Lilly Conference

COLLEGE AND UNIVERSITY TEACHING AND LEARNING

AUSTIN TEXAS
JANUARY 2-5, 2014

Conference Program and Workbook

Welcome - we're glad you're here!

Welcome to the Lilly Conference on College and University Teaching and Learning in Austin Texas. The theme of this conference is Evidenced-Based Teaching and Learning.

The Lilly Conference Series began 33 years ago from a small three-year grant. The funding ended, but the tradition continued. There have been in excess of 100 Lilly Conferences in this series. Over the past 30 years, the Lilly Conference on College and University Teaching and Learning has been a self-supported conference series. Presently the series consists of two international conferences (Oxford, OH and Bethesda, MD), three national conferences (Traverse City, MI; Austin, TX; and Newport Beach, CA), an institute on Faculty Learning Communities, and three journals.

We are fortunate at this conference to have four nationally renowned plenary presenters, each of whom have presented extensively in the area of teaching and learning. Our featured speakers have sterling reputations and offer a wealth of knowledge and experience. All session facilitators are experienced faculty members and together possess extensive pedagogical experience. Presenters of concurrent sessions, round table sessions, and the poster session were all vetted through a blind peer review process.

You may have noticed that we do not list titles on our participant name badges. While we recognize the hard work and dedication required for advanced degrees, administrative appointments, and endowed chairs, it is important to us that participants interact on an equal basis, recognizing everyone offers opportunities to network and collaborate. As you interact with participants, we hope that you will continue the dialogue over lunch, during a walk, and after the conference. You do have at least one thing in common with everyone at this event: The desire to work within a community of like-minded people to learn new ways to help your students to learn and to grow. This is the heart of the Spirit of Lilly!

Beyond learning new information in conference sessions, we hope you will take this opportunity to think seriously about your approach to teaching and learning. The conference program includes a workbook designed to facilitate reflection and organization of content you are gaining during the conference. We encourage you to take time throughout the conference to complete the assignments outlined in the workbook.

It is my hope that you find the conference rewarding and that you get an extra boost of enthusiasm toward teaching that lasts long after you return to your campus.

Welcome, and please let me know if there is anything I might be able to do to make your conference experience even better!

Sincerely,

Todd Zakrajsek, Ph.D.
Conference Director

Acknowledgments

Thank you to our presenters and participants who have made the commitment to come together here in Austin for this conference. We appreciate that you have many obligations both professional and personal, and your presence here demonstrates your commitment to your work and the outcome of student learning. By arranging to attend the conference you also show that you value the opportunity to come together to think about, talk about, and apply new ways of approaching teaching and learning. This conference is designed to help foster opportunities for sharing, reflecting, and collaborating among a variety of educators. Over the next days it is our hope that a sense of community will grow and that you will find many ways to improve your own teaching. We also hope you will leave this gathering with an understanding of how many faculty and institutions like you, are committed to teaching and learning.

We also appreciate our Cosponsoring Institutions. Early in the planning stages, cosponsors pledge to bring a minimum of five participants to the conference as well as to assist with program development and selection of speakers.

2014 Cosponsors: Harrisburg Area Community College, IDEA Center, Jossey Bass, Palo Alto College, Stylus Publishing, The University of Texas at Austin, and University of the Incarnate Word.

Reviewers

We wish to take this opportunity to recognize our proposal reviewers. The following individuals took time out of their very busy schedules and were willing to help us make very difficult programming decisions.

2014 Reviewers: Pamela Barnett (Temple University), David Brobeck (Walsh University), Laurie Burgess (Cornerstone University), Summer Burke (University Nevada Las Vegas), Milt Cox (Miami University), Sarah DeHaas (Juniata College), Marcia Dixson (Indiana University-Purdue University, Fort Wayne), Bonnie Farley-Lucas (Southern Connecticut State University), S. Pixy Ferris (William Paterson University), Lou Foltz (Warner Pacific College), Heather Haverback (The Catholic University of America), Nicholas Holton (Kirtland Community College), Elene Kent (Capital University), Lunden MacDonald (Metropolitan State University of Denver), Carl Moore (Temple University), Mildred Pearson (Eastern Illinois University), Chris Penna (University of Delaware), Tracey Price (Lansing Community College), Gail Rice (Loma Linda University), Tamara Rosier (Cornerstone University), Jeff Straw (Northwestern Michigan College), Jeff Thomas (University of Southern Indiana), Jim Therrell (Central Michigan University), Olga Vilceanu (Rowan University), John Vinton (Baker College), Gregg Wentzell (Miami University), Keith Whittington (Rochester Institute of Technology) and Jan Worth-Nelson (University of Michigan, Flint).

Special Thanks

Our gratitude goes out to Milt Cox and Laurie Richlin. Laurie founded the regional Lilly Conferences on College and University Teaching, which have each grown into national conferences, and we thank her for planting those seeds from which so many have benefited. Milt Cox founded the original Lilly Conference on College Teaching over 30 years ago. He recognized the importance of bringing together individuals from a variety of disciplines to discuss issues that face us all, and did this before the concept of a conference centered on teaching and learning was common. He has done so much for so many, and been an exceptional friend to all who care about student learning and faculty development.

Conference Information

Name Badges

Networking is one of the most valued aspects of this conference. Please wear your name badge at all times during the conference, as it will help others to learn your name and facilitate the feeling of a community. It will also be necessary for entrance to sessions and access to food. Please note that it is the tradition of Lilly Conferences to NOT include titles or contributions on name badges, such as "Dr." or "Presenter." We certainly understand you have all worked very hard to achieve your titles and also worked diligently to prepare the materials for your presentation. That said, it is our belief that the absence of the titles for this conference helps to facilitate building community.

Book Raffle

Through kind donations from Stylus Publishing and Jossey-Bass Publishing, we have approximately $500 in value of books to give away to conference participants this year. You received book raffle tickets with your conference registration materials. Tear each ticket along the perforated edged, place half the ticket in the envelopes next to the books you most desire to win and keep the other half with you as it will be necessary to claim the book. The drawing will be held during lunch on Saturday. Although you do not need to be present to win, you must pick up the book by Saturday at 4:00 pm in the registration desk area. Book winners will be posted at the registration desk by ticket number. Unclaimed books will be given away during the Sunday morning plenary.

Session Handouts

In an attempt to avoid waste and evolve into a "greener" conference we have suggested, we have suggested that each presenter bring 10 copies of their session handout. If you are in a session and the presenter runs out of handouts, simply ask the person to send a handout to you. If you are presenting and have extra handouts, please take them to the registration area. We will have a table for participants to pick up extra handouts from sessions they were not able to attend. We will link handouts to presentation abstracts for electronic access by participants. Please check with the presenter to see if the handouts are available online before requesting additional paper handouts.

Conference Information

Length of Sessions

We have built a program with many different types and lengths of sessions. This is done to facilitate learning for individuals with vast differences in session preferences. There are one-hundred, sixty, forty and twenty-minute sessions; poster sessions; and round-table discussions. The program is difficult to structure so that these different sessions line up well, but we feel it is very much worth the effort. Please note that most sessions would be better if given more time, however the program is filled to capacity, so more time for one person means either less time for someone else or fewer presenters on the program.

Meals

We provide many opportunities for you to eat at this conference so that you may eat at your preferred time and also the amount you wish. Some rise early and always eat breakfast, whereas other will start with a cup of coffee and have a muffin a bit later; some have dessert with lunch and others prefer a snack in the afternoon. We do our best to meet everyone's needs. Your name badge is the one way we have to differentiate between who is part of the conference and who is staying at the hotel and not part of our group. To ensure only Lilly participants are partaking the provided food, we will need to see conference badges for entrance to meals and refreshment breaks.

Guest Meal Policy

If you are being accompanied by a guest who would like to join you for breakfast or lunch, please come to the Conference Registration Desk to purchase a meal ticket in advance.

Award for Outstanding Poster

This year we again present the award for Outstanding Poster. Awards will be announced at lunch on Saturday. The award includes $200 in credit toward registration at a **2014 National Lilly Conference** that may be used by each presenter (these are nontransferable) AND a $200 credit toward a 2014 National Lilly Conference registration to be given by the poster presenters to **any ONE** person who has never been to a Lilly Conference on College and University Teaching.

Copy Centers

If you need to print a file or make additional photocopies for your session, there are a few photocopy centers within a mile of the hotel. Quick Print is at 410 Congress Avenue and The UPS Store is at 500 E. 4th Street. Keep in mind that making copies at the hotel is very expensive.

2014 Plenary Presenters

Terry Doyle

Terry is an author, nationally recognized educational consultant, and Professor of Reading at Ferris State University. He served as the Senior Instructor for Faculty Development and Coordinator of the New to Ferris Faculty Transition Program for the Faculty Center for Teaching and Learning at Ferris State. Terry has presented over seventy workshops on teaching and learning topics since 2000. During the past five years he has worked with faculty on ways to apply current brain research to improve teaching and students' learning.

Marilla Svinicki

Marilla is a Full Professor and the Chair of the Learning, Cognition, Instruction and Motivation area in the Educational Psychology Department, at the University of Texas at Austin. She served as the University of Texas Faculty Development Director for 30 years and received a grant from the National Science Foundation to support faculty instructional design and evaluate project effectiveness. She has served on the boards of several projects in higher education and was twice the President of the POD Network. She is a respected author and researcher in understanding student and instructor variables influencing in the design, delivery, and effectiveness of teaching and learning in multiple educational settings.

Session: Thursday, Jan. 2 at 5:30 pm

The New Science of Learning: How to Learn in Harmony with Your Brain

Almost daily neuroscience, biology, and cognitive science researchers reveal new insights about how the human brain works and learns. The value of this research is its potential to elevate the learning success of all students regardless of their learning situations. Although it is clear that these new brain research findings need to be integrated into current higher education teaching practices, it is equally as clear that students need to alter their approaches to learning. This presentation will discuss five key things students can do to significantly improve both their readiness to learn and the effectiveness of their learning and studying efforts. These are oxygen's role in brain energy, hydration of brain cells, proper diet to insure glucose availability, aerobic exercise, and proper sleep. Students that bring their learning into harmony with their brain are much more likely to enjoy academic success.

