudes and students’ evaluation of the exercise.

10.5 – Room 115

Mentorship: Competitive Advantage in a Global Marketplace (rt)

Doreen Sams (Georgia College & State University): doreen.sams@gcsu.edu

Robin Lewis (Georgia College & State University): robin.lewis@gcsu.edu

Rosalie Richards (Georgia College & State University): rosalie.richards@gcsu.edu

Rebecca McMullen (Georgia College & State University): rebecca.mcmullen@gcsu.edu

Larry Bacnik (Georgia College & State University): larry.bacnik@gcsu.edu

Jennifer Hammack (Georgia College & State University): jennifer.hammack@yahoo.com

Catlin Powell (Georgia College & State University):

Greater access to college education, owed in part to technology and globalization, has the potential to prepare students to thrive in the competitive job market. Competition for careers in the U.S. requiring highly educated, innovative employees is increasing. Hence, undergraduate education offerings must change to prepare U.S. students for both a competitive workforce requiring advanced research and analytical skills and as a stepping-stone towards successfully completing post-baccalaureate degrees. Several universities recognize the critical need for undergraduates to engage in research where they participate in real world experiences that cultivate the academic and professional aptitudes required for the global workforce. This empirical study examines the value of a strategy (i.e., mentorship in undergraduate research) operationalized at a southeastern public liberal arts university to optimize such aptitudes. The study presents the unique voice of participants of this methodology, as their perspectives are significant in identifying the value of this pedagogical model.

12:00 pm - 1:45 pm

Luncheon & Keynote Address 2: Lynn Taylor

2:00 – 2:45 pm

Concurrent Track 11

11.1 – Room 1005

Compelling Student Support in Calculus (pr-1)

Keith Howard (Mercer University): howard_ke@mercer.edu

David Nelson (Mercer University): nelson_dg@mercer.edu

Jeff Denny (Mercer University): denny_jk@mercer.edu

Confronted with high failure and withdrawal rates in calculus and precalculus courses, we conducted a case study comparing a voluntary model of student support with a compulsory model imbedded within course requirements. This study design was in large part reflective of the highly acclaimed study by Uri Treisman at Berkley University. The case study, which included experimental and control groups, will be presented along with an active demonstration illustrating the added value of compulsory groups and direct assistance in the learning process. We will discuss the findings of our study both in terms of differences in student performance and perception of course outcomes. Concluding recommendations for cost effective restructuring of the student support system will be presented along with a brainstorming and sharing sessions on how participants could bring these issues to bare on the student support models at their institutions.

11.2 – Room 1220

Effects on Teaching of an Intensive Summer New Faculty Workshop (pr-1)

Delena Gatch (Georgia Southern University): dbgatch@georgiasouthern.edu

Michelle Cawthorn (Georgia Southern University): mcawthor@georgiasouthern.edu

Joy Darley (Georgia Southern University): jdarley@georgiasouthern.edu

Historically, university faculty receive little training for becoming teachers. Some universities offer short workshops on teaching to their incoming faculty. However, few of these workshops last more than a few days or a week. We will report on the efficacy of an intensive month long teaching workshop designed for new faculty members. The goal of the workshop was to guide faculty through the process of course development while equipping participants with an appropriate pedagogical toolbox. Best practices in teaching and learning from the literature were emphasized. Participants exited the workshop with a fully developed semester course, including a syllabus, classroom instruction plans, lectures, activities, and assessment strategies. At the end of the first semester of teaching, new faculty were observed. Thus, we will report on the student-centered versus faculty-centered focus of new faculty who attended the workshop in comparison to new faculty who did not attend the workshop.

11.3 – Room 217

The effects of collaborative classroom activities on student engagement and learning (pr-1)

Paula Witkowski (Webster University): paulaw@webster.edu

Thomas Cornell (Webster University): thomascornell28@webster.edu

Using the methodologies of peer coaching and collaboration over the past two academic years, two professors of reading methods courses have collected data on the effects of collaborative learning activities on engagement and academic achievement. Classroom observations were conducted to take notes on both pedagogical methods and student response to these methods. Students were also asked to self-assess their engagement in behavioral, cognitive, and affective domains. The results of this research were then used to revise pedagogical techniques in these and other classes being taught. Participants in this presentation will be able to view video clips of students engaged in a variety of collaborative learning activities, examine student survey results and teacher observations, and learn about a variety of activities which worked to promote both high engagement and cognition in higher education classrooms.

11.4 – Room 218

The Journal of Non-Significant Differences: Learning the Research and Publication Process (pr-

2)

Ted Cross (Grand Canyon University): ted.cross@gcu.edu

Eric Nordin (Grand Canyon University): eric.nordin@gcu.edu

This presentation will provide information about how the Journal of Non-Significant Differences (JNSD) connects with the Scholarship of Teaching and Learning (SoTL) mission. The JNSD is a peer-reviewed, student-led journal that focuses on publishing quantitative research produced by students in which results were not statistically significant. Although this may seem counterintuitive, the emphasis of the journal includes teaching students the process of publishing and promoting the concept that quality research, not results, is the primary goal of the researcher. This relates directly with the mission of SoTL, in that, the focus of the journal is on the learning and teaching process. The presentation will be interactive consisting of small group and cooperative learning formation that will allow participants the opportunity to engage with the presented material. Potential takeaways for participants include the learning and teaching aspects of developing and operating a student lead journal.

