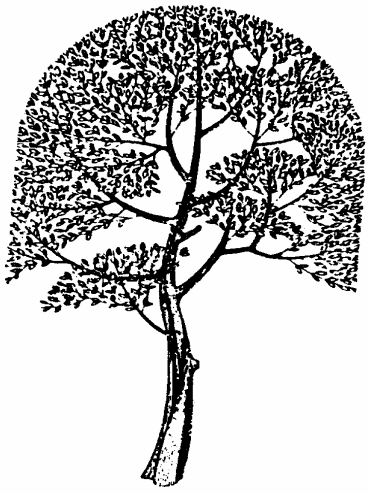

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Motivating Students Through Personal Connections:
Creating a Mutual Relationship the First Day of Class

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***Objectives**:*
1. To discuss the necessity of creating good relationships between students and instructor to enhance learning within the classroom.
2. To illustrate specific techniques in obtaining personal information from students.
3. To demonstrate methods in helping students conceptualize course content, requirements, and student expectations during the first day of class.
4. To facilitate discussion among attendees.

Intended Audience:
Faculty and administrators

Activities:
Discussion and demonstration of methods of creating personal connections that can formulate relational foundation on the first day of class.

Abstract:
This presentation focuses on the premise that the first day of class needs to create an atmosphere of motivational learning that is founded on a relationship between students and the instructor that is grounded on mutual sharing of personal experiences, values, beliefs, and course content (Johnson & Johnson, 2003). It must begin with the instructor's getting to know each student, even in large classes with more than 100 students. Through personal connections, the content can become personally meaningful for the students (McEwen & Egan, 1995).

For the past 25 years I have set two primary objectives for the first day of class. One is to obtain some primary educational and personal information about each student. After identifying myself, I tell them that in order for me to be effective in the learning process on which we are about to embark, I need to obtain information about each student before I share any aspects of the course with them. I ask the class to record on a sheet of paper to be handed in the following information: name, Email address, phone number, year in school, major, and nickname, if preferred.

Next, I inform them that their answers to the series of questions I will ask them will not affect their grade and will be treated with complete confidentiality. The primary purpose for this writing exercise is to begin the students' storytelling process whereby I can learn about them through their own stories - their names and faces, along with the personal information that they have shared. Course evaluations consistently indicate that student's feel empowered when they write about themselves in this non-graded assignment. I then ask them what specifically they want to learn in this course, what they expect from me, and what they expect from themselves. I compare myself to a waiter in a restaurant that wants to know what they would like to eat before they see the menu, an unexpected analogy which always generates laughter, letting me know that the students are engaged. I tell them that I want to be aware of their learning desires as they relate to this class before I might change their perceptions by discussing the course syllabus.

Their next task is to answer in a minimum of two sentences the following question: "From a personal perspective, why are you taking this course?" As they respond to my questions, I talk about how I will be spending the late

afternoon, sitting comfortably in my office reading their papers and getting to know them; how I am looking forward to this activity, particularly since this batch of papers I won't grade; and how their responses will give me insight into them as individuals.

When the students have answered these questions, I instruct them to pass to me their student photo-ID cards before writing a minimum of six paragraphs describing themselves from a "personal perspective," including experiences with family, friends, and school. I encourage them to share aspects of themselves that will help me to get to know them. I set aside 25 minutes for this part of the exercise, giving them more time if needed. While they write, I will leave the room to photocopy their cards so that later I can begin the process of connecting their writing with their faces. My being out of the room while they pen this portion creates fewer restrictions in their personal sharing.

I normally have no more than 60 students in my classes, so this orientation is workable. If the instructor can assimilate the students' personal stories into his/her memory he/she can select stories and examples for that class which can relate more directly to individual students. As instructors we need to resist the temptation of seeing teaching as a process of primarily transmitting content, for it gets in the way of student understanding and applying new knowledge (Wood, 1998).

The second objective for the first class of each semester is to explain in detail the syllabus and what my expectations are for each student in relation to all course requirements, i.e. content, readings, assignments, exams, and class participation. The goal for the first class period is for students to experience a sense of initial ownership to the course content and requirements, and to the class as a group. The first day of class needs to set the foundation for beginning the process of building a positive relationship with students to enhance the learning process.

Citations:

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Wood, D. (1998). How children think and learn. Oxford, England: Blackwell Press.

Having a Good Time:
Let Us Use Our Teaching Tools

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Objectives:
1. To represent a successful teaching pattern/behavior as a tool
2. To make the tool out of materials on hand
3. To share tools through a brief presentation by each participant

Intended Audience:
Those who enjoy teaching in higher education and those who are responsible for faculty development activities will be actively engaged in this workshop presentation.

Activities:
Out of a collection of fun materials that will be furnished, workshop participants will create a teaching tool that represents a successful teaching pattern/behavior that they rely upon in their teaching. After the tools are complete, they will be discussed and shared by the workshop participants. Models of teaching tools from the presenter's former students will be on hand to guide workshop participants in the creation of their tools. The one hour workshop will focus on success within the classroom and share that success.

Abstract:
Under an umbrella of professional responsibility, each of us in higher education is charged with enthusiasm carrying to the classroom a bag of tricks for use in our teaching. Those tricks have been cultivated and harvested over years of experience and have found their way into a teaching tool kit. These teaching tricks, as they are being called here, are unique to each of us. They are rarely shared, because so little dialogue occurs about teaching within the higher education community. When higher educators are privileged, as in conferences such as ISET/L and other similarly focused conferences, we enjoy and enhance our teaching skills.

Ordinarily, faculty development activities tend to focus on the development of faculty communities that are designed to develop relationships/networks among the faculty membership, deal with socio-political issues, review and revise curricula, and/or participate in assessment/accreditation activities. Within my profession of teacher education, faculty interaction tends to center about the development of curriculum, socio-political issues, and assessment/accreditation reviews. Within programs of teacher education, teaching skills are the focus of courses in training programs. Methods courses touch upon instruction in broad categories based upon the student and learning theory.

Left largely untapped in that venue are patterns of teacher behavior that could be termed, teacher tricks. Teacher tricks are patterns that arise when a teacher is faced with specific situations that require immediate response. Teachers respond; successful outcomes arise (sometimes not, and tend to extinguish the teacher behavior). The response is repeated and perhaps improved upon. The response becomes a patterned response, and the teacher will repeat and refine the response until it becomes automatic. This teaching trick will be incorporated into a series of such responses that typify that teacher and comprise his/her teaching style. Teaching style has been a popular research topic of late as style is thought to influence student performance. Many noteworthy researchers have become involved in teaching style studies. The late Tony Grasha of the University of Cincinnati has been a mentor of mine and was intensely involved in this area of study.