Session: Friday, Jan. 3 at 9:00 am

Evidence-Based Teaching: Strategies for Motivating and Helping Students to Learn

It is a fairly common situation that the practices we use in teaching come not from the literature on learning and motivation but on what we experienced as students. There has been a lot of progress on finding good practices through research in educational psychology for the last 25 years and it seems reasonable to put that research to use. The focus on this session will be on a small number of evidence-based practices for supporting student learning and motivation that can be incorporated into classes without major overhauls of the curriculum. In addition to learning about the research and the theories on which it is based, you should come away from the session with at least four good ideas, two to help students learn and two to make them want to learn as well.

Also Appearing In:

Putting the Research on Learning into Practice
Saturday at 2:50pm in Hill Country A

2014 Plenary Presenters

Milt Cox

Milt Cox is Associate Director of the Center for the Enhancement of Learning, Teaching, and University Assessment at Miami University, Ohio, where he founded and directs the annual Lilly Conference on College Teaching. He is also the founder and Editor-in-Chief of the Journal on Excellence in College Teaching and the Learning Communities Journal and is co-editor of the book, Building Faculty Learning Communities.

Session: Friday, Jan. 3 at 1:00 pm

Why Students Behave the Way They Do: An Instructor's Guide to Cognitive Development

Are you curious about why most of your students prefer that you lecture rather than engage them in active, inquiry-based learning? Is it because they are slackers? Do you wonder why some students are eager to work in small groups and others are not? And why do some students not understand evidenced-based approaches in a course? Many of these behaviors are explained when framed in the cognitive development structures of Perry or Belenky and colleagues. In this session we will discuss approaches that you might engage to nudge students along developmental paths that may lead to their understanding and practice of critical thinking and a commitment to lifelong learning.

Also Appearing In:

Employing What We Have Learned From the Faculty Learning Community Movement to Build and Sustain Effective FLCs Today

Saturday at 11:15am in Big Bend C

Barbara Millis

Barbara has extensive experience in advancing teaching and Learning: University of Maryland-University College, US Air Force Academy, University of Nevada Reno, and University of Texas San Antonio. She has been responsible for TA training, mentoring graduate Teaching Fellows, workshops, and supporting projects such as a Quality Enhancement Plan (QEP) on quantitative literacy and Leadership. Barbara frequently delivers keynote addresses at professional conferences, has facilitated workshops at over 300 colleges and universities, publishes articles on a variety of faculty development topics, and has written four books. While at the U.S. Air Force Academy, Barbara won both a teaching award and a research award and became a visiting teaching fellow at Victoria University, Wellington, New Zealand.

Session: Saturday, Jan. 4 at 4:15 pm

Using Cooperative Activities to Foster Deeper Learning

Deep learning emerges from the careful sequencing of assignments and activities "orchestrated" by a teacher committed to student learning. The research on deep learning has been ongoing, systematic, and convergent. It involves motivating students to acquire a solid knowledge base through active, interactive learning. This interactive keynote will help teachers understand how to sequence structured assignments and activities to foster research-based deep learning approaches. Students complete relevant assignments outside of class—for which they are accountable—that help them learn new knowledge by connecting it to what they already know. Because students come to class prepared, class time can be spent productively by having students in pairs or small groups compare their out-of-class products to foster critical thinking and constructive feedback. This model—called by Eric Mazur the "flipped classroom"—works well for hybrid courses.

2014 Plenary Presenters

Todd Zakrajsek

Todd is an Associate Professor in the Department of Family Medicine and Executive Director of the Academy of Educators at UNC Chapel Hill. Todd served as a tenured associate professor of psychology at Southern Oregon University before directing three teaching centers over the past 15 years. Todd currently serves in leadership roles for several educational efforts, including board membership at Lenovo Computer and Microsoft. He has published and presented widely on the topic of effective teaching and on student learning.

Pre-Conference Workshop Session: Thursday, Jan. 2 at 2:00 pm

Active and Engaged Learning: Strategies that Can be Implemented in Any Course

This 3-hour workshop is designed for anyone who would like to develop new teaching strategies to engage learners. Motivating students to learn is actually much easier than most realize. Humans are naturally motivated to learn, so that part is easy. The only challenge is motivating them to learn what we have outlined as the objectives in our courses. Ok, so that can be a bit difficult, but there are strategies that have shown good success. This workshop is based on the latest evidence related to student learning and will have specific emphasis on brain-based learning. Fear not, this is NOT going to be a lecture on active and engaged learning. We will participate in a variety of activities and then dissect why the activities work and how they can be adapted to any course. I have designed this workshop based on workshops given in 42 states and 6 countries over the past several years. Although primarily designed for faculty in their first 5 years of teaching, faculty at any level will find both helpful suggestions and enhanced understanding related to active and engaged learning in the classroom.

Closing Plenary Session: Sunday, Jan. 5 at 9:00 am

Aligning Effective Teaching with Best Practices on How Students Learn: Evidence and Strategies

Many educators continue to struggle with how best to proceed from delivering lectures to creating truly effective learning environments. In addition, students struggle to understand the best way to learn in our classrooms. In this session, through active learning, we will discover how effective evidence-based teaching practices can be aligned with effective evidence-based learning strategies to create classrooms where students enthusiastically participate, are interested in course content, and effectively contribute to their own learning.

Lilly Conference
COLLEGE AND UNIVERSITY TEACHING AND LEARNING

CONFERENCE SCHEDULE

AUSTIN 2014

Agenda Overview

Thursday

1:30 p - 6:30 p	Registration Open
2:00 p - 5:00 p	Pre-conference workshop *(Hill Country C)*
5:30 p - 6:30 p	Plenary Presentation *(Hill Country C)*

Friday

8:00 a - 5:30 p	Registration Open
7:45 a - 8:30 a	**Breakfast** *(Hill Country C)*
8:30 a - 8:50 a	Discussion Groups *(Hill Country C)*
9:00 a - 10:00 a	Plenary Presentation *(Hill Country C)*
10:20 a - 11:00 a	Concurrent Sessions
11:15 a - 12:15 p	Concurrent Sessions
12:15 p - 1:00 p	**Lunch** *(Hill Country C)*
1:00 p - 2:15 p	Plenary Presentation *(Hill Country C)*
2:30 p - 3:30 p	Concurrent Sessions
4:00 p - 4:40 p	Concurrent Sessions
5:00 p - 6:00 p	Poster Session Reception *(Foothills II)*

Saturday

8:00 a - 5:30 p	Registration Open
7:45 a - 8:30 a	**Breakfast** *(Hill Country C)*
8:30 a - 8:50 a	Round Table Sessions *(Hill Country C)*
9:00 a -10:00 a	Concurrent Sessions
10:20 a -11:00 a	Concurrent Sessions
11:15 a -12:15 p	Concurrent Sessions
12:15 p - 1:15 p	**Lunch** *(Hill Country C)*
1:30 p - 2:30 p	Concurrent Sessions
2:50 p - 3:50 p	Concurrent Sessions
4:00 p - 5:15 p	Plenary Presentation *(Hill Country A)*

Sunday

8:00 a - 9:00 a	**Breakfast** *(Hill Country A)*
9:00 a - 11:00 a	Plenary Presentation (Hill Country A)

Lilly Conference on Teaching and Learning

Daily Conference Schedule | Thursday, Jan 2, 2014

Time	
1:00 p - 6:30 p	**REGISTRATION OPEN**
2:00 p - 5:00 p	**Pre-conference workshop:** Todd Zakrajsek - Active and Engaged Learning: Strategies that Can be Implemented in Any Course - *Hill Country C*
5:30 p - 6:30 p	**P1 Plenary Presentation:** Terry Doyle – The New Science of Learning: How to Learn in Harmony with Your Brain - *Hill Country C*

Daily Conference Schedule | Friday, Jan 3, 2014

Time		
7:45 a - 8:30 a	**BREAKFAST - *HILL COUNTRY C***	
8:00 a - 5:30 p	**REGISTRATION OPEN**	
8:30 a - 8:50 a	**Discussion Groups:** - *Hill Country C* (See title list on page 16)	
9:00 a - 10:00 a	**P2 Plenary Presentation:** Marilla Svinicki - Evidence-Based Teaching: Strategies for Motivating and Helping Students to Learn - *Hill Country C*	

ROOMS	Hill Country A	Hill Country B	Big Bend A	Big Bend C
10:20 a - 11:00a	Making Content Global, Practical, and Personal - *Eddie Case*	How Two Heads are Better than One: An In-Depth Consideration of Interdisciplinary Collaborative Teaching - *Laurie Grupp*	Assessing Online Homework in Calculus and Mathematics for Liberal Arts 10:20-10:40 -*Jason Callahan & Carol Gee* Factors Impacting the Learning Styles of Undergraduate Students 10:45-11:05 -*Solomon Nfor, et al.*	Getting Students to Talk: Methods for Improving Student Engagement in Classroom Discussion - *Clark Harris*

11:00a-11:15a	**BREAK (15 minutes)**		
11:15a - 12:15p	Integrating Industry Experts to Increase Student Learning - *Daphene Koch*	Internationalization: Strategies for the Classroom - *Alba De Leon*	Sharing Best Practices for E-learning through a Web-Based Wiki Repository 11:15-11:35 - *Marc Resnick* An Ecological Approach to a University Course: Developing Sustained Service-Learning... 11:45-12:05 -*Sharon Shields & Carol Nixon*

Lilly Conference on Teaching and Learning

12:15 p -1:00 p — **LUNCH - *HILL COUNTRY C***

1:00 p – 2:15 p — **P3 Plenary Presentation:** Milt Cox – Why Students Behave the Way They Do: An Instructor's Guide to Cognitive Development - *Hill Country C*

ROOMS	Hill Country A	Hill Country B	Big Bend A	Big Bend C
2:30 – 3:30 p	Exploring Critical Reflection through Service-Learning and Digital Storytelling *- Kisha Daniels*	Focused Learning in an Unfocused World *- James Therrell*	Applying Metalearning: Using Master Metaphors to Teach Transfer *- Stephen Carroll*	The Evidence Behind the 7 Principles of Good Practice in Undergraduate Education *- Adam Persky*