11.5 – Room 115

Developing, Implementing, and Assessing Campus-wide General Education Service-Learning (panel)

Jennifer Anderson-Meger (Viterbo University): jimeger@viterbo.edu

Scott Gabriel (Viterbo University): segabriel@viterbo.edu

Denise Lorenz (Viterbo University): dmlorenz@viterbo.edu

Michael Smuksta (Viterbo University): mjsmuksta@viterbo.edu

Viterbo University's mission statement emphasizes "faithful service." This session will share in-progress research on developing, implementing, and assessing student learning outcomes in service-learning. The session will: 1) explain the development of campus-wide service-learning courses and outcomes; 2) provide examples of student growth in service-learning; and 3) introduce the challenges of creating common learning objectives across disciplines. This session includes: 1) audience members sharing examples of how their institutions incorporate service-learning; 2) panelist discussion of Viterbo's shift from a department level to a university-wide service-learning model based on courses with the theme of "the common good" and a service-learning experience; 3) small-group discussions of service-learning at the department versus interdisciplinary university level; and 4) panelist descriptions of Viterbo courses, common readings, service projects, and classroom pedagogy, using student learning artifacts from journals and integration papers. The conclusion of the session will discuss challenges encountered.

3:00 – 3:45 pm

Concurrent Track 12

12.1 – Room 115

A SoTL Approach to Learning-Centered Peer Review of Teaching for Tenure and Promotion (pr-2)

Richard Swan (Brigham Young University): richard.swan@byu.edu

Trav Johnson (Brigham Young University): trav_johnson@byu.edu

In 2011, Hutchings, Huber, and Ciccone asked, "What would academic life look like in ten years if the principles and practices of the scholarship of teaching and learning were to take hold at the deep level? What would it take to get there?" One powerful way to get there would be to integrate SoTL into the institution's faculty evaluation process for tenure and promotion as suggested by McKinney (2007). This presentation will report how one large research university is doing just that—transitioning away from traditional peer review of teaching to a SoTL approach in which faculty candidates collect and evaluate evidence of student learning as the measure of effective teaching. Results indicate that faculty members and administrators see this approach as considerably more credible, useful, and meaningful than previous approaches to peer review. In addition, it better supports faculty development, program review of learning outcomes, and institutional accreditation.

12.2 – Room 1002

Creating and Using Rubrics for a Program Assessment System (pr-2)

Lisa Altemueller (Metropolitan State University of Denver): altemuel@msudenver.edu

Sue Joseph (Metropolitan State University of Denver): josephs@msudenver.edu

The increased emphasis on accountability in higher education reinforces the need for a program

assessment system that informs future course content and instructional practices. This session presents the fundamentals of effective analytic rubric development for program assessment. The process used by one institution to gain consensus among faculty for the use of common rubrics across courses and the process for analyzing and discussing data will be shared. Examples of the electronic data collection system and electronic dissemination of data will be provided during the session.

12.3 – Room 217

Betwixt and Between: Creating Communitas Without Getting Bendy With It (pr-2)

Jane Barnette (Kennesaw State University): jbarne48@kennesaw.edu

Linda Stewart (Kennesaw State University): lstewar2@kennesaw.edu

While it is common knowledge that faculty learning communities (FLCs) “are a powerful means to encourage vibrant intellectual exchange and professional growth,” we often overlook the possibilities forged in FLCs that focus on the body and spirit *as well as* the mind (Goto, Marshall, and Gaule, 20). During our multi-year participation, we found that communal yoga practice, shared readings, discussions, and reflective wiki writing allow faculty members to shed their academic selves (and/or poses) in favor of behaviors indicative of more integrated professionals. In this session, attendees will practice simple, non-bendy, standing poses (e.g., mountain pose) and perform and interpret academic postures (e.g., standing behind a lectern). These activities will lead to discussion about creating *communitas* in liminal institutional spaces. Furthermore, along with identifying strategies and implications for integrating yoga pedagogy and teaching, attendees will receive resources for further inquiry into the field of contemplative pedagogy.

12.4 – Room 218

Improving Student Learning Outcomes: Lesson Study (pr-2)

Rita Kumar (University of Cincinnati): rita.kumar@uc.edu

Brenda Refaei (University of Cincinnati): brenda.refaei@uc.edu

Lesson study, an intensive professional development activity used in Japan to improve instruction in K-12 schools, is now being implemented at the university level in places like the University of Wisconsin. It requires teachers to move beyond their unconscious expectations for teaching to examining in-depth each stage of the process. The lesson study team cooperatively develops a lesson called the research lesson by exploring their own experiences, ideas they have heard, and researching the literature relevant to the lesson. In this presentation, attendees will learn how to initiate and facilitate SoTL projects through lesson study at their institution. We will demonstrate how we implemented lesson study with interdisciplinary faculty at our university and will share samples of their work. We will discuss how we are continuing this process with junior faculty in our department to promote SoTL work as part of their Reappointment, Promotion and Tenure documentation.

12.5 – Room 1220

Peer Review and Wiki Textbooks: The Good, the Bad, and the Unmeasurable (pr-1)

Edward Gehringer (North Carolina State University): efg@ncsu.edu

Over the past several years, we have had our students develop educational materials that can be used in future classes, such as student-authored wiki textbooks. Since the volume of writing is large, we don't have enough time to review it ourselves, so we engage students in the process via peer review. Our results have been quite positive. In 2010-2011, by a margin of 78% to 6%, students were proud of their contributions to the wiki textbook. By 67% to 7%, they considered them credible entries for a college-level text. By 72% to 11%, students agreed that the reviews they received help them to improve their work. By 64% to 17%, the students found it easy to complete their peer reviews using our peer-review tool Expertiza. Each year we have noticed improvement, either in learning outcomes or student satisfaction. We will discuss factors that seem to have contributed to the improvement.