As a teacher educator, I reflect upon my recent classes of Master's degree students who were teachers practicing their skills on a daily basis. Instructional skills are developed on the back of good practice; therefore, I would conduct swap meets of teaching tricks. Students would describe their teaching trick in terms of a tool that they would make…out of the materials at hand. They would present that tool with a description of the teaching trick to

their classmates, again, who were teachers practicing their craft on a daily basis. The sharing of the teaching tricks, as exemplified by the tools, would increase each teacher's repertoire of good practice. Teachers (my students) would take home the tool, a metaphoric representation of the practice, and they would have the teaching trick. Responses to this teaching activity were exciting! Students, teachers who practice their skills on a daily basis, would rave about the tricks they had gained! And, they would go back to their classrooms and practice the new tricks, and their teaching would have been enhanced.

For purposes of this proposal for a conference workshop, a perceived pattern of successful teaching behavior, called a teaching trick, will be made into a tool by each workshop participant. I believe that the conference attendees at ISET/L are very interested in the improvement of their teaching. As learners about teaching, workshop participants would ponder as to one of their teaching tricks and come up with a teaching tool that represents that trick. What I would propose in this workshop is to facilitate workshop participants in making a teaching tool. Materials would be available, e.g., markers, paper, sequins, glitter, glue, scissors, and other creative, fun things. The first part of the workshop would be to construct a teaching tool. I would bring a few tools that my former students had made to serve as models. When the tools are completed, the tools will be presented and shared. The teaching tools represent their teaching tricks and the workshop participants would share their tools in the second half of the workshop.

Crouching Professor, Hidden Peer Evaluator

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Objectives:
Discuss benefits and concerns of peer evaluation.
Evaluate selected peer evaluation tools.
Explore implementation of peer evaluation in classroom and laboratory settings.
Role play peer evaluation process.

Intended Audience:
Faculty and administrators

Activities:

- Large group discussion of benefits and concerns of peer evaluation
- Think-pair-share to analyze selected peer evaluation tools
- Large group discussion of implementation issues surrounding peer evaluation in classroom and laboratory settings
- Role play will involve the following:
- Small groups will each be given different completed peer evaluations (classroom or laboratory observation).
- Evaluations will vary in quality of performance.
- Each small group will discuss strategies for providing feedback to person evaluated.
- Two people will self-select from each small group to role play the feedback session for the larger group.
- Following each role play the large group will analyze the interactions and provide feedback.

Abstract:
Have you ever questioned the value of student ratings of faculty teaching? Limitations do exist. To address some of these limitations we suggest adding peer observation of teaching. When combined with student ratings and a teaching portfolio, peer observation can provide a comprehensive and useful assessment of teaching effectiveness (Appling, Naumann, & Berk, 2001). The use of peer review for summative evaluation is supported by 40% of the colleges and universities in the United States (Seldin, 1998); however, it also can serve as a tool for formative evaluation. When used to assess classroom teaching, it can provide an analysis of pedagogical content knowledge, course organization and structure, and the effectiveness of teaching and evaluation strategies (Chickering & Gamson, 1994; Chism, 1999; Cohen & McKeachie, 1980; Marsh & Dunkin, 1997).

Peer observation provides opportunities for reflection on teaching skills and forms the foundation upon which strategies to improve teaching can be developed. It can also decrease the sense of isolation felt by faculty and can create a sense of community, as effective teaching strategies are explored and shared. Students also benefit from observing the faculty peer review process and discussing its role in professional development (Ludwick, Dieckman, Herdtner, Dugan, & Roche, 1998).

This presentation will solicit participants' concerns about peer observation and then discuss its benefits and strategies to address those concerns. The development of an effective tool is essential to peer review. A step-by-step process for tool development will be presented after which participants will have the opportunity to analyze not only our scale, but those at other institutions. Guidelines will also be given on how to effectively use these tools to evaluate faculty teaching in the classroom and/or laboratory setting(s). We will share the procedures we developed to assure effective implementation and explore barriers to implementation and possible solutions.

The session will conclude with a role play activity. Participants will be given a completed peer observation scale and asked to give feedback to a faculty peer about strengths and weakness, and then discuss a plan for performance improvement.

If you're a faculty member or administrator committed to teaching effectiveness, you will not want to miss this session. It tackles the stickiest issues on the topic, but, more importantly, offers concrete suggestions and guidelines for developing the essential tools and for executing a peer observation system in any department.

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Sequencing Performance Objectives for Maximizing Student Learning

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Objectives:
Develop enabling objectives.
Develop terminal objectives.
Sequence objectives from lower-order thinking skills to higher-order thinking skills.

Intended Audience:
Teachers who wish to package their instruction into a structured, sensible sequence that helps students learn.

Activities:
Working in small groups, participants will develop a short set of sequenced objectives and share them with the entire group.

Abstract:
As M. David Merrill and other instructional designers have noted, sequencing performance objectives into manageable packages helps students to move from prerequisite lower-level thinking skills to higher-level thinking skills. This presentation will cover "terminal" and "enabling" objectives and present Merrill's Component Display Theory and Bloom's Taxonomy as tools for organizing objectives.

Enabling objectives are the steps along the way that lead students to performing the terminal objective--an assignment or project that requires students to perform complex tasks like solving problems or making judgments. Enabling objectives help both the instructor and student to move at a comfortable pace from recalling information to using information for more complex tasks. A typical sequence of objectives begins with students recalling or defining key ideas, identifying examples of those ideas, and then solving problems or making judgments based on the ideas.

For example, in a literature class students learn about Romanticism. They begin by defining the term in their own words. They then identify examples of Romantic passages in a work of literature. After ample practice, students are given the task of evaluating how well (or how differently) a particular author used Romantic techniques in a given work. In this example, students move from lower-level skills--recalling and defining--to higher level skills where they recognize examples of an idea and then ultimately use the idea to make judgments or solve problems. Along the way, the instructor is monitoring performance to ensure student understanding before moving to the next, more demanding objective.