3:30 p - 4:00 p — **BREAK (30 minutes)**

4:00 p – 4:40 p	Project-Based Learning as the Delivery Model in Teacher Education *- Elizabeth Lasley*	Integrating Problem-Based Learning (PBL): Faculty Experiences on Active Learning *- Veronica Rosas-Tatum, et al.*	Designing a Critical Thinking Honors Elective *- Elizabeth Connor*

5:00 p – 600 p — **Poster Session Reception** (see list of presenters and titles on page 16) - *Foothills II*

Lilly Conference on Teaching and Learning

Daily Conference Schedule | Saturday, Jan 4, 2014

Time				
7:45 a - 8:30 a	**BREAKFAST - *HILL COUNTRY C***			
8:00 a - 5:30 p	**REGISTRATION OPEN**			
8:30 a - 8:50 a	**Round Table Sessions:** - L. Cleeton; D. Donohue-Bergeler, et al; V. Gregg; and A. Hedge & J. Melowski - *Hill Country C* (See title list on page 16)			
ROOMS	Hill Country A	Hill Country B	Big Bend A	Big Bend C
9:00 a – 10:00 a	Steps to Service-Learning Sustainability - *Brooke Flinders, et al.*	Engaging Students with Video Scribing: Academic Entertainment or Animated Education? - *Christol Williams*	The Blended Education Innovation Institute - *Len Bogner*	Contemplation in the College Classroom: A Pedagogy of Mindfulness - *Pat MacEnulty, et al.*
10:00 a - 10:20 a	**BREAK (20 minutes)**			
10:20 a - 11:00 a	Efficacy of Group Projects from the Undergraduate Student Perspective - *Archana Hegde & Brittany Sullivan*	Infusing Technology in the Classroom: Creating Opportunities for Multiple Voices - *Jeff Angera*	Reimagining the Common Final in First-Year Composition Courses - *Amanda Gradisek & Michael Wirkus* 10:20–10:40	How to Keep Your Flipping from Flopping - Adventures from Teaching to Learning - *Mike Wallace*
11:00a - 11:15a	**BREAK (15 minutes)**			
11:15 a - 12:15 p	Flourishing or Floundering? Using Positive Psychology Principles to Shape New Learning Paradigms - *Corrie Harris*	Getting Hooked on Team-Based Learning - *Josh Walker & Anne Braseby*	From the Cyber Trenches - Building Community While Teaching Online - *Leslie Owen Wilson*	Employing What We Have Learned from the Faculty Learning Community Movement to Build and Sustain Effective FLCs Today - *Milt Cox*

Lilly Conference on Teaching and Learning

12:15 p-1:15 p

LUNCH - *HILL COUNTRY C*

ROOMS	Hill Country A	Big Bend A	Big Bend C
1:30 p - 2:30 p	MetaLearning: Building Effective Self-Directed Learners *- Stephen Carroll*	Learning Portfolios and Critical Reflection for Deep Learning *- John Zubizarreta*	Successful Short Collaborative Activities for the Classroom *- Sandra McCurdy*

2:30 p - 2:50 p **BREAK (20 minutes)**

| **2:50 p - 3:50 p** | Putting the Research on Learning into Practice

- Terry Doyle | Forward Thinking, Backward Design: Creating a Course Plan

- Sara Ombres | Inquiring Minds as the Engine of Academic Excellence

- Marilyn Levine |

3:50 p - 4:00 p **BREAK (10 minutes)**

4:00 p – 5:15 p **P4 Plenary Presentation:** Barbara Millis – Using Cooperative Activities to Foster Deeper Learning - *Hill Country A*

8:00 a - 9:00 a **BREAKFAST - *HILL COUNTRY A***

9:00 a - 11:00 a **P5 Plenary Presentation:** Todd Zakrajsek -Aligning Effective Teaching with Best Practices on How Students Learn: Evidence and Strategies - *Hill Country A*

Friday Morning Discussion Groups

a	Using Social Media in the Classroom
b	Teaching well WITHOUT Technology in the Classroom
c	Cooperative Learning Applications
d	Blended Learning
e	STEM

Friday Evening Poster Session

a	Service-Learning & Reflection through Social Media - **M. Sass**
b	Yes! Students Can Teach Themselves in 10 Days or Less! - **K. Stewart, C. Snead-Greene, M. DeWitt**
c	Experiencing Community Resources for Future Reference - **D. Kuster**
d	Flipped Out! Challenging Traditional Learning Space - **K. Hurley**
e	Getting Our Students to Think Outside the Box - **M. Lazo**
f	Developing a Faculty Learning Community for Adjunct Professors - **N. Bond**
g	Competency-Based Teaching and Learning - **V. Gregg**

Saturday Morning Round Tables

a	Need and Development of Online Teaching Modules on Guiding... - **A. Hedge, J. Melowski**
b	Stress Models, Cognitive Style, and Graduate Teacher Preparation - **L. Cleeton**
c	A Deeper Delve into the Experience of Foreign Language Graduate Student Instructors... - **D. Donohue-Bergeler, et al.**
d	Nonverbal Behaviors that Reflect Positive Communication - **V. Gregg**

Conference Schedule

Conference Map of the Hyatt

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Lilly Conference

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CONFERENCE
ABSTRACTS

Thursday's Session Abstracts

2:00pm - 5:00pm **Pre-Conference Workshop: Active and Engaged Learning: Strategies that Can be Implemented in Any Course**

Todd Zakrajsek - *University of North Carolina Chapel Hill*

This 3-hour workshop is designed for anyone who would like to develop new teaching strategies to engage learners. Motivating students to learn is actually much easier than most realize. Humans are naturally motivated to learn, so that part is easy. The only challenge is motivating them to learn what we have outlined as the objectives in our courses. Ok, so that can be a bit difficult, but there are strategies that have shown good success. This workshop is based on the latest evidence related to student learning and will have specific emphasis on brain-based learning. Fear not, this is NOT going to be a lecture on active and engaged learning. We will participate in a variety of activities and then dissect why the activities work and how they can be adapted to any course. I have designed this workshop based on workshops given in 42 states and 6 countries over the past several years. Although primarily designed for faculty in their first 5 years of teaching, faculty at any level will find both helpful suggestions and enhanced understanding related to active and engaged learning in the classroom.

Venue: Hill Country C

5:30pm - 6:30pm **Plenary Presentation: The New Science of Learning: How to Learn in Harmony with Your Brain**

Terry Doyle - *Ferris State University*

Almost daily neuroscience, biology, and cognitive science researchers reveal new insights about how the human brain works and learns. The value of this research is its potential to elevate the learning success of all students regardless of their learning situations. Although it is clear that these new brain research findings need to be integrated into current higher education teaching practices it is equally as clear that students need to alter their approaches to learning. This presentation will discuss five key things students can do to significantly improve both their readiness to learn and the effectiveness of their learning and studying efforts. These are oxygen's role in brain energy, hydration of brain cells, proper diet to insure glucose availability, aerobic exercise and proper sleep. Students that bring their learning into harmony with their brain are much more likely to enjoy academic success.

Venue: Country Hill C

Friday's Session Abstracts

9:00am - 10:00am **<u>Plenary Presentation:</u> Evidence-Based Teaching: Strategies for Motivating and Helping Students to Learn**

Marilla Svinicki - *University of Texas Austin*

It is a fairly common situation that the practices we use in teaching come not from the literature on learning and motivation but on what we experienced as students. There has been a lot of progress on finding good practices through research in educational psychology for the last 25 years and it seems reasonable to put that research to use. The focus of this session will be on a small number of evidence-based practices for supporting student learning and motivation that can be incorporated into classes without major overhauls of the curriculum. In addition to learning about the research and the theories on which it is based, you should come away from the session with at least four good ideas, 2 to help students learn and 2 to make them want to learn as well.

Venue: Hill Country C

10:20am-11:00am **Making Content Global, Practical, and Personal**

Eddie Case - *Wingate University*

What do you do when you are faced with a room full of students who are taking your course to meet university requirements, who are not interested in the content, and who would honestly rather be somewhere else? One option is to suffer through, trying not to be as miserable as the students. A better option is to involve them in the planning and development of the course, helping them to connect the content to the "real world" and their own lives. This session will focus on the second option using an introductory Earth Science course as an example.

Objectives:
- Consider strategies for engaging students in course content and design.
- Discuss assessment strategies for project-based courses.
- Identify content suitable for this model of instruction.

Venue: Hill Country A

10:20am-11:00am **How Two Heads are Better than One: An In-Depth Consideration of Interdisciplinary Collaborative Teaching**

Laurie Grupp - *Providence College*

A great deal of work is involved in developing an interdisciplinary course. Introduce a teaching partner from a discipline other than your own and the task becomes much more complex (yet much more interesting and potentially rewarding). At Providence College, a recent change to the core curriculum has yielded a significant number of interdisciplinary collaboratively taught courses. How do pairs of faculty identify a theme and begin planning a new interdisciplinary course? How do they adapt to different teaching styles and disciplinary approaches? What is the student experience in these courses? Join us as we consider these and other questions.

Abstracts

Objectives:
- Develop an understanding of the integration of interdisciplinary courses into the core curriculum.
- Explore the nature of interdisciplinary teaching and learning.
- Reflect on the role of collaboration in interdisciplinary course design and delivery.
- Consider the factors that impact "success" for faculty and students in interdisciplinary collaboratively taught courses.

Venue: Hill Country B

10:20am-12:15pm **Getting Students to Talk: Methods for Improving Student Engagement in Classroom Discussion**

Clark Harris - *Mott Community College*

Be prepared to learn! Be prepared to get involved! Participants will leave the session with several strategies to enhance discussion in their instruction. The presenter will model good discussion strategies and participants will be actively involved in this session. We will discuss how students' discussion in class will keep them actively engaged in the lesson, increase their preparation prior to class, and contribute to their academic success.

Objectives:
- Explain three ways to set the tone in class to encourage participation in discussion.
- Develop a set of class discussion guidelines, working with their students.
- Explain four benefits of having quality classroom discussion.
- Demonstrate three strategies to improve discussion and improve classroom engagement.
- Create a plan on how to incorporate ideas for classroom discussion into their instruction.