12.6 – Room 1005

Teaching and Learning the Apocalypse: A First-year Seminar Study (panel)

Jennifer Jackson (North Central College): jjackson@noctrl.edu

John Stanley (North Central College): jrstanley@noctrl.edu

David Depino (North Central College): dfdepino@noctrl.edu

Michael Boland (North Central College): mmboland@noctrl.edu

Two faculty in English and Speech Communication, along with two of their students, will describe their seminar "Reading and Writing the Apocalypse," overviewing pedagogy with evidence-based examples of

student essays. Our talk explores how some fundamentalists enforce identity around the threat of end times, a rhetorical method for securing adherence to group values. Rhetors typically work within such identifications to foster more tolerant beliefs. However, as Sharon Crowley writes in *Toward a Civil Discourse*, "it is hard to imagine... counter[ing] those who take [their values as] universal and nonnegotiable" (200). The U.S. tolerates pre-millennial beliefs, though rising fears of apocalypse polarize public discourse. Among other topics, students debate such identifications through deliberative ethics, research, and persuasive writing. Learning outcomes: 1) to help faculty design interdisciplinary seminars with scholar/ teacher research; 2) to share evidence/results; 3) to connect with other faculty/institutions interested in the scholarship of learning focused on the apocalypse.

4:00 – 5:30 pm

Poster Session – Room 113

Improving Conceptual Learning in Introductory Astronomy through Mental Model Building (ps)

Angela Osterman Meyer (Florida Gulf Coast University): ameyer@fgcu.edu

Manuel J. Mon (Florida Gulf Coast University): mmon@fgcu.edu

Susan T. Hibbard (Edison State College): Susan.Hibbard@edison.edu

Misconceptions about the cause and process of the lunar phases persist for many students. In this project, the authors worked with over 350 students in introductory astronomy and physical science classes. Students completed an observational project based on the Mental Model Building methodology. Students recorded their preconceptions, then used their own 3-D observations of the Moon to build a revised, complete spatial model describing the lunar phases. Project evaluation was done using an established instrument, the Lunar Phases Concept Inventory (LPCI). Detailed analysis of pre- and post-project scores shows significant gains in student learning. Exploratory factor analysis of the LPCI questions indicate that there are two to three themes that can guide project improvements. Item analysis of the LPCI results indicate that most questions act as clear discriminators between the highest and lowest performing students on the post-project test, suggesting that the LPCI is a reliable tool for project evaluation.

Can Journaling Help Psychology Majors Achieve Learning Outcomes? (ps)

Carrie Brown (Agnes Scott College): cmbrown@agnesscott.edu

Rachel Cook (Agnes Scott College)

For our study, we posed the question: Can journaling, which has been shown to enhance students' learning (e.g., Blake, 2005; Mills, 2008), help psychology majors achieve the learning outcomes outlined in the American Psychological Association's *Guidelines for the Undergraduate Psychology Major*? The participants for our study were 30 psychology majors enrolled in a 200-level developmental psychology course during the fall 2012 semester at Agnes Scott College. Over the course of the semester, each student wrote a total of 38 one-page journal entries, each on a different assigned topic within developmental psychology. During the last class, the participants completed a paper-and-pencil survey in order to obtain their feedback on the journal entries, as they relate to APA's *Guidelines for the Undergraduate Psychology Major*. The students reported that the journals helped them most with achieving the learning outcomes of *Knowledge Base*, *Application*, *Critical Thinking*, *Personal Development*, and *Values*.

Ready or Not, Here It Comes!: Distance Learning and Online Teaching (ps)

Laura Russ (Georgia Regents University): lruss1@gru.edu

Dave Hunt (Georgia Regents University): hdhunt@gru.edu

Kim Davies (Georgia Regents University): kdavies@gru.edu

Maureen Akins (Georgia Regents University): makins@gru.edu

Gina Hammock (Georgia Regents University): ghammock@gru.edu

With increasing interest and pressure on university faculty to augment course offerings to meet student learning needs with online sections, a faculty learning community at Georgia Regents University set out to examine faculty concerns and readiness for teaching online. In this poster, we present data gathered from a survey of a broad range of faculty at our university including adjunct faculty, lecturers, and untenured and tenured faculty. We examine the relationship between faculty experiences, concerns, attitudes and self-perceived preparedness and willingness to teach online. Results indicate teachers are concerned with

how online instruction affects student interaction with faculty and other students. The audience will be involved by having the opportunity to participate first-hand in dialogic discourse with the researchers on the topic of faculty readiness to teach online content, their own experiences, and the potential policy implications and impact on student learning arising from our research.