In addition to Bloom, Merrill's Component Display Theory may be helpful in developing certain types of objectives. Merrill offers a classification system of objectives. For example, there are rule objectives, process objectives, procedure objectives, etc. These categories can help instructors as they develop their own sequenced learning packages.

The bulk of this session will allow participants to develop a short, sequenced learning package that will be discussed by the entire group.

Citations:

Bloom, B.S. (Ed.), Taxonomy of educational objectives: The classification of educational goals: Handbook I, cognitive domain. New York: Longmans, Green (1956).

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Getting Students Learning By Getting Students Moving

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Objectives:
Develop classroom techniques that encourage physical movement in the classroom.

Intended Audience:
Faculty wishing to implement accelerated learning techniques in the classroom

Activities:
Participants will participate in several examples of getting students physically moving in the classroom. Participants can expect not to be sitting through most of this session.

Abstract:
Accelerated Learning and other active learning methods employed over the last 20 years promote the idea that students learn more effectively when physical movement is an integral part of a course lesson. Many types of lessons and subject matter provide opportunities for students to interact with other students. This presentation will provide several examples that the presenters have used successfully in the classroom to get students moving and learning the material.

For example, in a lesson on post nominal modification in a modern grammar course, students were given large pieces of cardboard containing kernel sentences. Other students were given various modification segments in order to create longer or unusual or nonsense sentences. Students moved around each other changing the order of the sentence construction in various ways. Afterwards, the instructor led a class discussion on the construction of modification units. Students also identified the internal workings of each phrase or clause.

In another course, some students were given a definition of a term on a piece of paper, while others were given the term. Students moved around the room finding the person who had the matching term or definition.

Other examples will be presented in the session, and participants will have a chance to participate in each. Afterwards, the presenters will lead a discussion on modifying the techniques presented for other disciplines.

Citations:
Meier, Dave (2000). The Accelerated Learning Handbook. New York: McGraw Hill.

Books: Are these Tools in Extinction in the Classroom?

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Objectives:
To examine the role of traditional books in classrooms where technology is the means to teach.
To show different perspectives on the use of technology in the classroom.
To examine the concept of visual aides.
To expose attendees to examples on how technology is used in the classroom through hands-on experiences using the Internet.
The audience will have the opportunity to share their personal experiences using technology in the classroom.

Intended Audience:
This presentation is addressed to those educators who are interested to use or currently use technology in the classroom (novice to advanced).

Activities:
Report of findings.
Audience will be surveyed to cross reference findings presented and current habits to use technology in the classroom.
Attendees will carry out activities typically used in classrooms to engage students into different topics using technology (online/Internet)

Abstract:
According to Prensky (2001) faculties are currently working with the first generation that grew up with technology. He remarks: they have spent their entire lives surrounded by and using computers, videogames, digital music players, video cam, cell phones and all the other toys and tools of the digital age. On the other hand, academicians have played a preponderant role using technology, being offered incentives in the form of grants to utilize it in the classroom in a number of forms, and using prototypes experimentally. In general terms, higher education institutions have greatly contributed to the massive advance in technology by adopting tools [technology] at the classroom and at the administrative levels to expedite services and make them faster and more effective to students (Arrey-Wastavino, 2001) This is a consequence of educational institutions contracts with technology companies that in turn create the demand to use the gadgets they sell. It is not unusual to find computers, scanners, interactive projectors, satellite systems and the like in educational systems symbolizing a new pedagogical era, Arrey-Wastavino indicates, adding: the adoption of a new jargon exemplifies this silent invasion: PC, CD-ROM, laptop, workstation, hardware, software, etc, etc (2000). Implications affect in particular instructors who need to retrain themselves on a regular basis as new apparatuses are incorporated into the institution they are working. This, at the same time, directly affects the objectives, methods, and activities offered in class.
For centuries, the book was the symbol of knowledge in society, and the printing form was, until the electricity advent, the way to register and accumulate information.
This study examines the role of books in classrooms where instructors use technology to teach in higher education. Is there a new conception of text? What are the implications to learn when technology becomes the gist of learning? Are all students exposed to the same educational experiences?
This presentation will offer attendees the opportunity to actively participate, exchanging experiences, and being exposed to examples of activities where the role of the book differs from the traditional one.

Citations:
Arrey-Wastavino, A. (2001) Going interactive in Cyberspace. Connecticut Association of Latinos in Higher Education (CALAHE) newsletter, Fall.

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Prensky, M. (2001) Digital Natives, Digital Immigrants. On the Horizon, 9, 5.

Grasping the Gestalt: Using Industry Driven Problems to Teach Higher Learning Skills

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Objectives:
This session seeks to:

- Illustrate how students can apply conceptual and theoretical aspects of a subject into a real-world problem;
- Show how this application in turn enhances students' higher learning skills;
- Exhibit how this application can be used in other disciplines across the curriculum.

Intended Audience:
The audience members for this session are faculty members across the disciplines who want to employ real-life active learning strategies in order to close the gap between theory and practice.

Activities:
Session participants will:

- Participate in a group activity that illustrates the initial methods used in this application of conceptual knowledge to real-life corporate scenarios;
- Show how students use teamwork to solve corporate problems on a gestalt scale;
- Recognize that this in turn reinforces the conceptual knowledge base;
- Identify strategies for incorporating this type of active learning across the curriculum.

Abstract:
The global competition from developing countries for advanced professions is forcing the academic community to take a fresh and innovative approach to implement unique and practical methodologies that prepare students to face the challenge of this career marketplace. Scarcity of corporate resources (U.S. Corporations) and influx of foreign labor (Reynolds) have had serious impacts on the economy. Outsourcing to developing nations have further complicated issues: "A study published by Price Waterhouse Coopers earlier this month predicts that 75,000 IT jobs — one out of seven — will move overseas by 2010. 'It's part of a fundamentally new phase of globalization,' says David Ticoll, co-author of the research paper" (Goar). This crisis in the American economy creates an environment that demands individuals with combined conceptual knowledge and practical skills. This session will focus on our strategies for successful implementation of an industry-influenced curriculum for Information Technology at Clayton College & State University, and we will discuss implications of these strategies for courses across the curriculum.