Venue: Big Bend C

10:20am-10:40am **Assessing Online Homework in Calculus and Mathematics for Liberal Arts**

Jason Callahan and Carol Gee - *St. Edward's University*

Over the last three years, our department has implemented online homework in every course that satisfies our university's general education requirement in mathematics, thus affecting every student. In this session, we give an overview of this project with a focus on our implementation of online homework in Calculus and Mathematics for Liberal Arts. We present data to assess the effects of online homework on student learning and the administration of these courses, and invite discussion of online homework in other disciplines and common challenges faced.

Objectives:
- Learn reasons why online homework might be implemented.
- Learn benefits and features of various online homework platforms.
- Learn drawbacks and challenges of implementing online homework.
- Learn effects of online homework on student learning and success.
- Learn effects of online homework on course administration and coordination.

Venue: Big Bend A

10:45am-11:05am **Factors Impacting the Learning Styles of Undergraduate Students**

Solomon Nfor, Abisola Santos, Howard Marquise, and Maria Marquise -
University of the Incarnate Word

The impact of the strength of learning style preferences on students' performance needs to be analyzed (Kinshuk, Liu & Graf, 2009). The problem is that no two students are alike (Felder & Brent, 2005). This paper addresses some concerns for quality in the scholarship and practice of educating undergraduate students. Instructors should consider the learning styles of their students when designing their curriculum. Convenience sampling (n=916) was conducted using the Soloman and Felder Index of Learning Styles questionnaire (Felder et al). Data collected will offer direction to instructors on their pedagogical techniques and instructional design (Felder & Spurlin, et al).

Objectives:
- Understand how students' ethnicity impacts their learning styles.
- Understand how students' learning style impacts their choice of discipline.
- Understand how gender influences learning style, and d) how age affects learning style.

Venue: Big Bend A

11:15am-12:15pm **Integrating Industry Experts to Increase Student Learning**

Daphene Koch - *Purdue University*

Industry professionals are many times interested in how to motivate students to be successful. Experts in the industry also have knowledge of the current trends. One instructor has developed programs to integrate industry into everything from resume review to networking skills to high end technical skills. It can be a challenge to continually motivate students but research shows that hands-on, real world activities increase students' self-efficacy and motivation. This session will identify, demonstrate, and discuss proven activities to integrate industry in any area of study.

Objectives:
- Identify samples of industry experts and related course outcomes.
- Demonstrate real world, hands-on examples of activities to integrate industry.
- Discuss with the attendees options for connecting to appropriate industry.
- Present research data related to student learning.

Venue: Hill Country A

11:15am-12:15pm **Internationalization: Strategies for the Classroom**

Alba De Leon - *Palo Alto College*

In this interactive session, participants will have an opportunity to examine and discuss how to develop courses with international content. Information about online resources that are readily available will be presented before we examine and discuss four levels that faculty tend to use to internationalize courses.

Objectives:
- Identify 2-3 reliable online resources that can be used to internationalize a course.
- Define the four levels of course internationalization often used by faculty.
- Have an opportunity to explain how they could include international content into a course they currently teach.

Venue: Hill Country B

Abstracts

11:15am-11:35am **Sharing Best Practices for E-learning through a Web-Based Wiki Repository**

Marc Resnick - *Bentley University*

This project investigated the potential to collect, structure, and organize the best practices being used across campus for its online learning platform in an informal and collaborative way. The result is a wiki where faculty can browse through e-learning practices for ideas or to search for a solution to a specific problem. The wiki encourages casual sharing and assistance between faculty in low formality, low visibility manner. There is evidence that the wiki is a good platform for viewing best practices, but less reliable evidence that it will attract a high volume of activity creating and enhancing the wiki content.

Objectives:
- Learn how to leverage educational technology for collaboration among instructors.
- Learn how to manage the use of wikis and other crowdsourced information tools.
- Learn the obstacles to e-learning tools and how to overcome them.

Venue: Big Bend A

11:45am-12:05pm **An Ecological Approach to a University Course: Developing Sustained Service-Learning Initiatives Impacting the University and Community**

Sharon Shields and Carol Nixon - *Vanderbilt University*

This presentation discusses the philosophical and theoretical orientations that guide our teaching, service, and scholarship. It will be demonstrated how a university undergraduate course that utilizes service-learning has leveraged theory to build university-community collaboration. Using illustrative examples of several service-learning projects, we show how an ecological systems orientation has enhanced the course, increased student engagement in learning, supported a systemic approach to university collaboration in schools and communities, and facilitated strategic, mutual, and sustained partnerships. We conclude by highlighting the implications of an ecological approach to university-community collaboration, including enhanced student learning, organizational capacity building, and implementation of evidence-based practices.

Objectives:
- Demonstrate the theoretical and scholarship based implications of an ecological approach to teaching a university undergraduate course.
- Describe the evolution of a university course that engages community partnerships over time and the positive impact it has on the quality of both faculty teaching and student-learning.
- Discuss how an ecologically driven approach to developing service-learning initiatives has facilitated considerable organizational learning and capacity building for schools, community organizations, and the university.
- Provide discussion of the implications for such an approach to university teaching with special focus on reciprocity of relationship between the needs related to student learning outcomes and community needs and expectations.

Venue: Big Bend A

1:00pm - 2:15pm

Plenary Presentation: Why Students Behave the Way They Do: An Instructor's Guide to Cognitive Development

Milt Cox - *Miami University*

Are you curious about why most of your students prefer that you lecture rather than engage them in active, inquiry-based learning? Is it because they are slackers? Do you wonder why some students are eager to work in small groups and others are not? And why do some students not understand evidenced-based approaches in a course? Many of these behaviors are explained when framed in the cognitive development structures of Perry or Belenky and colleagues. In this session we will discuss approaches that you might engage to nudge students along developmental paths that may lead to their understanding and practice of critical thinking and a commitment to lifelong learning.

Venue: Hill Country C

2:30pm - 3:30pm

Exploring Critical Reflection through Service-Learning and Digital Storytelling

Kisha Daniels - *North Carolina Central University*

In an ongoing effort to address the needs of 21st century teachers, a service-learning project was designed which coupled structured reflection and technology. This session presents the application and outcomes of a service-learning project between an urban university and an elementary school in which pre-service teachers utilized digital storytelling as a method for critical reflection and application of content methodology. The focus on the pre-service teacher's understanding of content skills, reflective inquiry and enhanced technology skills also supports the National Educational Technology Standards.

Objectives:
- Define the components of successful Service-Learning and Digital Storytelling projects (Knowledge).
- Discuss and Give Examples of how they use (or could use) the cycle of Critical Reflection in their content areas (Comprehension).
- Examine the use of Critical Reflection Journals in their content areas (Application & Synthesis).
- Create or Outline a plan to incorporate Service-Learning and/or Digital Storytelling into their content area course (Evaluation and Synthesis).

Venue: Hill Country A

2:30pm - 3:30pm

Focused Learning in an Unfocused World

James Therrell - *Central Michigan University*

Do your students act distracted? Do they truly understand, remember, and apply your course content? Evidence from "Academically Adrift" and other studies strongly indicate a learning disconnect among students. Learn about evidence-based strategies and tips about how to focus students, deepen their learning, and increase their critical thinking, both in and outside of the classroom. Including a participant brainstorm on this topic, take away resources for specific, practical, easy-to-implement ideas that impact how well (or if!) your students focus.

Venue: Hill Country B

Abstracts

2:30pm - 3:30pm

Applying Metalearning: Using Master Metaphors to Teach Transfer

Stephen Carroll - *Santa Clara University*

Transfer is the hardest part of learning and the part least practiced (in classrooms, assignments, etc.) Thus, it is the area in which most students are weakest. But when students understand the learning process they can engage in it in a conscious, reflective manner—metalearning—making them more efficient, self-directed learners. Master metaphors are a metalearning practice which help students learn to transfer. This session will explain a successful use of master metaphors and will walk participants through the process of developing, applying, and assessing a master metaphor to deploy in their own teaching practice.

Objectives:
- Understand how master metaphors work.
- Develop a master metaphor appropriate to their teaching area.
- Use that master metaphor to develop assignments and/or course activities to facilitate transfer in students.
- Develop a task or question that they can use to assess the effectiveness of their assignment or activity.

Venue: Big Bend A

2:30pm - 4:30pm

The Evidence Behind the 7 Principles of Good Practice in Undergraduate Education

Adam Persky - *University of North Carolina Chapel Hill*

Chickering and Gamson (1987) proposed the 7 principles of good practice which has guided instruction at all levels for two decades. In this session, the facilitator will summarize some of the research findings from cognitive psychology, education, and physiology that support the 7 principles. In addition, a number of easily adaptable classroom activities will be used and discussed during the session. At the conclusion of this session, attendees will have a better understanding of how students learn, determine what you can do to facilitate that learning, and identify some activities to help engage the students in the learning process.

Objectives:
- Describe some evidence supporting Chickering and Gamson's 7 principles of good practice.
- Translate the evidence of good practice into practical examples.
- Identify areas of improvement in their courses to address the 7 principles.

Venue: Big Bend C

4:00pm - 4:40pm

Project-Based Learning as the Delivery Model in Teacher Education

Elizabeth Lasley - *Sam Houston State University*

Today, conventional thinking about learning is changing dramatically, and the emphasis is shifting quickly from traditional teacher-directed sit-and-get approaches to a constructivist student-directed learning format. McKeachie and Svinicki (2006) suggest that educators need to "recognize students' need for self-determination and autonomy, and opportunities for choice and control" (p 149). The focus of this presentation is to discuss the construction and implementation of project-based learning (PBL) within a higher-education course. It will also provide research results examining the change in students'

critical thinking and intrinsic motivation after completing a course designed around project-based learning for undergraduate teacher candidates.