Using Podcasts as an Educational Tool in Research Methods and Intro to Psychology (ps)

Matt Bruster (University of North Georgia): MCbrus2935@northgeorgia.edu

Danielle Balsalmo (University of North Georgia): dlbals5574@northgeorgia.edu

Bryan Dawson (University of North Georgia): bldawson@northgeorgia.edu

Daniel Hatch (University of North Georgia)

Krista Lentini (University of North Georgia)

Erin Moore (University of North Georgia)

Sarah Johnson (University of North Georgia)

Ellyce Payne (University of North Georgia)

We assessed the effectiveness of a student led instruction podcast in psychology using episodes created for an Introduction to Psychology course and a research methods course. These episodes revolved around the topics of social, cognitive, abnormal psychology, the possible threats to validity, how to use SONA system, and how to use online databases properly. Quantitative data was gathered from post-test given to students after listening or watching podcast episodes. Qualitative data was gathered from a 10 question self-report survey which examined how the students felt the podcasts affected their engagement and learning in their research methods class. The objective of this project is to determine the value of using student led instructional podcasts as a supplemental teaching tool that reinforces the information learned in the classroom and allows students to easily highlight and revisit some of the more difficult information regarding Intro psychology and research methodology.

Using Data from a Learning Management System to Monitor Student Performance (ps)

Beth Dietz-Uhler (Miami University): uhlerbd@muohio.edu

Recently, there have been governmental demands to increase student success in higher education (e.g., Obama, B. 2009). One way to increase student success is to increase retention in courses. Among the strategies for doing so, "learning analytics" offers much promise. Briefly, learning analytics is "the measurement, collection, analysis and reporting of data about learners and their contexts, for purposes of understanding and optimizing learning and the and the environments in which it occurs" (Long & Siemens, 2011, p. 32). The objective of this presentation is to show how faculty can make use of statistics available in their Learning Management System (LMS) to make predictions about student performance. This presentation will provide data mined from an LMS to predict student performance on various aspects of the course, as well as student retention. Attendees can expect to learn how to use data in their own LMS to monitor and predict student performance.

A Review of Teaching and Learning Practices for International Students in the US (ps)

Xi Yu (University of Minnesota-Twin Cities): yuxxx637@umn.edu

This study is an integrative review on international student teaching and learning practices in the US institutions in postsecondary education settings. Challenges and barriers that may prevent international students from achieving desired learning outcomes are identified. Also, barriers that get in the way of facilitating effective teaching among a mix group of international student and domestic student are presented from teacher or faculty's perspectives in US colleges. Practical recommendations for interacting with international students effectively are displayed through a student-centered approach, which include more understanding on international student specific needs and learning goals, awareness of multicultural teaching and learning, and engagement among international students and American students.

Concept Map Strategies to Improve Teaching and Learning in Organic Chemistry (ps)

Ganesh Naik (College of Saint Mary): gnaik@csm.edu

Concept maps are graphical tools for organizing and representing ideas and concepts as well as their interrelationships. I am currently examining whether or not the construction of concept maps by students helped improve their conceptual understanding and ability to solve higher order problems in organic chemistry. I tested the impact of concept map based learning on student performance in course assessments. Students were given a series of assignments in which they were given a set of related terms and asked to show the correlations on a concept map and reflect on the thought processes that led them

to their version. Concept maps were evaluated on linking new learning to previous knowledge, organizing thoughts and critical thinking. Preliminary evidence indicated no direct correlation between their performance on the concept maps and their scores in the course assessments. However students showed more enthusiasm for learning than they did in previous semesters of this course.

How Rude: Student vs. Faculty Perceptions of Civility in Face-to-Face and Online Classes (ps)

Alisha Janowsky (University of Central Florida): alisha.janowsky@ucf.edu

Kristin Davis (University of Central Florida): Kristin.Davis@ucf.edu

Many researchers have investigated faculty and student perceptions of student incivility but little attention has been given to perceptions of faculty incivility and differences in perceptions of civility in online and face-to-face courses. This project addresses these gaps and offers insight into why differences in perceptions exist. While results reveal few differences in perceptions of severity for student behaviors, significant differences have been found with regard to perceptions of faculty behaviors in both learning environments (e.g., compared to faculty, students view the assigning of group work and requiring documentation for missing work as being highly uncivil). We believe these differences can be explained in terms of the psychological contracts inherent in student/faculty relationships. Faculty state their expectations in the syllabus and assume that students who stay enrolled in the class agree to abide by this contract. Students, however, have their own implicit ideas about what should happen in the classroom.

Living and Loving Biology: A Learning Community with Research for College First-Years (ps)

Katrina Gobetz (James Madison University): gobetzke@jmu.edu

The research-based Trelawny Learning Community (TLC) at James Madison University has three objectives: 1) provide research experience for first-year Biology majors; 2) increase student/department connection; 3) build teamwork skills. The program aims to inspire first-years to investigate and embark on science careers. TLCs take courses together and live in one dorm, but each joins a research laboratory corresponding to individual interests. TLCs attend research-themed seminars, co-run an ecology project, and help organize the department's research symposium, guided by upperclassman mentors who demonstrate resources, co-lead trips, and drive discussions. Student journals are NVIVO-coded for research/interaction/emotion themes to track learning and personal growth. TLCs know significantly more faculty and graduate students (avg. 6.1, 3.7) than non-TLC first-years (avg. 1.7, 0) and cite friendship (34.6%), confidence in major/career (30.8%), department interaction (19.2%) and pursuit of interests (15.4%) as benefits. I illustrate these outcomes along with fallbacks and improvements to this still-evolving program.