Citations:
Goar, C. (2004). Outsourcing: Our next challenge. The Toronto Star Apr. 26. Retrieved on April 29, 2004 at <http://www.thestar.com/NASApp/cs/ContentServer?pagename=thestar/Layout/Article_Type1&c=Article&cid=1082758212474&call_pageid=968256290204&col=968350116795>

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Reducing the Digital Divide:
One Effective Integration of University Resources for Community Service

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Objectives:
This session seeks to:

Illustrate how university resources, including faculty, students, and campus facilities, can be employed to educate a local adult population about emerging technologies and their usefulness to improving everyday life;

Show how this program can enhance the partnership for community service between the local community and the university;

Exhibit how similar programs can be used in other disciplines across the curriculum.

Intended Audience:
Audience

The audience for this session are those faculty members and administrators who recognize the need for effective use of university resources to enhance community service through education.

Activities:
Session participants will:

- Participate in small groups to discuss answers to questions regarding the impact of technology on themselves, the society, business and academic environments, etc.
- Identify the methodologies which engage our students in community service learning and enhance community learners' digital and technological knowledge;
- Recognize how successful community building and genuine university interests are linked;
- Recognize how such programs help to serve the interests of both;
- Identify strategies for incorporating this type of active learning for community service across the curriculum.

Abstract:
Background and Rationale (Summary)

In a paper for a joint forum sponsored by the U. S. Department of Housing and Urban Development and the U. S. Department of Education, University of Pennsylvania Professor Ira Harkavy (1998) provided a history of the American University as an institution that defied the European model of elitism in favor of a more democratic model. With regard to community service, he notes:
"Higher educational institutions, quite simply, have both the interest and ability to make a profound difference. Universities have compelling reasons- including enlightened self-interest- to help to improve America's communities. They are among the only institutions rooted in the American city. They cannot move- the community's fate is their fate. Moreover, working to solve the problems of their university's locality provides students and faculty members with an outstanding opportunity for effective learning, service, and the advancement of knowledge. Universities also have enormous resources human, economic, and other kinds which can be used creatively to overcome economic and community disintegration" (Harkaby, 1998).
"Community service learning combines students' service to the community with academic learning and is a valuable experiential teaching and learning method" (Roberts, 2004).
This session seeks to illustrate one method of using university resources and students' community service learning projects to involve a local population in active learning environments with new technologies. This type of community involvement serves not only to teach our students actively, but also to provide meaningful support to the local community.

Citations:

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Implications of Student Perceived Barriers to Distance Learning

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Objectives:
The objective is for attendees to gain knowledge concerning the barriers students perceive regarding the online classroom and the implications for teaching drawn from this research.

Intended Audience:
This presentation is most appropriate for faculty, instructional designers, and support staff to online students.

Activities:
Discuss will be used to actively engage participants in thinking about the application of this research to their on online learning environments.

Abstract:
Implications of Student Perceived Barriers to Distance Learning

The purpose of this survey research is to identify students' perceived barriers to online learning in various environments: higher education, community colleges, and the workplace. Furthermore, the study is meant to identify the relative weight of the barriers depending upon selected demographic characteristics.

The significance of this research, from a practical standpoint, is that these efforts will help in guiding educators as they develop online courses and facilitate student learning. Additionally, since this is a first attempt to statistically verify a framework of students' perceived barriers, an emphasis is placed on identifying potential areas of future research.

The Current Study
There have been several attempts to identify the barriers to distance education (e.g., Betts 1998; Galusha 1997; Gellman-Danley and Fetzner 1997; Hara and Kling 1999; Rezabek 1999). These were mainly in the context of higher education and often from the perspective of the instructor or administrator in distance education programs. The prior barriers research has varied in its construction, generally the researchers used a theoretical approach or they used data gathering through a survey or case study.

The authors of the current study conducted an extensive review of the literature concerning students' perceptions of barriers to distance education (online education specifically). In his review of literature, Berge (1995) summarized the responsibilities of the online instructor using four categories: pedagogical, technical, social, and managerial. For the current study, and as a matter of convenience, we started with Berge's simple, straightforward framework. Each of the barriers identified from the literature was grouped into one of the four categories.

Pilot Survey
A pilot survey was constructed using a Likert scale for each of the 61 barriers. Ten demographic questions were also asked of each respondents: gender, age, ethnicity, place where the respondent is a student (e.g., post-secondary

graduate student, workplace, community college), self-reported online learning effectiveness, self-reported enjoyment of online learning, number of online classes completed, the number of online classes dropped, and the self-reported likelihood of that the respondent would voluntarily take an online class in the future. Additionally, voluntary comments were collected from respondents.

Conclusions of the Pilot Study.
The Berge model developed in 1995 that listed the responsibilities of faculty is not a very good way to categorize students' perceptions regarding perceived barriers to online learning.

Main Survey
Instead of the Berge framework, the main survey was grouped in six parts corresponding to the results of the factor analysis of the pilot study: technical, infrastructure/support services, social, prerequisite skills, motivation, and time/interruptions.

Theoretical Framework
The authors turned their attention to reviewing literature that spoke from the students' perspective and also matched the six factors that were concluded to be the best model for the responses to the pilot study. Garland (1993) had studied student perceptions of the situational, institutional, dispositional and epistemological barriers to persistence. Later, Schilke (2001) updating Garland's model of barriers to persistence in distance education and added a technical factor. While parts of all five Schilke's factors are included in the six factors coming from the current pilot study, the constructs are somewhat different for several of these.

ISETL 2004 Proposal
For ISETL 2004, we propose to review the results from the main study regarding students' perceived barriers to online learning. We also propose to use discussion with the attendees during the presentation to focus on the implications of this research to online teaching.

Citations:
Berge, Z.L. (1995). Facilitating computer conferencing: Recommendations from the field. Educational Technology. 35(1) 22-30.

Betts, K. (1998) An Institutional Overview: Factors Influencing Faculty Participation in Distance Education in Postsecondary Education in the Untied States: An Institutional Study, [online] http://www.uark.edu/disted/instituional_overview.htm

Galusha, J.M. (1997). Barriers to Learning in Distance Education. Interpersonal Computing and Technology: An Electronic Journal for the 21st Century. 5(3/4): 6-14. [Online.] http://www.infrastruction.com/barriers.htm.

Garland, M. (1993). Student perceptions of the situational, institutional, dispositional and epistemological barriers to persistence. Distance Education, 14(2), 181-198.

Gellman-Danley, B. & Fetzner, M. (1997). Asking the Really Tough Questions: Policy Issues for Distance Learning, http://www.westga.edu/~distance/danley11.html.