Objectives:
- Identify the differences between and purpose for project, problem-based and project-based learning.
- Identify the essential elements of project-based learning used as a delivery model in higher education teacher education courses.
- Apply the project-based learning format to their course structure.
- Construct a project-based learning framework for their course content

Venue: Hill Country A

4:00pm - 4:40pm   **Integrating Problem-Based Learning (PBL): Faculty Experiences on Active Learning**

Veronica Rosas-Tatum, Victoria Beckman-Wilson, and Joseph Coppola - *Palo Alto College*

Our institution took on the challenges and opportunities inherent in integrating Problem-Based Learning (PBL) as part of a Quality Enhancement Plan (QEP) developed in conjunction with our accreditation process. A group of "PBL Pioneers" formed the first cohort of faculty, representing several disciplines, and engaging faculty who ranged from boldly eager to mildly skeptical. This session will provide background information on our PBL implementation process, address the training and experiences of faculty as we prepared to integrate PBL in our courses, review institutional data from three sources - student survey, course analyses, and student reflections – and introduce a sample PBL assignment.

Objectives:
- Participants will gain an understanding of problem-based learning, including a definition, explanation, and overview of the process.
- Participants will develop a strategy to outline an implementation process that includes faculty engagement and institutional support.
- Participants will evaluate activities designed to engage students through lessons based on a problem, question, or scenario which requires them to identify data and evaluate alternatives.
- Participants will gain an understanding of the impact of problem-based learning on collaborative and team-based learning.
- Participants will gain an understanding of the impact of problem-based learning on student learning outcome indicators such as productive grade rates, student satisfaction, and student self-reflections.

Venue: Hill Country B

4:00pm - 4:40pm   **Designing a Critical Thinking Honors Elective**

Elizabeth Connor - *The Citadel*

This session discusses the design and classroom management of a critical thinking elective for honors students enrolled at a military college. This course adapted content from Carnegie Council and the University of Buffalo's Case Studies in Science collection as building blocks for highly motivated students with various majors and career plans. By analyzing complex issues that have varying positions and assumptions, students stated and created new positions, and acknowledged other positions including implications and consequences. This highly interactive session will help participants generate ideas and approaches for incorporating case study methods and assignments into their teaching and learning activities.

Abstracts

Objectives:
- Session participants will generate and rank order case studies, active learning techniques, and assignments that can form the building blocks for a hypothetical course in their areas of interest. After participating in these activities, session participants will be able to adapt similar approaches for future course revision and new course development.

Venue: Big Bend A

5:00pm - 6:00pm **Developing a Faculty Learning Community for Adjunct Professors**

Nathan Bond - *Texas State University*

Student learning modes and preferences have changed dramatically over the past decade, aligned with the fast-paced technological advances for information sharing. Antiquated instructional strategies and learning spaces that were once accepted as standard pedagogical practices and environments may be inadequate for the current generation learner. Small changes to instructor approach, classroom space, and course design are a first step in challenging the status quo. Flipped or blended classrooms are an attractive progression for moving teachers and students into on-line learning opportunities gradually and confidently. Results from a single class/instructor case study highlight the flipped process from teacher and student perspectives.

Objectives:
- Examine the reasons for establishing a Faculty Learning Community (FLC) for adjunct professors.
- Analyze what worked and what did not work in this FLC for adjunct professors.
- Generate solutions to the problems that arose in the FLC.
- Compare and contrast conference attendees' FLC experiences with those described in this study.

Venue: Foothills II

5:00pm - 6:00pm **Competency-Based Teaching and Learning**

Virginia Gregg - *Minnesota State University Moorhead*

A much-desired goal and oft-lament in education is implementing teaching and learning methods that defy constraints of time, technique, and fair treatment. Assigning grades for specific behaviors at specific times caters more to grading systems than to content and student. Competency-based education reduces those boundaries and adapts time, method, and student individuality in their learning activities. Competence becomes the over-riding factor and affirmation of specific competencies is based on evidence provided by the student. Not all students need be competent in the same areas nor at the same time, to be deemed knowledgeable in that content.

Objectives:
- Understanding: Attendees will be able to identify methods of breaking down content areas into sequential units in which competence can be defined and achieved.
- Application: Attendees will apply various methods of assessing the same competence for different learning behaviors.

Venue: Foothills II

5:00pm - 6:00pm   **Flipped Out! Challenging Traditional Learning Space**

Kimberly Hurley - *Ball State University*

Student learning modes and preferences have changed dramatically over the past decade, aligned with the fast-paced technological advances for information sharing. Antiquated instructional strategies and learning spaces that were once accepted as standard pedagogical practices and environments may be inadequate for the current generation learner. Small changes to instructor approach, classroom space, and course design are a first step in challenging the status quo. Flipped or blended classrooms are an attractive progression for moving teachers and students into online learning opportunities gradually and confidently. Results from a single class/instructor case study highlight the flipped process from teacher and student perspectives.

Objectives:
- Participants will get tips and troubleshooting for implementing "flipped" components to their courses.
- Student perspectives will be shared regarding effective and ineffective practices in flipped/blended classroom design.
- Participants will see how innovative technology support in the learning environment facilitates the flipped course delivery.

Venue: Foothills II

5:00pm - 6:00pm   **Experiencing Community Resources for Future Reference**

Deborah Kuster - *University of Central Arkansas*

This poster session will present the results of two specific collaborative projects that incorporated art museums in a teacher education program. Participants will be able to identify how to use community museums and discuss the advantages and obstacles of incorporating community resources in their courses.

Objectives:
- Participants will be able to identify ways to use community museums as a resource in their courses.
- Participants will be able to discuss the advantages and obstacles of incorporating community museums in their courses.
- Participants will be able to examine the results of two specific collaborative projects that incorporated art museums in a teacher education program.

Venue: Foothills II

5:00pm - 6:00pm   **Getting Our Students to Think Outside the Box**

Maria Lazo - *Texas A&M University*

This poster will demonstrate practical teaching strategies that faculty can use to foster creative thinking in their students. Resources will also be provided for their future development in this area. The presenter will be available to answer questions and promote discussion around the topic of creativity. The poster will also include research-based strategies and their outcomes. A QR Code will be provided for participants to follow as well as a link to a Wiki where faculty can learn about these practices and share their own.

Abstracts

Objectives:
- Identify practical teaching strategies for fostering creative thinking in their students.
- Identify resources for teaching for creativity.
- Ask questions regarding creativity and network with faculty interested in creativity.
- Discuss their teaching practices and how they foster creativity in their students.

Venue: Foothills II

5:00pm - 6:00pm **Service-Learning & Reflection through Social Media**

Margaret Sass - *Purdue University*

This poster emphasizes how service-learning can be incorporated into the classroom online, hybrid, or face-to-face through social media tools. A specific element for service-learning is reflection. Reflection can be performed through social media tools and sites as Twitter, Popplet, and Blogger to name a few. These approaches can create interest among students as well as an opportunity to share their knowledge with classmates and the community, if desired. An added benefit of using these technology tools is allowing an online class to incorporate service-learning even though they may not have face-to-face exposure typical of a traditional class.

Objectives:
- Create ways to reflect through social media sites.
- Engage students with reflective questions through social media.
- Develop reflection through video.

Venue: Foothills II

5:00pm - 6:00pm **Yes! Students Can Teach Themselves in 10 Days or Less!**

Karen Stewart, Cheryle Snead-Greene, and Melissa Dewitt - *Prarie View A&M University*

This interactive session will outline typical classroom strategies that can be used to help students learn to "connect-the-dots: and integrate prior knowledge. The concepts discussed are not new; rather, they are an approach to taking some of the teaching strategies used by instructors to design "targeted learning" sessions geared for students to succeed. Be it a course or standardized test (i.e., ACCUPLACER, COMPASS, TSI or the HESI) students often forget key concepts that play an integral part to understanding the materials presented and obtaining mastery. Data will be shared illustrating how select students at Prairie View A&M University were able to achieve success as a result of using these strategies.

Objectives:
- Identify the most important concepts of the subject.
- Apply concepts to targeted learning objectives.
- Organize key concepts to make meaningful connections necessary to master content.

Venue: Foothills II

Abstracts

Saturday's Session Abstracts

8:30am - 8:50am

A Deeper Delve into the Experience of Foreign Language Graduate Student Instructors in a Cross-disciplinary Pedagogy Seminar

Devon Donohue-Bergeler, Joanna Gilmore, and Molly Hatcher - *University of Texas at Austin*

This round table discussion will focus on a research project in progress. A description of the reactions to an examination of assignments, questionnaires and interview data from approximately 20 foreign language graduate student instructors (GSIs), who participated in an interdisciplinary Scholar's Seminar, will be presented. Topics of discussion for this round table will include the extent to which GSIs feel supported within their teaching departments, the benefits of cross-disciplinary connections, and how a Center for Teaching and Learning may assist with support of GSI work.

Venue: Hill Country C

8:30am - 8:50am

Stress Models, Cognitive Style, and Graduate Teacher Preparation

Lorraine Cleeton - *Northcentral University*

The progress of students taking a Stress Management course in a teacher education program was analyzed in terms of Cognitive Style preference (Riding, 1991) and which models of stress they employed to assist them in completing their practicum course in Special Education. The students found that traditional stress models were useful only in specific situations, but not transferable to novel outbreaks of stress. They thought that this was due partly to constructs used in definitions of stress. Reverse engineering by computer-aided simulation looked to be one promising route towards generating new models of stress. Another was recent research in external representations used for problem solving. It was hoped that spin-off from traditional models of stress would lead to transferable models of stress and possibly new models discovered by students.

Objectives:
- To distinguish between scientific and lay conceptualizations of stress.
- To compare and contrast the relative strengths and weaknesses of different stress models.
- To apply stress models to different situations encountered by a graduate student in a field experience, e.g., special education practicum.

Venue: Hill Country C

8:30am - 8:50am

Nonverbal Behaviors that Reflect Positive Communication

Virginia Gregg - *Minnesota State University Moorhead*

Sometimes voice and behaviors used in the routine of teaching unintentionally project moods we would otherwise avoid on a conscious level. If we attempt to sound interesting when our body is bored, we send conflicting messages. We must employ body cues that match our intended emotional voice to create a sincere underlying message. Enjoy learning how mood and emotion can inadvertently influence nonverbal communication, how body language and voice affect each other, and how subtle positive behavior adaptations can alter messages. Attendees will experiment with techniques for adjusting their own mannerisms to portray favorable nonverbal communication.