The Connection between Mindfulness and Increased Intrinsic Motivation (ps)

Sandra McCloy (Coker College): smccloy@coker.edu

Can purposefully teaching students to be more mindful—open to novelty, attentive of distinctions, considerate of contexts, appreciative of multiple perspectives, and focused on the present—result in a higher level of student motivation, specifically intrinsic motivation? Being more mindful can open communication, reduce situation anxiety, and increase enjoyment of learning activities, which, in turn, can set the stage for increased effort and interest in activities/content simply for the sake of doing and learning. The connection between mindfulness and intrinsic motivation has relevance to all students, particularly those who are disadvantaged in some way, whether that disadvantage be related to academic deficiencies or social/economic circumstances such as poverty. This paper presents an analysis of existing works to present evidence for a direct connection between mindfulness and intrinsic motivation and offers specific mindful strategies that could be used in a classroom to increase students' intrinsic motivation.

What Does Your Teaching LACK? (ps)

Sharon Gilbert (Radford University): sgilbert13@radford.edu

What do you LACK in your teaching? LACK stands for Learning-centered, Assessment-centered, Community-centered, and Knowledge-centered. This poster will provide information to help participants self-reflect and expand on their teaching practices in these four areas. The information is based on Bransford's (2000) work in the book *How People Learn: Brain, Mind, Experience, and School*.

Using Clickers: Does Asking Open-ended Questions Increase Student Performance? (ps)

Ginger Fisher (University of Northern Colorado): Ginger.Fisher@unco.edu

Constructivist theory indicates that students should perform better when required to create their own answer to a question. They should also exhibit increased comprehension and therefore perform better on follow-up questions on the same topic. To test this idea, students in a large introductory biology course were given different sets of questions. First, students were presented with an open-ended question where no potential answers were visible. After peer discussion, the same question was posed as a multiple choice question. Students were then immediately asked an isomorphic multiple choice question. For comparison, the same questions were asked in a different section of the same course but all questions were the standard multiple choice format. Preliminary data indicate that students perform better on when required to create their own answer. Also, it appears that this format increases student understanding such that they are more likely to answer the isomorphic questions correctly.

Graduate Student Teaching Assistant Perceptions of Student Incivility (ps)

Jennifer Blue (Miami University): bluejm@miamiOH.edu

Julie Semlak (Miami University): semlakj@miamiOH.edu

Graduate student teaching assistants (GTAs), both students and instructors simultaneously, have a unique perspective on undergraduate incivility in the classroom. Rehling and Bjorklund (2010) investigated student and faculty perceptions of uncivil behaviors in the classroom. However, GTA perceptions are unknown, and are needed for a complete description. Furthermore, many GTAs will continue teaching in faculty positions. Knowing about their experiences in the classroom will help faculty support them in their development as teachers, benefiting their current and future students. Participants in the session will consider their ideas about incivility and predict how faculty, GTAs, and undergraduate perceptions differ. We will then present our results from a study of GTAs. Finally, the group will brainstorm and discuss the implications of our research for teaching.

Rehling & Bjorklund (2010). A comparison of faculty and student perceptions of incivility in the classroom. *Journal on Excellence in College Teaching*, 21 (3), 73-93.

Math as a Second Language (ps)

Connie Rickenbaker (Georgia College & State University): connie.rickenbaker@gcsu.edu

Brandon Witta (Georgia College & State University): Brandon.Witta@bobcats.gcsu.edu

Peggy Kimmons (Georgia College & State University): peggy.kimmons@bobcats.gcsu.edu

Any content area has its own language that students need to understand and use. Jamison (2000) wrote specifically about math when he said "Once students understand HOW things are said, they can better understand WHAT is being said, and only then do they have a chance to know WHY it is said." Our session is an example of using math as a second language in high school classes. However, conceptually the HOW, WHAT and WHY components are readily transferred into other content areas. A GCSU Early College high school teacher uses the language of math as a major pedagogical tool that impacts his students, the university students who participate and teach in his classes as well as the university instructor. The session is presented by university students and facilitated by their instructor and includes lessons and examples of the impact of content language use and understanding.

Becoming a Professional: Exploration of IT Students' Identities As They Prepare To Graduate (ps)

Lynn Keane (University of South Carolina-Columbia): lynn.keane@sc.edu

Karen Patten (University of South Carolina-Columbia): pattenk@sc.edu

As Information Technology students contemplate graduating and looking for a job, they comment on not having the experience that employers want. They often do not see their experiential project work, internships, or capstone projects as experience they can share during an interview. To guide students to begin thinking about their professional development activities as valuable experiences that can be shared with prospective employers, a professional development (PD) category was added to an upper-level training course that allowed students to select a variety of PD activities including attending workshops, mentoring students, and serving in leadership positions in professional organizations. This poster will share the results of a qualitative study of students' *changing identity* during the fall 2012 Training Systems course. Data collected are blog postings, tweets, e-portfolios, and transcripts from focus group interviews.

Grading by Experience Points: An Example from Computer Ethics (ps)

Edward Gehringer (North Carolina State University): efg@ncsu.edu

Courses are usually graded on percentages—a certain percentage is required for each letter grade. Students often see this as a negative, in which they can only lose points, not gain points, and put their average at risk with each new assignment. This contrasts with the world of online gaming, where they gain “experience points” from each new activity, and their score monotonically increases toward a desired goal. Courses, too, can be graded by experience points. Last fall, the author graded his Ethics in Computing class this way. Students earned points for a variety of activities, mainly performing ethical analyses related to computing, and participating in debates on ethics-related topics. The grading system served as an inducement to student involvement, with students eagerly signing up for analyses and investing considerable effort in debates. However, it seemed to motivate the students to focus more on quantity than quality of contributions.