Hara, N., & Kling, R. (1999) A Case Study of Students' Frustrations with a Web-based Distance Education Course. First Monday, 4(12). . [Online.] http://php.ucs.indiana.edu/~nhara/vita.html

Rezabek, R. (1999). Barriers to Distance Education Enrollment, presented at TeleLearning Conference October. Austin, TX.

Top 10 Secrets for Successful Humor in the Classroom

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Objectives:
Workshop participants will:

- Know the research results on key factors that affect laughter.
- Know the secrets of stand-up comedians that can improve delivery and increase laughter.
- Diagnose which factors may be hindering the success of their humor.
- Identify specific techniques to maximize the success of humor in their classroom.

Intended Audience:
This workshop is designed for all faculty members on earth as well as from Mars® and Snickers® and for assorted livestock. It is appropriate for those using humor and those trying to muster up enough courage to attempt using humor to improve their connection with their students and to facilitate learning.

Activities:
1) Survey participants on the forms of humor they use in their classes.
2) Elicit what factors determined their success.
3) Present Top 10 list of factors with open discussion of each factor.
4) Participants will engage in small group activities on one or two factors to develop specific techniques in their classes.
5) Elicit techniques from all of the groups to list specific applications.

Abstract:
When you use humor in your classroom, do your students drop to the floor and roll around in convulsive laughter? Mine don't either. Maybe we're doing something wrong. Ya think? Whether your humor is spontaneous, which is the most common form at the college level, or systematically infused into your course materials, there are certain factors that can determine the success of your humor, independent of the funniness of the humor. These factors include:

- Class size
- Seating arrangement
- Gender/ethnic distributions
- Professor-student proximity
- Professor-student eye contact
- Class atmosphere
- Engagement of students in the humor
- Timing and enunciation
- Use of microphone
- Type of humor

Drawing on 35 years of humor research (see review by Berk, 2002) and hard-knocks experience, this session will extract the 10 essential ingredients, sure-fire techniques, tricks of the trade, and stand-up comedy secrets (Glickman, 2002) that can (almost) guarantee your effective use of humor in your classroom. Whether you're a newbie or veteran in your use of humor, you need to know these secrets. This is an open session to permit your input on what's worked and what's bombed. It is a humor diagnostic-clinic. Regardless of what forms of humor you prefer, this session will provide a unique "close encounter of the humor kind!"

Citations:
Berk, R.A., (2002). Humor as an instructional defibrillator. Sterling, VA: Stylus Publishing. Chapter 1)

Glickman, D. (2002). “But I’m not funny!” Brandon, FL: October Publishing.

Using Autobiographical Book Clubs and International Discussion Groups to Develop Diversity Awareness

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Objectives:
Participants will learn two innovative classroom assignments originally used in a 'Counseling Diverse Populations' class. These assignments are easily adaptable to any class in which diversity awareness is a goal.
These assignments have consistently ranked as 'invaluable or very helpful' in course evaluations over the last three years.
Students are asked to co-lead discussion groups with 5-10 international or EFL students. The goal of the discussion is to learn what the international students experience as US culture.
Students are also asked to read one of five selected autobiographies written by authors representing various minority and cultural groups. Students then join in a book-club discussion with other students who chose to read the same book.
The resulting skills and attitudes that students have reported from these assignments are: 1) increased ease and comfort talking about culture with a wide variety of people; 2) clearer understanding that US has a culture; 3) clearer understanding of interaction between actions and misinterpretation of actions from an ethnocentric viewpoint; 4)increased sensitivity to concerns and issues faced by immigrants and international students; 5) increased understanding of individuals within a cultural context; 6) avenue to continued cultural learning.

Intended Audience:
Any professor who teaches a course in which students are expected to learn about diversity in our society should find the presentation helpful.

Activities:
Ideally, the audience will be an International one and we can participate in a brief group discussion about how citizens of other countries experience the US culture, so the immediate learning and feedback process can be experienced first-hand. With permission, we will also view video tapes of previous discussion group and feedback process.
Since the audience will not be expected to have read the same autobiographies, some of the more poignant sections of the autobiographies will be read to the audience for discussion.
Evaluation comments from students will be shared as well.

Abstract:
This presentation is based on social learning theory, in which participating with others and communicating one's learning improves one's understanding.
The book club discussion group allows for the formation of a 'discourse community' to increase interaction and shared cognition (Granello, 2000). The value that students have placed on this assignment reflects previous literacy studies in which responses grow richer and more complex after discussions (Wood, Roser, & Martinez, 2001). Studies conducted with undergraduate students using book clubs resulted in: an increased appreciation of others' input and experiences, increased number of perspectives on the readings, and a commitment to continued reading literature in the future (Roberts, Jensen, & Hadjiyianni, 1997).
The international discussion group serves the purpose of allowing students to start identifying their own culture by asking people who have experienced it as an outsider for information. Our students (as in most counselor education programs) tend to be predominantly white and female. Generally, our students are not widely traveled and many have lived primarily within one culture, that of the southeast US. Anthropologists have long understood that those within a culture, without an opportunity to look at it from the outside, are not able to examine or understand their

own culture (Hammersley & Atkinson, 1995). This assignment provokes students to learn about their culture through the eyes of others.

Citations:

Granello, D. H. (2000). Contextual teaching and learning in counselor education. Counselor Education and Supervision, 39 (4), 270-283.

Hammersley, M., & Atkinson, P. (1995). What is ethnography? In M. Hammersley and P. Atkinson, Ethnography: Principles in practice (2nd ed.) pp. 1 - 22. New York, Routledge.

Roberts, S.K., Jensen, S.J., & Hadjiyianni, E. (1997). Using literature study groups in teacher education courses: learning through diversity. Journal of Adolescent and Adult Literacy, 41, 124-133.

Wood, K.D., Roser, N., & Martinez, M. (2001). Collaborative literacy: lessons learned from the literature. The Reading Teacher, 55 (2), 102-111.

Incorporating Web-Based Technology To Assist Students in Problem Solving, Decision Making, and Learning over Time

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Objectives:
The objectives of this presentation are to share with attendees the benefits of technology to facilitate:
a. instruction
b. progression
c. critical thinking
d. outcome measurement

Intended Audience:
This presentation will benefit faculty members who wish to incorporate new techniques and technology to help in the progression of student cognitive knowledge and understanding of theories, to critical thinking, problem solving, and application.

Activities:
This presentation will be a combination of demonstration and group discussion.