Objectives:
- Understanding: Attendees will be able to identify the basic terms and behaviors for common positive and negative nonverbal messages as seen in communication activities.
- Learning Objective 2 (Application): Attendees will be able to portray common positive and negative nonverbal messages in a simulated teaching exercise.

Venue: Hill Country C

8:30am - 8:50am **Need and Development of Online Teaching Modules on Guiding Children's Behavior**

Archana Hegde and Jessica Melowski - *East Carolina University*

Given the limited amount of time and resources within some Child Development and Family Relations classrooms, online teaching modules were determined to be necessary to assist in undergraduate student learning. Modules are being created including: introductions to topics such as supporting children's emotional development and conflict resolution skills, videos of interactions between teachers and children, and a post-interaction interview with each teacher. Conference participants will learn how implementing these modules will enable students to see firsthand how teachers facilitate children's learning and guide their behavior in a developmentally appropriate fashion.

Objectives:
- Understand difficulty in presenting undergraduates with information on teacher-guided behavior.
- Understand importance of using developmentally appropriate practices and teaching undergraduates various disciplining strategies that one can use as a teacher to guide children's behavior.
- Present five important topics that students often struggle with
- Describe how modules mitigate this problem (i.e., what modules include)

Venue: Hill Country C

9:00am-10:00am **Steps to Service-Learning Sustainability**
Brooke Flinders, Betsy Wilson, Amy Schubert, and Rachel Clark - *Miami University*

As many can attest, service-learning has the potential to be both meaningful and worthwhile or to be a total disaster. In this session, we will describe an innovative strategy for creating sustainability, utilizing a multi-level student learning community to deliver service-learning programming and to evaluate outcomes for both the community and the undergraduates, themselves. We'll go on to discuss "lessons learned" from a SoTL study, now in its fifth year. Finally, we'll split into small groups and will brainstorm with one another, to develop ideas for building a sustainable service-learning program (in any discipline), using a simple, step-by-step approach.

Objectives:
- Participants will learn about the details of an on-going service-learning program.
- Participants will discuss the benefits of and barriers to service-learning with a panel of undergraduate students.
- Participants will brainstorm ideas for building their own sustainable programs in a guided, small-group activity.

Venue: Hill Country A

Abstracts

9:00am-10:00am **Engaging Students with Video Scribing: Academic Entertainment or Animated Education?**

Christol Williams - *Midwestern University*

Video scribing, a highly-acclaimed and engaging marketing tool in the business sector, is an information delivery method well-suited for teaching foundation concepts in many disciplines. It's instructional worth has not been explored in the literature. One pilot study revealed that integrating a video scribe into the educational process has invaluable potential to improve learners' experience. This interactive session invites all participants to view a video scribe series and to bring their smart phones, laptops and/or iPads for engaging audience response participation. The academic value of an engaging video scribe, its educational implications and video-instruction support resources are explored.

Objectives:
- Discuss the educational benefits and limitations of a video scribe after viewing one.
- Identify at least four components of high-quality, effective video scribe creation.
- Generate three educational topics that may be well-suited for video scribe instruction.
- Receive hand-outs on resources describing how to create a video scribe for classroom instruction.

Venue: Hill Country B

9:00am-10:00am **The Blended Education Innovation Institute**

Len Bogner - *University of Central Oklahoma*

Blended Education (BE) is the intentional design process of planning instructional components and connections in ways that enhance flexibility and "humanness" in the learning process. Too often, online and distance education courses fail to support the human connections needed to support effective learning processes. In many conversations, technology is acknowledged as the reason for this challenge. BE uses systems based design thinking to leverage technology in ways that enhance the human-centered nature of learning while increasing learners' flexibility to personalize their learning environment to how they learn best.

Objectives:
- Participants will be able to analyze Blended Education at the University of Central Oklahoma.
- Participants will be able to use the Blended Education Framework for developing their own versions of Blended Education.
- Participants will be able to plan and innovate Blended Education courses by using the Innovative Instructional Design Model.

Venue: Big Bend A

9:00am-10:00am **Contemplation in the College Classroom: A Pedagogy of Mindfulness**

Pat MacEnulty, Lisa Kendall, and Ken Harmon - *Johnson & Wales University*

Evidence suggests that incorporating mindfulness into the college classroom can improve information retention, concentration, and student engagement. We have found in our own classrooms that contemplative educational practices ensure that students participate as knowledgeable, reflective, creative, collaborative, and critical members of the learning

community. Contemplation and mindfulness practices have proven to be invaluable tools for the development of knowledge and wisdom. They have the power to transform the college classroom into a community of openness and self-reflection that values alternative ways of thinking.

Objectives:
- To understand the role of contemplative practices in the integration of learning material.
- To demonstrate how contemplation in the classroom promotes engagement and student community.
- To explore the neurological evidence and anecdotal responses correlating contemplative practices with higher levels of student and faculty engagement.
- To discuss practical applications for incorporating contemplative practices in a college classroom and engage educators in activities they can use in the classroom.

Venue: Big Bend C

10:20am-11:00am **Efficacy of Group Projects from the Undergraduate Student Perspective**

Archana Hegde and Brittany Sullivan - *East Carolina University*

Group work in higher education is often met with conflicting opinions of protest and enthusiasm by the student population. However, this experience is necessary for success in any field of study and later in the occupational realm. As professionals, we seek to determine how these perceptions affect student experiences in group assignments and how we can effectively incorporate such work into our classrooms. In this presentation, researchers present empirical data, collected using questionnaire, that assessed undergraduate students perspectives on group projects. Implications for the field of higher education and suggestions for change will be discussed in this presentation.

Objectives:
- Understand that students' perceptions of group projects can affect their experiences throughout the process of the assignment.
- Demonstrate understanding of students' perceived costs and benefits of group work in higher education.
- Discuss effective ways that group assignments can be incorporated into higher education based on empirical data collected within this research.

Venue: Hill Country A

10:20am-11:00am **Infusing Technology in the Classroom: Creating Opportunities for Multiple Voices**

Jeff Angera - *Central Michigan University*

This presentation will share recently adopted strategies to enhance student participation in discussing potentially sensitive course content topics. The presenter will share his experiences of integrating technology and utilization of peer facilitated discussion groups in his Introduction to Human Sexuality courses. The technologies require any form of Wi-Fi enabled device that can access the Internet. Anecdotal data and an introduction to a backchanneling program and survey program will be presented along with examples of how these efforts influenced class participation. Additionally, the integration of peer facilitated discussion groups will be described as a means to provide opportunities for critical thinking.

Objectives:
- Be introduced to multiple strategies for engaging students in conversation with potentially sensitive course content topics.
- Be introduced to, and experiment with, an online survey website.
- Be introduced to, and experiment with, a back-channeling website for asking anonymous real-time question.
- Be introduced to the structure & management of weekly peer facilitated discussion groups.

Venue: Hill Country B

10:20am-10:40am **Reimagining the Common Final in First-Year Composition Courses**

Amanda Gradisek and Michael Wirkus -
Walsh University and *University of Wisconsin - Rock County*

The predominant method of departmental assessment used in first-year composition courses centers on the collective grading of essays generated in response to a writing prompt given to all students. This project questions whether this method effectively gauges student success in satisfying the department learning objectives. In response to these concerns, the participants in this project developed a standardized, skill-based test to assess students' mastery of the skills outlined in the department's learning outcomes. This new common final was intended to improve consistency and continuity among sections of first-semester writing courses and to address inconsistent skill levels in the composition sequence.

Objectives:
- To reconsider the format of common final examinations given in most first-year composition courses.
- To develop an effective and relatively objective method of grading composition courses.
- To dispel the myth that English and composition do not teach measurable skills.

Venue: Big Bend A

10:20am-11:00am **How to Keep Your Flipping from Flopping - Adventures from Teaching to Learning**

Mike Wallace - *University of Texas at Austin*

The Flipped Classroom has received mixed press over the last year ranging from the next educational breakthrough to an utter flop. Leading one to ask, "what does it take to successfully flip a class?" Come explore the essential elements of the flipped classroom model that leads to learning.

Objectives:
- Describe the essential elements of a flipped classroom.
- Explain why a flip might flop.
- Differentiate the instructional paradigm from the learning paradigm.

Venue: Big Bend C

11:15am-12:15pm

Flourishing or Floundering? Using Positive Psychology Principles to Shape New Learning Paradigms

Corrie Harris - *University of Alabama*

What do we really know about motivation—where does it come from and what sustains it? How do we account for motivational differences we see among students? Positive psychology scholars posit promising theoretical constructs for understanding why some students flourish while others flounder. In this session, we'll explore major findings from a decade of literature and consider corresponding implications for invigorating learners and learning environments. Participants can expect to walk away with a deeper conceptual understanding of the underpinnings of motivation—including hope, grit, and psychological well-being—as well as practical suggestions for translating theory to practice.

Objectives:
- Review of recent literature integrating concepts of positive psychology and learning.
- Discuss relevance and significance of learner motivation and well-being to academic performance.
- Suggest practical ways to take learner well-being into account when designing learning experiences (how well-designed learning environments promote flourishing).

Venue: Hill Country A

11:15am-12:15pm

Getting Hooked on Team-Based Learning

Josh Walker and Anne Braseby - *University of Texas at Austin*

Team-Based Learning (TBL) is a special form of collaborative learning that uses a specific sequence and structure of individual work, group work and immediate feedback to create a motivational framework in which students increasingly hold each other accountable for coming to class prepared and contributing to discussions. TBL is broadly applicable across domains and scales to large classes; when implemented well, it can transform classrooms, students, and teachers alike.

Venue: Hill Country B

11:15am-12:15pm

From the Cyber Trenches - Building Community While Teaching Online

Leslie Owen Wilson - *University of Wisconsin-Stevens Point*

Despite the proliferation of online courses, increased cyber formats, and supportive software, many academics are trying to sort out affective goals like -- how to best teach in cyberspace while still creating strong classroom communities. During this presentation the legacies of years of online teaching will be shared to include numerous methods for creating community, different discussion formats, and how to best go about orchestrating personally meaningful assignments and optimal peer interactions. Related to building community, participants will explore activities and resources that create group cohesion, as well as discussion rubrics, rules for netiquette, and interactive instructional frameworks.