Ple@ Bargaining: Lessons Learned from Teaching Email Negotiation in the Criminal Justice Context (ps)

John Kleefeld (University of Saskatchewan): john.kleefeld@usask.ca

Joven Narwal (Joven Narwal Law Corporation): info@jovennarwal.com

Teaching and learning negotiation typically involves using simulations to illustrate concepts, stimulate reflection, and integrate theory and practice. Face-to-face exercises are the most common, and though effective in some ways, fail to address the increasing reality of electronic modes of communication and typically focus on a single meeting rather than developing a negotiating relationship over time. Building on previous work in which law students negotiated a private transaction by email, we extended the idea to plea bargaining, a form of dispute resolution essential to the functioning of the criminal justice system and one in which the paramount consideration is the public interest. Using materials from the scenario and excerpts from the students’ learning journals, we hope to show that such simulations can contribute to better integration of skills and theory and to deeper and more satisfying learning.

Investigating Instructional Strategies in a Human Anatomy and Physiology Laboratory (ps)

Ranjan Kumar Behera (University of Georgia): ranjan@uga.edu

DeLoris Wenzel-Hesse (University of Georgia): hesse@uga.edu

Laboratory teaching is an essential component of Human Anatomy and Physiology (A&P) courses. The application of active learning strategies in teaching has been documented. However, studies on the effectiveness of active learning-based instructional strategies in A&P laboratories are inadequate. The current study investigates both effectiveness and student acceptance in the context of adoption of a team-based teaching method for the A&P laboratory. We offered team-based projects in two out of six laboratory-sections. The group that engaged in team-based projects did so during half of the laboratory sessions; these active learning projects consisted of near-peer teaching, group discussions, and other activities. Other sections (control group) were taught only in the traditional method. Quantitative methods were used to assess student performance. Qualitative analyses were performed on the anonymous feedback that was provided by the students. The data indicate that students in the experimental group (team-based projects) outperform those taught using traditional methods.

Evaluation Design: Measuring STEM Learning and Professional Development (ps)

Laura Regassa (Georgia Southern University): lregassa@georgiasouthern.edu

Missy Bennett (Georgia Southern University): mbennett@georgiasouthern.edu

Janee Cardell (Georgia Southern University): jcardell@georgiasouthern.edu

Dat Hoang (Georgia Southern University): dthoang84@gmail.com

Effective evaluation design can be difficult for complex projects. The Molecular Biology Initiative (MBI) Program partners biology graduate students with teachers at high schools in rural southeast Georgia. The fellow-teacher teams work together throughout the year to generate hands-on classroom activities in biology, chemistry, and physical science for approximately 2000 students. Given the numbers, locations and types of stakeholders, the MBI Program required a comprehensive data collection system to provide timely information for data-based decision making; this presentation will outline key features of the communication/evaluation structure. Evaluation targeted distinct outcomes for each group of stakeholders, but ease and speed of delivery were key for all tools. Taken together, the mixed-method tools demonstrated positive learning gains and/or professional development for graduate student fellows, partner teachers and the high school students and highlighted areas for additional development. The

overall design has key features that may be applicable to other studies.

Friday, March 29, 2013

8:00 – 8:45 am

Continental Breakfast

9:00 – 9:45 am

Concurrent Track 13

13.1 – Room 115

Introducing Habits of Critical Inquiry Across Academic Disciplines (panel)

Rachel Nisselson (Vanderbilt University): rachel.e.nisselson@vanderbilt.edu

Nancy Chick (Vanderbilt University): nancy.chick@vanderbilt.edu

Lily Claiborne (Vanderbilt University): lily.claiborne@vanderbilt.edu

Jeff Edmonds (Vanderbilt University): jeff.edmonds@vanderbilt.edu

First-year college students are introduced to habits and practices of academic inquiry that are novel to them but expected throughout their college experience. Though the forms of academic inquiry are rarely made explicit, introductory courses are tasked not only with teaching disciplinary knowledge, but also the basic character of intellectual life that is shared across disciplines. Our lesson study project was designed to help students identify and articulate the forms of inquiry through annotated readings and guided discussion. We will share our lesson plan; the results of our study employed in anthropology, philosophy and geology first-year writing seminars; and the challenges and possibilities we six instructors discovered through this multidisciplinary SoTL project. Participants will discuss the practices of academic inquiry in their classrooms, contribute to a shared list of its characteristics and obstacles, and develop strategies to modify our lesson plan for their own classrooms.

13.2 – Room 218

Combining Skills: Integrating Reading and Writing (rt)

Lisa Mallory (Atlanta Metropolitan State College): bookjock@aol.com

Joan Hildenbrand (Atlanta Metropolitan State College): joanleehildenbrand@gmail.com

Although in testing and instruction, reading and writing have historically been separated, newer theories and research point to the strengths associated with combining the two. This discussion will focus on an integrated reading and writing assessment tool that Atlanta Metropolitan State College English and Reading faculty members recently created and implemented. This assessment is a move away from decontextualized writing to writing prompted from a contextualized situation—response to a text. Reading also has a greater context—moving away from nine different passages on different topics to one longer passage on one topic. Our research results point to specific strengths, challenges, and outcomes associated with the new assessment tool. Our goal is to share this information and also to invite participants to share their experiences related to teaching reading and writing in any subject, as well as assessing.