Abstract:
Many concepts and skills health science students learn they must also be able to demonstrate proficiently. Additionally, demonstration isn't the only criteria, students must understand the theory, perform the skill, and then critically make a decision (i.e., is it appropriate to use this skill in this situation?). These last two components, skill acquisition and decision making, are a constant battle for the educator as well as the student. Many students learn at different rates, have varying learning styles, or class sizes are not conducive to provide each student enough one-on-one instruction. When these situations occur, the educator must decide to either move on and leave some students behind, or continue with the current topic until all students have mastered the hierarchy of learning. Neither choice is ideal. In one, the class progresses before some students understand the material, setting these students up for future difficulties. In the latter, lack of interest may ensue for those that have mastered the information, or the remainder of the semester could be jeopardized for the instructor. Additionally, when a student meets with a skill or concept that is particularly challenging, remediation is often limited to the availability and schedules of both student and educator. Web based course management tools are relatively new educational phenomena, with many institutions utilizing systems such as the Blackboard course management system (Bb 6.0.11). These systems are quickly becoming an accepted means for delivering course content. Through the use of Lectora 2003 Suite Publishing software, our faculty has developed a hybrid means of combining traditional classroom and lab activities with clinical decision making opportunities. We have created a custom multimedia lesson on manual therapy

techniques that was made available to all students enrolled in selected courses via Blackboard. The software is organized similar to any web page, making it easy and user friendly. Specifically, we created lessons according to anatomical location. The student selects a particular location, and then is asked to choose a specific therapeutic technique to visualize. Finally, the student is provided with a situation (i.e., a specific pathology) and is then shown via videotaped demonstrations of the specific therapeutic intervention indicated for that situation. Upon viewing the videos, the student has the option of selecting different quizzes. Some are designed to assess cognitive knowledge; others are designed to assess critical thinking. The instructor has the ability to tabulate the information, provide very specific feedback, as well as monitor and measure progress. We have found that the availability of this information allows our students to master the topics at his/her own pace. This type of technology has allowed us the ability to personalize learning, combines classroom with clinical setting situations quite well, and provides the student with a resource other than the course instructor. Additionally, since the program is available through Blackboard, the student can review the material at his/her convenience. The goal of this presentation will be to share with attendees the benefits of this technology to facilitate instruction, progression, critical thinking, and outcome measurement.

Citations:
none

How to Create A Unique Statistics Project that Students will Enjoy!

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Objectives:
Workshop participants will:
1. Discuss how to best choose a topic for a project relevant to students.
2. Learn how to gather student input to create survey questions to allow for a variety of types of questions.
3. Learn how to most efficiently gather a large enough sample so students can do statistical analysis.
4. Brainstorm (and then see student's examples) for how to make it creative and fun!

Intended Audience:
While this presentation is typically geared toward instructors of statistics or elementary statistics, anyone who teaches a course with statistics would be able to utilize this project. It may be of special interest to those who teach in the social sciences, education, and business.

Activities:
Participants will be actively taken through the first two objectives as would be done in the classroom (audience participation and discussion is vital!). Handouts will be given for discussion of the third objective and student examples will be shown for objective 4.

Abstract:
In teaching statistics, it is not enough for students to be able to recite formulas and plug in numbers; it is imperative that students understand the concepts. One of the best ways for students to show their understanding of concepts is through writing. The understanding of these statistical concepts, which are often applied across many fields, must be communicated in a way so that everyone can understand, even people who may not understand statistics (Radke-Sharpe, 1991).

Additionally, for people to write it must be a topic meaningful to the writer. It is difficult to analyze and write about a data set; it is near impossible when the data is of no relevance to the writer. As everyone who has written a dissertation knows, you must choose a topic you love!

This project incorporates student input from start to finish. The topics are chosen democratically by the students, the questions are written by the students, the data is gathered by the students and then compiled for them to analyze. Students are then free to analyze the questions they wish to investigate, as long as they complete the necessary requirements. For example, students may be required to create and analyze a contingency table, correlate two variables, and complete a t-test, but they are not told which survey questions to use. On one hand it makes it much more interesting for the students to be able to choose the variables they wish to investigate, but on the other hand it makes it much more challenging because they must know which types of variables they can use for each test. Students must not only know how to analyze statistics, but also how and when to apply each test. This clearly shows the instructor if the student has mastered the concepts.

There are some drawbacks. While writing is important in statistics, it unfortunately does increase the work load (Stromberyg & Ramanathan, 1996). Additionally, a student created survey will have flaws. But it is through these flaws that the students will learn first hand how to design a better survey. In the project, not only do the students have to complete specific statistical analysis, but they also must write about the demographics, the randomness of the sample, possible biases, whether the survey could be generalized to the population, and how the

survey or the sample could be changed and improved. Additionally, students must complete appropriate graphs to support their analysis.

The highlight though for many of my students has been that I allow them to complete it in a creative format if they so choose. While a newspaper article and a letter are most common, many other examples (some humorous) will be shown. I often tell my students anything that makes me laugh when I'm knee deep in grading is good for you. This creativity allows students who do not like statistics to have a bit more fun, and they often put in more effort than they otherwise would do. An added bonus for the instructor: when you have 20 or 30 or 60 papers to grade, you often get a chance to smile!

Citations:

Radke-Sharpe, M. (1991). Writing as a component of statistics education. The American Statistician, 45, 292-293.

Strombery, A. & Ramanathan, S. (1996). Easy implementation of writing in introductory statistics courses. The American Statistician, 50, 159-163.

A New Instructional Perspective to Walk in the Statistics World
an experience of redesigning Stat100 at Penn State

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Objectives:
This presentation will show examples of how the inquiry-based learning can be used to enhance student learning in the introductory statistics courses. It will also explain the process of designing course materials and activities, and provide information, and examples to encourage and help others to pursue similar course redesign work.

Intended Audience:
This presentation is intended for faculty, instructional designer, and a general ISETL audience who interested in inquiry-based learning.

Activities:
We will discuss about how hard it is to interact with students in lecture classes; how to prepare the inquiry-based learning; how each step in the process is carried out; and how to develop real-world examples to which students can relate in statistics course.