Objectives:
- Employ brainstorming, discussion, and use some of the common reflective principles of the backwards course design process.
- Share common visions of our learners and delve into creating revised end-visions of e-learners - what is desirable meets what is achievable.
- Examine some of the problems in trying to build a sense of community in today's cyber learning environments and examples of how to overcome those barriers.
- Explore possible solutions and methods for creating engaged online communities.
- Revisit and discuss the backwards course design process and apply its principles to revising online assignments so that they actively engage students and focus on encouraging peer-to-peer interactions.
- Discover how to best craft and redesign online instruction so that it supports quality peer interactions, community building, and is aligned with the engaging "essential questions."

Venue: Big Bend A

11:15am-12:15pm

Employing What We Have learned from the Faculty Learning Community Movement to Build and Sustain Effective FLCs Today

Milt Cox - *Miami University*

Faculty learning communities (FLCs) were initiated in 1979 and have now been implemented at many institutions, including two-year colleges, four year liberal arts colleges, comprehensive and research universities, and medical schools. FLC programs have been initiated by individual entrepreneurs, teaching and learning centers, and system-wide consortia. We will begin our session with an overview of FLCs and then consider some key items and numbers: 7 reasons why we initiated FLCs, 16 recommendations for building a successful FLC infrastructure, 12 decision points in the design and implementation of FLCs, and 7 important lessons we have learned.

Venue: Big Bend C

1:30pm - 2:30pm

MetaLearning: Building Effective Self-Directed Learners

Stephen Carroll - *Santa Clara University*

In the 21st century, professional and personal success depend on being able to adapt swiftly and effectively to rapidly changing circumstances. Thus, the most important skill college students need to learn is HOW TO LEARN independently, consciously and with maximum efficiency. In this workshop, you'll learn by doing—experiencing brain-based learning activities and pedagogies you can use to accelerate students' progress toward becoming effective self-directed learners. You'll leave with resources and curricula to facilitate metalearning and an assessment instrument to help prove that it works.

Objectives:
- Recognize and understand some of the myths and misperceptions that inhibit students' ability to learn efficiently and effectively.
- Acquire and practice techniques to overcome these barriers.
- Be motivated to incorporate the latest scientific research/evidence about how people learn into their teaching practices.
- Leave the session with a set of resources and experiences that will allow them to quickly integrate what they've learned into their teaching practices.

Venue: Hill Country A

Abstracts

1:30pm - 2:30pm **Learning Portfolios and Critical Reflection for Deep Learning**

John Zubizarreta - *Columbia College*

Learning portfolios are a powerful tool for engaging students in the benefits of critical reflection for significant learning. Grounded in reflective practice, collaboration, and evidence, they promote deep learning and offer teachers and programs a compelling assessment strategy. Curious to see what diverse, new models of learning portfolios exist in a variety of courses and programs? Want to see some actual examples of student portfolios? Come find out about the benefits and challenges of learning portfolios. Bring your experiences and varied models for active sharing of ideas and resources on learning portfolios.

Venue: Big Bend A

1:30pm - 2:30pm **Successful Short Collaborative Activities for the Classroom**

Sandra McCurdy - *San Jacinto College South*

Brain theory research suggests that student physical activity enables their brains to better encode concepts. The use of collaborative activities of short duration in the classroom engages students in the material and allows them to develop a social connection with other members of the class. Survey results indicate that students are more likely to persist if they have engaged with other students.

Objectives:
- Discuss implications of research results in brain theory for collaborative activities.
- Engage in three or more collaborative activities that may be applied in many disciplines.
- Discuss possible applications for classrooms in their disciplines.

Venue: Big Bend C

2:50pm - 3:50pm **Inquiring Minds as the Engine of Academic Excellence**

Marilyn Levine - *Massachusetts Institute of Technology*

Drawing on the pioneering work of Drs. Richard Paul and Linda Elder of the Foundation for Critical Thinking, my talk uses examples from my work with students at the Massachusetts Institute of Technology (MIT) to show that intellectual development and originality are born of one's explicit questioning of previously unexplored assumptions, implications, evidence, information and point of view.   Referencing specific case studies, I will demonstrate that innovation and academic excellence in all disciplines are more bi-products of systematic investigation and deep reflection than innate genius.

Objectives:
- For participants who are not familiar with the work pioneered by the Foundation for Critical Thinking, and its relationship to academic excellence, my talk
  will demonstrate the effectiveness of using critical thinking techniques to get students to produce more thoughtful, compelling and original academic work. For those who know the work, the talk will serve to show how the theory behind this work applies to selective student work at MIT.
- Participants will be invited to consider the value of encouraging students and scholars in all disciplines to be mindful of their audience and everything this implies as well as the clarity and persuasiveness of their own voice, and the shape of their "story."

- I also hope the talk will provoke further conversation about the way critical thinking offers something that technology cannot: a creative excavation of ideas, implications, and questioning that renders work more credible and potentially innovative.

Venue: Big Bend C

2:50pm - 3:50pm   **Forward Thinking, Backward Design: Creating a Course Plan**

Sara Ombres - *Embry-Riddle Aeronautical University*

While it is called Backward Design, it is really forward thinking to consider the end goals of your course before diving into planning and developing individual weeks and activities. However, this can be an awkward approach for faculty who are not familiar with the concept of creating an outcomes-based course. In this presentation, we will walk through the practical steps any instructor can take to start with a list of course outcomes and end with weekly objectives and activities that demonstrate mastery of these overarching outcomes.

Objectives:
- Define Backward Design

- Explain the importance of an outcomes-based course

- Create measurable objectives based on an overall outcome.

- List activities in various modalities that could be completed to accomplish objectives.

Venue: Big Bend A

2:50pm - 3:50pm   **Putting the Research on Learning into Practice**

Terry Doyle - *Ferris State University*

Almost daily neuroscience, biology and cognitive science researchers reveal new insights about how the human brain works and learns. The value of this research is its potential to elevate the learning success of all students regardless of their learning situations. This presentation will discuss seven findings about how the brain learns that have the strongest support from research and how to integrate these finding into your daily teaching practices.

Venue: Hill Country A

4:00pm - 5:15pm   **Plenary Presentation: Using Cooperative Activities to Foster Deeper Learning**

Barbara Millis

Deep learning emerges from the careful sequencing of assignments and activities "orchestrated" by a teacher committed to student learning. The research on deep learning has been ongoing, systematic, and convergent. It involves motivating students to acquire a solid knowledge base through active, interactive learning. This interactive keynote will help teachers understand how to sequence structured assignments and activities to foster research-based deep learning approaches. Students complete relevant assignments outside of class—for which they are accountable—that help them learn new knowledge by connecting it to what they already know. Because students come to class prepared, class time can be spent productively by having students in pairs or small groups compare their out-of-class products to foster critical thinking and constructive feedback. This model—called by Eric Mazur the "flipped classroom"—works well for hybrid courses.

Venue: Hill Country A

Abstracts

Sunday's Session Abstracts

9:00am-11:ooam   **<u>Closing Plenary Presentation:</u> Aligning Effective Teaching with Best Practices on How Students Learn: Evidence and Strategies**

Todd Zakrajsek - *University of North Carolina Chapel Hill*

Many educators continue to struggle with how best to proceed from delivering lectures to creating truly effective learning environments. In addition, students struggle to understand the best way to learn in our classrooms. In this session, through active learning, we will discover how effective evidence-based teaching practices can be aligned with effective evidence-based learning strategies to create classrooms where students enthusiastically participate, are interested in course content, and effectively contribute to their own learning.

Objectives:
- Be able to cite evidence that engaged/active learning is more effective than lectures.
- State at least three methods to increase student participation in class.
- Be able to explain to colleagues the key aspect that will make the difference between the "Flipped Classroom" craze being successful rather than a fad.
- Be able to explain at least two study strategies that have been demonstrated to be effective for student learning; and two that are not.

Venue: Hill Country A

Lilly Conference

COLLEGE AND UNIVERSITY
TEACHING AND LEARNING

CONFERENCE WORKBOOK

Conference Workbook

I like to attend conferences with a wide variety of sessions, facilitated by talented faculty members who seem to have no end to their wisdom and experiences. I always leave such conferences exhausted from extensive networking and learning, and at that same time energized, with a feeling of hope and renewal. For all their value, and it is extensive, conferences do have a decided drawback. Time and again I have returned from conferences with many handouts, resources, web references, and business cards; these are often put into a pile with the expectation of things to come, yet many times the valuable information is not put into practice. This "workbook" is an attempt to better organize such information and to create an "action plan" for change. Essentially, consider this conference a short course in pedagogy in which there are notes, homework, and outcomes... even a take-home exam.

Below you will find the following "assignments":

- One Minute Paper
- Personal goals for the conference and the resources (including individuals) to support those goals
- Networking
- Daily reflections
- Action items
- "Thank you" note to be sent to the individual who made it possible for you to attend
- Your take home final exam to be completed one month after the course (conference)

One Minute Paper

Set your phone to the stopwatch function or find a clock with a second hand. Give yourself one minute to write a response to the following:

What do you hope to gain by attending this Lilly Conference on College and University Teaching and Learning?

_____
_____
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Application Exercise: Goals and Objectives

Identify three goals or objectives you hope to obtain at the conference that you can apply within the next six months. These can be challenges you currently face with respect to teaching, strategies that you have heard of that interest you, or a desire to find colleagues who share a common interest/passion for a specific topic. Space is also provided to note when resources and individuals are found at the conference pertaining to these items.

Goal or Objective 1

a. List session numbers for any sessions that might directly address this goal. You may wish to contact the facilitator of the session at a later time for additional information.

b. Quick notes of new information learned to address this goal or sessions specifically related to this goal.

c. Note any attendees you talked to related to this item and a few key words or phrases of what was discussed.

Conference Workbook

Goal or Objective 2

a. List session numbers for any sessions that might directly address this goal. You may wish to contact the facilitator of the session at a later time for additional information.

b. Quick notes of new information learned to address this goal or sessions specifically related to this goal.

c. Note any attendees you talked to related to this item and a few key words or phrases of what was discussed.