13.3 – Room 1005

SOTL Implications From a Longitudinal Study of a Site-based Teacher Certification Program (pr-1)

Susan Spezzini (University of Alabama at Birmingham): spezzini@uab.edu

Julia Austin (University of Alabama at Birmingham): jaustin@uab.edu

From a SOTL perspective, the presenters describe a mixed-methods study that explored longitudinal effects and overall teaching and learning impacts ten years after a major research university in the southeastern United States introduced a professional development program in a school system located 250 miles away. The program's overall goal was to enhance the effective instruction of English language learners, who comprised 2.3% of the district's 28,000+ students. By taking 7 graduate courses through various delivery formats, 17 teachers obtained ESL teacher certification. Content analysis suggests that this distance-delivery program produced a positive overall impact and ongoing longitudinal effects readily observable 10 years later. Findings indicate that these effects resulted primarily from the following components: site-based professional learning communities, extensive reading with short written reactions,

cyclical reflective activities, and action research projects. Attendees will receive insights for implementing similar site-based professional development programs for promoting SOTL in their respective institutions.

13.4 – Room 217

Introducing the Student Relativist: A Philosophical Approach to SoTL (pr-1)

Gerald Erion (Medaille College): gerion@medaille.edu

Student relativism is the assertion of many undergraduates that truth, morality, and so on are relative. It has long been a part of the SoTL discussion in philosophy, in part because it resembles a traditional philosophical relativism. It is also quite common in introductory philosophy courses. But as Wilbert J. McKeachie (2011) and others have suggested, student relativism can hinder learning in significant ways, and in a wide range of courses. This session will open with a basic analysis of student relativism and the challenges it can pose to student learning. Then we will briefly highlight some of the engagement strategies for student relativism developed in philosophy's SoTL literature. By carefully engaging with the student relativists in our classes, we can gain a deeper understanding of the fundamental ideas that shape their learning.

13.5 – Room 1220

Class, Take Your Cell Phones Out: Using Cell Phones for Classroom Voting (pr-1)

Kirthi Premadasa (University of Wisconsin-Baraboo/Sauk County): kirthi.premadasa@uwc.edu

Kavita Bhatia (University of Wisconsin-Marshfield/Wood County): kavita.bhatia@uwc.edu

Most instructors today (justifiably so), ban the use of cell phones in their classroom. However cell phones, when used appropriately can be effective tools in enhancing student engagement, collaboration and learning. In this talk we will demonstrate how cell phones can be used as an inexpensive method for classroom polling with significant appeal to millennial students. We will also discuss results of a study conducted to an array of different math classes, where student perception of using cell phone clickers was measured, and compare these results to those of a similar study using traditional clickers. We will also provide a live demonstration how a cell phone clicker session can be carried out. The presentation will also discuss best classroom practices during a polling session, ways to overcome possible constraints as well as certain unique benefits of this methodology (as its use in conducting classroom polls in online classrooms).

10:00 – 10:45 am

Concurrent Track 14

14.1 – Room 217

On-line Courses That Really Work: Designing Engaging, Relevant, and Effective Online Courses (pr-2)

Susan Seay (University of Alabama at Birmingham): sueseay@uab.edu

Kristi Shaw-Saleh (University of Alabama at Birmingham): eslprof@uab.edu

In 1999, Donna Abernathy said, "Online learning is not the next big thing; it is the now big thing" (Donna J. Abernathy, Training + Development Magazine). Fourteen years later, university professors are still debating the merits of online learning and wondering how to make it relevant and effective. Fortunately, we've learned a lot about what makes online delivery effective for both students and instructors. Attendees will learn successful strategies/practices that will assist in making online learning a satisfying experience for instructors and students, and in doing so creates effective scholarship of teaching and learning environments. We will share what worked and what didn't as we designed online courses, and address the "why" behind our successes and failures. We will share student work and student reaction to the online format and climate we have created. Join us for a lively discussion of online course delivery that really works!

14.2 – Room 115

Engaging Students as Partners in Teaching, Learning, and SoTL (pr-2)

Peter Felten (Elon University): pfelten@elon.edu

Taylor Binnix (Elon University): tbinnix@elon.edu

Faculty and institutions encourage students to become engaged, independent learners in diverse ways, from disciplinary seminars and undergraduate research projects to writing-intensive courses and community-based learning. What can happen when we go further in prompting students to be reflective learners by inviting them to join us in pedagogical planning and in inquiry into teaching and learning? This

interactive session will explore practical and theoretical questions about student-faculty partnerships in teaching, learning, and the Scholarship of Teaching and Learning. The session will be co-facilitated by an undergraduate student and a faculty member, drawing on several years of research and practice at our university and on the broader literature on this topic. We will consider possible benefits of and barriers to student-faculty collaboration, and we will invite participants to reflect on how and why they might partner with students to meet their teaching and SoTL goals.

14.3 – Room 218

Creating Online Learning Communities that Engage Students and Inform Instructional Decisions (panel)

Victoria Anyikwa (Saint Leo University): victoria.anyikwa@saintleo.edu

Nancy Ryan (Saint Leo University): nancy.ryan@saintleo.edu

Patricia Tobian (Saint Leo University): patricia.tobin@saintleo.edu

Carol Todd (Saint Leo University): carol.todd@saintleo.edu

Nancy Wood (Saint Leo University): nancy.wood@saintleo.edu

How do professors sculpt integrated and engaging online courses that meet the academic and social needs of students within today's virtual classrooms? Join a panel of professors from a range of disciplines (human services, social work and education) who are moving from face-to-face teaching to interacting with students within online classrooms. Presenters will discuss their experiences, while sharing findings from ongoing research. This scholarly inquiry focuses on: 1) what it means to be a viable learning community within an online classroom; 2) pedagogies that build community and enhance student engagement within the online context; 3) using online conferencing tools to increase interaction and collaboration; and 4) identifying best practices associated with using student interactions to inform instructional decisions within the online classroom. Panel members will present current research findings and will invite attendees to discuss their own experiences in small groups and dialogue with panel members throughout the session.