Abstract:
I. Introduction
Over the past twenty years study has been written about the introductory statistic course. The introductory statistics course has been viewed as difficult and unpleasant by many students and frustrating and unrewarding to teach by instructors. Dissatisfactions with the introductory statistics course have led people to suggest new models for the course, to lead workshops to reexamine this course, and to offer recommendations for how the course should be changed. Previous studies have examined a variety of ways to improve learning in college statistics classes. These range from a complete redesign of the course, to enhancing the relevance of statistics, to emphasizing the

importance of salient statistical concepts. However, many statisticians have suggested ways to change teaching methods and to incorporate technology. The purpose of innovative learning activities is to increase student performance and to build strong positive attitude toward statistics by changing what is taught or by teaching with new strategies.
The introductory statistics course at Penn State University, University Park campus serves more than 1,000 students each year. Approximately 60 different majors in 11 colleges and schools require the course; it satisfies a general education requirement. Before it was restructured, students met three times a week with lectures format class.

II. Innovation made
Inquiry-based learning and collaborative group-work learning

The start of this innovative teaching in this class has its origins in inquiry-based learning through collaborative group work. Inquiry-oriented means that the problem calls upon both the learner and the teacher to become co-investigators together. Because the inquiry-based problem has no easy solution, no teacher dominated solution, the teacher is called upon to model his/her processes of inquiry and not simply be the "teller" of answers. (see hppt://www.imsa.edu/center/Bernie/html/center.html). There are several phases of using inquiry as an instructional strategy from the continuum of a traditional hand-on classroom to a student research classroom. The middle one is guided inquiry, that is, the teacher selects the topic, the question, providing the material, but students are required to design the investigation, analyze the results, and research supportable conclusions (see http://unr.edu/homepage/jcannon/ejse/bonnstetter.html). The current status of this Stat 100 class fits more in the guided inquiry phase. In addition to inquiry-based learning, development of students' collaborative skills through group work is a mean used to achieve the inquiry-based learning goal. Based on Bosworth's article (1994), there are several types of collaborative skills that college students need. However, the emphasis of collaborative skills in this class will focus more on group building/management (organize work, keep group on task, run a meeting) and inquiry skills (clarification, probe assumptions & evidence, and elicit viewpoints & perspectives). Also the role that the instructor plays is going to shape the success of collaborative learning in the classroom (Wiener 1986). The instructor can be a task setter, classroom manager, facilitator, or synthesizer. In this class, the instructor is playing more of the roles of task setter, classroom manager, and facilitator.

Materials designed
Innovation focused on a development of the group activity. Materials on the group activity in the laboratory sessions were developed by class-generated data. The class is organized in a multi-mode way including lectures in the beginning of the semester and follows an incremental-module structure. The three class times each week have the components of lecture (introducing the main ideas & concepts), quizzes, and group activities. The arrangement of these three components is designed to enhance students learning in the statistical concepts and have chance to apply those concepts to solve problems when provided with some data sets or scenario in the laboratory session. Students have to do this in groups and use the statistics software (i.e. MiniTab) to help them apply the data for them. A course management system supported by the University (i.e. ANGEL at Penn State) was also created to help display the lesson materials and classroom activity.

III. Results

A knowledge content test was developed and administered at the beginning and end of Spring 2003 semester to assess the "statistical literacy" that students should have gained when they leave the class (we will collect the data at the end of semester again).

In order to evaluate student attitudes toward statistics and their feelings about the class, students will complete Student Assessment of Learning Gains survey at the end of Spring 2003. There were 45 questions for the innovative made in Stat 100 course on this survey. Questions assess students learning gains using a 5-point Likert scale and also ask students to write down their comments.

Citations:
Bosworth, K. (1994). Developing collaborative skills in college students. In Bosworth, K. & Hamilton, S.J. (eds.). Collaborative Learning: underlying process and effective techniques. New Directions for Teaching and Learning no. 59. Fall 1994. San Francisco: Jossey-Bass. Pp: 25-31.

Interdisciplinary Problem Solving: Enriching Teaching/Learning At All Levels

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Objectives:
The objectives of the presentation are:

- By using an interdisciplinary, doctoral level course as a model,
- to demonstrate the strength of integrating disciplines in framing an issue
- to demonstrate what can happen when an integrated approach is used for problem solving
- To explore with participants the instructional methodologies and participant activities that can further enhance an interdisciplinary framework
- to explain the integration of reflective practice into teaching/learning

Intended Audience:
This interactive presentation is appropriate for faculty, administrators and all interested in enhancing the teaching/learning process.

Activities:

- a hands-on integration activity that will engage all participants (modeled on what is actually used in the class)
- a sampling of additional strategies used (time is a factor)
- opportunity for questions, discussion
- opportunity to review actual group projects and interdisciplinary reflection papers

Abstract:
The Social and Economic Dimensions of Human Development course, one of four core courses in the Interdisciplinary Doctoral Program in Human Development created by Marywood University, will be the foundation of our interactive presentation. Dr. Burke and I have co-taught this course for the past seven years. The Doctoral Program catalog defines interdisciplinary as a knowledge view and curriculum approach that consciously applies methodology and language from more than one discipline to examine a central theme or issue (Marywood University, 2002). Given the interdisciplinary focus of the doctoral program the core courses examine the influences, and the confluences, of moral, physiological, psychological, spiritual, social and economic factors on human development. And this core course will be the foundation of our interactive presentation.

Within the overarching interdisciplinary theme the Social and Economic Dimensions of Human Development course encourages the development of future community leaders/change agents. Through the interplay of theoretical content, integrative in-class exercises and a group problem-solving model, how students view issues and subsequent intervention strategies become more sophisticated as the boundaries between disciplines blur. Conversely, the strengths and values of traditional professions such as social work, nursing, education, and psychology ultimately enrich the world-view and enhance the problem-solving repertoire of the students. The

presenters will demonstrate how this is done and explain methodologies. Participants will engage in a hands-on activity.

This course is interdisciplinary in a number of ways and they will be explored with participants. First, there is a purposeful reliance on the confluence of content, delivered in previous core courses, to advance discussions on critical issues. Second, and what will become evident in the 'Creating Connections' section, course assignments that highlight the strengths and value of inter-professional team initiatives. Lastly, add to this mix the fact that the course is co-facilitated by an instructor grounded in education and administration and a second instructor grounded in social work – the hoped-for chaos and unpredictability of course direction becomes reality.