Goal or Objective 3

a. List session numbers for any sessions that might directly address this goal. You may wish to contact the facilitator of the session at a later time for additional information.

b. Quick notes of new information learned to address this goal or sessions specifically related to this goal.

c. Note any attendees you talked to related to this item and a few key words or phrases of what was discussed.

Networking

With whom did you speak and wish to have a follow-up conversation at a later time? If you get the person's name and institution, e-mails should be easy to secure online. Try for at least 10 new contacts at this conference.

Name	Institution	Issue or Reason for Follow-up
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Conference Workbook

Reflections

Quick Reflections for Thursday

Aside from notes listed above pertaining to your application responses, list here any new ideas formed, concepts considered, musings, or anything else that might prove helpful to you in the future.

Quick Reflections for Friday

Aside from notes listed above pertaining to your application responses, list here any new ideas formed, concepts considered, musings, or anything else that might prove helpful to you in the future.

Quick Reflections for Saturday

Aside from notes listed above pertaining to your application responses, list here any new ideas formed, concepts considered, musings, or anything else that might prove helpful to you in the future.

Quick Reflections for Sunday

Aside from notes listed above pertaining to your application responses, list here any new ideas formed, concepts considered, musings, or anything else that might prove helpful to you in the future.

Conference Workbook

Action Items

Consider specific things will you do within 2 weeks of the conclusion of the conference. These can be based either from your application exercise responses or from your reflections. List at least 5 things you will do upon your return. This is designed to keep the momentum from the conference. These may include individuals to contact, resources to order, or materials to develop.

1.

2.

3.

4.

5.

Overall Quick Reflection and Metacognition Check

Consider what you felt was the best information you learned over the past few days. If you were to facilitate a workshop on your campus that summarizes the best information you learned at this Lilly Conference, what would be the title of your session? There is a strict 15-word limit on this title.

Take Home Final Exam

To be completed in late January or early February.
Review your One Minute Paper, Application Items, and Reflections from above.

1. What have (or will) you change in your courses or teaching strategies this fall as a direct result of the Lilly Conference in Austin? What impact do you anticipate these changes will have on student learning?

2. Who have you contacted since the conference and what has resulted from those contacts?

3. Did you send the thank you note to the person providing support for your attendance at the conference?

4. Is there something you will be doing in your class that could be a presentation at the Lilly Conference in Austin 2015?

Thank You Note

In fiscally restrictive times, it is important that funds are used in ways that best benefit the institution. To encourage future travel to teaching conferences and to acknowledge financial support provided for this conference, we encourage our participants to send a quick note of thanks to the individual(s) responsible for your attendance. You are welcome to stop by the Conference Registration desk at any time during the conference and select a thank you note, which you may choose to complete on your return trip home. It is particularly helpful to include one or two very specific changes that will be made in the upcoming semester, any anticipated benefit to students, and mention your willingness to offer a workshop on your campus sharing what you learned from this conference. A quick example follows:

Thank you for the support you provided that allowed me to attend the Lilly Conference on College and University Teaching in Austin. I was able to network with colleagues from several peer and aspiration institutions (list specific institutions here). Among many things learned at the conference, I discovered (insert achieved personal conference objective; following sentence included as an example) a unique method to assign peer projects that I firmly believe will increase the quality of student work in my senior seminar course and have students to produce more work without greatly increasing the time needed on my part to grade the extra material. Thank you again....

Conference Workbook

Institutions Represented

Appalachian State University

Baker College Flint

Ball State University

Baylor University

Bentley University

Central Michigan University

Central Piedmont Community College

Chamberlain College of Nursing

Columbia College

Daemen College

East Carolina University

Embry-Riddle Aeronautical University

Ferris State University

Harrisburg Area Community College - Harrisburg

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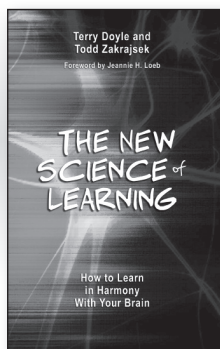
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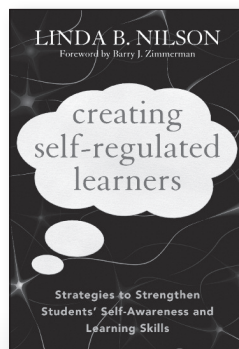
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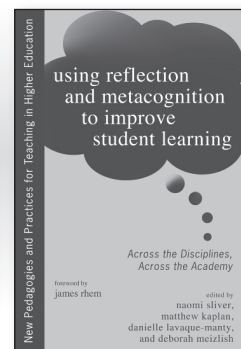
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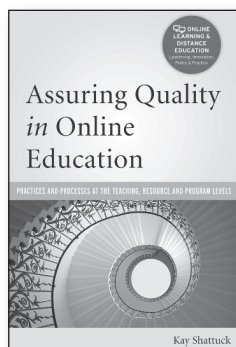
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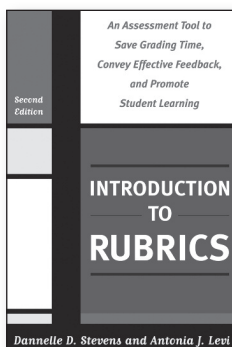Paper, $35.00
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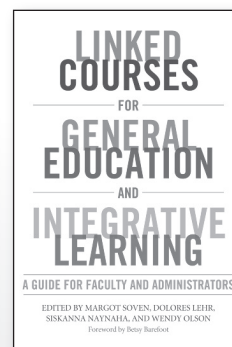Paper, $29.95
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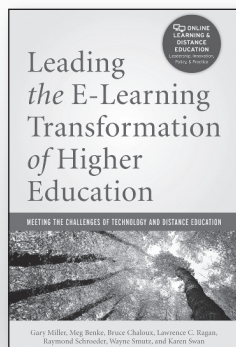Lib E-Book, $75.00
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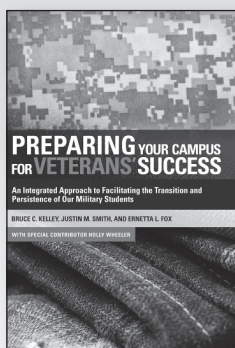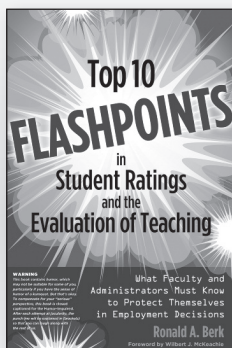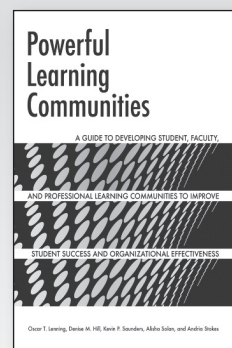Cloth, $85.00
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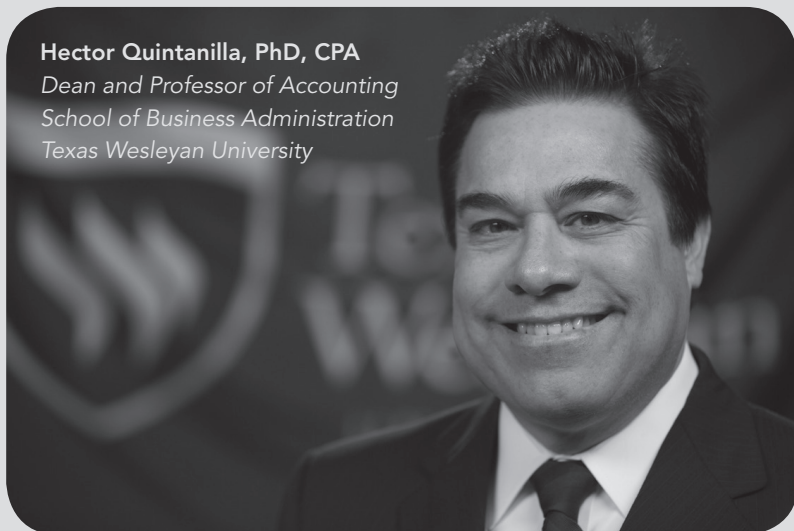
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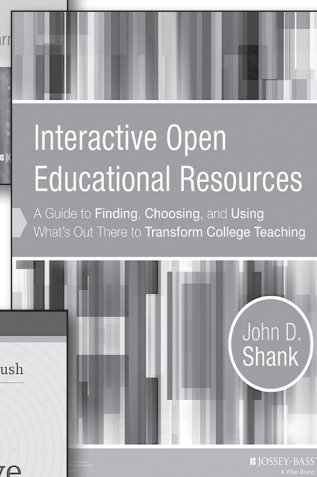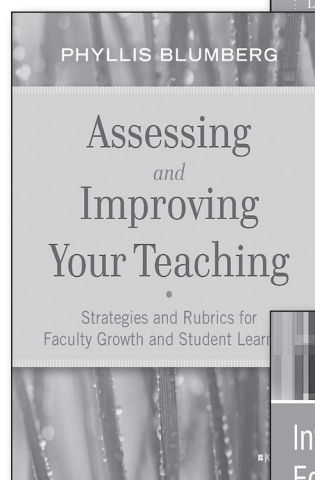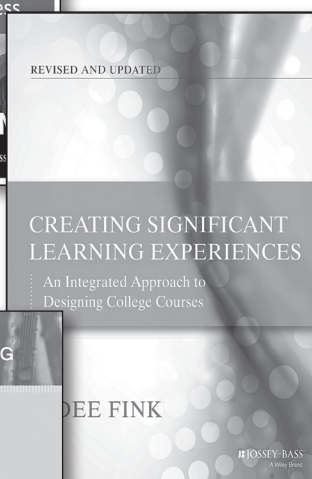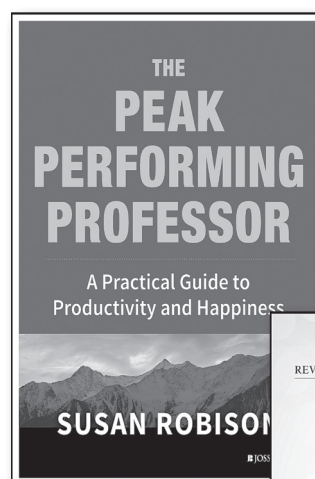
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