14.4 – Room 1220

Enhancing Teaching and Learning: Utilizing Module Evaluations (pr-1)

Lorraine Gilpin (Georgia Southern University): lsgilpin@georgiasouthern.edu

This session asserts that module evaluations hold greater potential for evaluation and redesign of courses to improve teaching and learning, than end of semester student rating of instruction. Written responses from the end of semester rating of instruction were not found to provide meaningful information for improving courses, but, instead, offered summative judgments regarding satisfaction or dissatisfaction with aspects of a course/instructor/instruction or the course/instructor/instruction overall. However, formative evaluations, at the end of each module of instruction, yielded a higher completion rate, more specific comments on activities, and greater details overall than the written comments on the end of semester student ratings of instruction. The goal of the session is to highlight the usefulness of module evaluations in course revision for the improvement of teaching and learning. Module evaluation prompts, sample responses, activity chart, and examples of how information from the module evaluations were utilized in course revision will be shared.

11:00 – 11:45 am

Concurrent Track 15

15.1 – Room 1220

Student Academic Motivations in a Graduate Nursing Program (pr-1)

Deborah Allen (Georgia Southern University): debbieallen@georgiasouthern.edu

Diana Sturges (Georgia Southern University): dsturges@georgiasouthern.edu

Trent Maurer (Georgia Southern University): tmaurer@georgiasouthern.edu

Delena Bell Gatch (Georgia Southern University): dbgatch@georgiasouthern.edu

Padmini Shankar (Georgia Southern University): pshankar@georgiasouthern.edu

Results of semester one of a longitudinal six-semester study investigating student intrinsic and extrinsic motivations for taking classes in the Master of Science in Nursing (MSN) Family Nurse Practitioner Program will be discussed. The study evaluates student academic motivation as they progress in the program to better understand motivations influencing academic behaviors and course performance, and

whether these change in subsequent semesters. Previous studies indicate motivation is linked to student success; however, few followed students through their entire program. Session objectives are to synthesize similar studies on the topic, present results of the current study, and discuss the implications for faculty teaching in the program. Attendees can expect to learn about self-determination theory, ways to operationalize the Academic Motivation Scale in graduate education, and the relationship between graduate student motivation and academic behaviors and performance. The feasibility and implications of extending this model to other disciplines will also be discussed.

15.2 – Room 218

Preservice Teachers Use of Photography to Develop Cultural Consciousness (pr-2)

Grace McDaniel (Otterbein University): gmcdaniel@otterbein.edu

Developing the cultural consciousness or knowledge of preservice teachers is critical to addressing the increasing demands on teachers to address the cultural and academic needs of an increasingly diverse student population. Through photography, as a basis for inquiry, preservice teachers explore the impact various cultural groups have on a metropolitan city. This inquiry project addresses the cultural mismatch that exists between the cultural backgrounds of these preservice teachers and the cultural groups they explore. This presentation will actively engage participants in a review of how to incorporate photography as an inquiry project that enhances the cultural competence and understandings of diverse cultural groups in their courses or professional development workshops. Participants will have an opportunity to review examples of student work and dialogue in small groups about the impact of using photography as a method for research and inquiry.

15.3 – Room 115

Reclaiming Our Teaching and Learning Roots (panel)

Dianna Gray (University of Northern Colorado): dianna.gray@unco.edu

Deborah Romero (University of Northern Colorado): deborah.romero@unco.edu

Robert Reinsvold (University of Northern Colorado): robert.reinsvold@unco.edu

We will discuss successes and challenges of re-establishing a culture of SoTL across campus by sharing what we learned at our university and encouraging our audience to share their own insights. Our approach is driven by bottom-up efforts initially generated by a few faculty but quickly spreading among our colleagues. While consistent with top-down institutional goals, we found relevance of SoTL is still questioned by some faculty and administrators. This is changing as we emphasize the connections between teaching, research, and practice. A series of faculty forums have brought faculty together to explore the theoretical, practical, and scholarly issues around SoTL such as IRB procedures, ethics, design of educational research projects, and successful publication of results. Recently with support from provost, we formalized a Faculty Fellows model to expand the leadership in our SoTL efforts. Also, we now showcase best practices in teaching and learning in a campus wide symposium.

15.4 – Room 217

The Fourth Leg: Shifting Faculty Focus to Student Engagement (pr-2)

Stella Smith (Georgia Gwinnett College): ssmith2@ggc.edu

Nannette Napier (Georgia Gwinnett College): nnapier@ggc.edu

Georgia Gwinnett College (GGC) has made student engagement and mentoring a hallmark of the institution. Acknowledging the crucial role professors can play as mentors, the college has explicitly redefined the traditional faculty role of scholarship, teaching, and service to include a fourth area: student engagement. This innovative policy is aimed at increasing retention, progression, and graduation (RPG) and has the potential to transform the way that faculty think about their roles and relationship to students. Presenters will share specific strategies learned at GGC in making this shift toward student engagement. They will identify specific programs, events, and activities for faculty development and lead participants through a process to formulate programs for faculty development focusing on mentoring skills.

12:00 pm - 1:45 pm

Luncheon & Keynote Address 3: Brian Coppola

end of conference