The architecture of the Social and Economic Dimensions of Human Development course, in a purposeful way, encourages the discovery of connections between professions. While Sullivan-Tarazi (2002) posits that interdisciplinary study leads to intellectual independence, it has been the experiences of the presenters that interdisciplinary study evolves beyond independence and to a stage that Jacobs (1989) and Fogarty (1995) view as being one of concept interdependence. They see that "(interdisciplinary study) permits students to see the inter-relations of subject disciplines and the interdependency between subject areas." Echoing the interdependence theme, Martinello and Cook (1994) state that "interdisciplinary study acknowledges the richness of the separate disciplines, their inter-relatedness, and their modes of inquiry."

Utilizing a front-loaded format, students in this course are provided grounding in intellectual thought that focuses on the social nature of, and the social influences on, humankind, as well as the effects of primary social institutions and attendant cultures on human development. Encouraged to build upon the moral, physiological, psychological, and spiritual content introduced in the two previous core courses, students have ample material with which to make connections, identify interdependencies, and forge fresh approaches to persistent problems.

As participants would expect, the introduction of course content does provide for a degree of initial shaping of thought and perspective. However, as the students immerse themselves in the experience of the course they tend to evolve from the more narrow outlook of discipline-based thinking, to a perspective of 'viewing issues from the balcony' (Bolman & Deal, 1991), which suggests a broad vision of human development and potential.

The course assignments, consisting of an interdisciplinary team problem-solving project and a series of integrative papers, are geared towards assisting students to simultaneously create connections between the professions represented on their team, thus blurring the boundaries between the knowledge foundations of the disciplines represented on the team.

Roche, et al. (1999) state that an interdisciplinary approach to education can lead to collaborative, and hence more enriching learning experiences for both those in student and instructor roles. Rather than attempting to live up to the Middle Ages myth of the independent scholar, upon which many academic programs today still pattern their program, an interdisciplinary problem-solving approach to education can prepare students to meet the challenges of an increasingly complex and interdependent world.

It is the intent of session facilitators to present the course as a foundation upon which to demonstrate the profound advantages to interdisciplinary course development and delivery.

Citations:

Bolman, L.G, & Deal, T.E. (1991). Reframing Organizations. San Francisco: Jossey-Bass.
Fogarty, R. (1995). Best Practices for the Learner-Centered Classroom.
Jacobs, H.H. (1989). Interdisciplinary Curriculum: Design and Implementation. Alexandria, VA: ASCD.
Martinello, M.L., & Cook, G.E., (1994). Interdisciplinary Inquiry in Teaching and Methods. New York: Macmillan College Publishing Co.
Roche, S.E., Dewees, M., Trailwater, R., Alexander, S., Cuddy, C., Handy, M., (1999). Contesting Boundaries in Social Work Education: A History Approach to Cooperative Learning and Teaching. Alexandria, VA: Council on Social Work Education.
Sullivan-Tarazi, Odile, (2002). Explore an Interdisciplinary Curriculum. [On-line]. mla.Stanford.edu/study.htm

Learning the Self: Using Student Autobiographies in Teaching Introductory Psychology

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Objectives:
To demonstrate the usefulness of autobiographical writing in the classroom; to demonstrate how autobiography is useful for grasping theoretical concepts; to demonstrate the practical application of theoretical classroom materials; and to engage in discussion as to how autobiography might be useful in a range of classes.

Intended Audience:
Faculty

Activities:
Sharing of student writings, large (and possibly small) group discussion.

Abstract:
This presentation is an exploration of my use of student autobiographies in my introductory psychology classes as a primary means of assessment. Autobiography is, by no means, a new form of pedagogy (see Chan, Chan and Chgung, 2004, MacLeod and Cowieson, 2001, and Shaw and Chessin, 1996 for Teacher Education; Carroll and Seeman, 2001 for Chemistry; Boyatzis, 1994, King, 1987, and Powers, 1998 for Social Sciences), but its use in psychology has been uncommon. There is evidence of the use of literature in general in psychology classes (Chrisler, 1990; Grant, 1987; Levine, 1983; Lips, 1990; Williams and Kolupke, 1986), as well as the use of published autobiographies such as the Eden Express (Gorman, 1984), and I K now Why the Caged Bird Sings (Boyatzis, 1992). My use of autobiography in psychology, however, moves in a more personal direction. Students are asked to complete two writing assignments which focus on the self, but then the self must be connected to class material through the practice of theoretical analysis. In my Introduction to Psychology class, the papers are assigned around two topics. The first is in answer to the question, "How did I learn to be who I am?" Students focus on Learning Theory, including classical conditioning, operant conditioning (positive and negative reinforcement, punishment, primary and secondary reinforcement), and social learning theory (modeling). They also make reference to material on motivation (e.g. Maslow's hierarchy). In this particular topic students write about the impact of teachers, parents, siblings and others on how they learned to be who they are. The narrative and the analysis are woven together into a whole. The second assignment concerns moral development and is in response to the question, "What do I stand for?" The format in this case is slightly different. Students choose a situation from their own lives that had some type of moral overtone or decision involved. The narrative of this event forms the first part of the paper, written in first person as a case study. In the second half of the paper the student takes on a third person perspective and analyzes the case using theoretical material from class. The theoretical material includes the work of Piaget, Kohlberg, Gillian, Loevinger, and personality theorists such as Jung. Examples of students' work will be shared during the presentation and can form the basis for discussion.

Benefits to this particular practice include: 1. Students' learning goes beyond the memorization of concepts or terminology. They are engaged in direct application of concepts and theories to material. 2. The exercises engage them in critical self-reflection, which can promote greater self-awareness and self-knowledge. 3. The specific material in class is seen by the students to have practical, everyday uses. 4. The strengths and weaknesses of theories are explored. This helps to bring into focus the constructed nature of theories and their limitations. 5. The combination of narrative and objective analysis demonstrates different ways of knowing and the validity of each. 6. Students retain class information longer once it can be shown to help explain their own lives.

While the exercise has worked extremely well in my classes, there are risks. These will be presented and discussed. The presentation will close with examples of how the students evaluated the assignment.

Citations:

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Getting down to cases: Developing problem-based cases for active learning

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Objectives:
Participants will gain an understanding of case-based, problem-based learning, and develop the necessary skills to create cases for both large and small classes and for a variety of time frames. Librarians who have been reluctant to attempt case-based learning in their instructional sessions will have the opportunity to practice the concepts and gain the skills necessary to incorporate this valuable instructional method into their program.

Intended Audience:
This presentation is most appropriate for instruction librarians and faculty who incorporate both active learning and information literacy into their curriculum. The skills that will be practiced will be of special interest to those interested in problem-based teaching and learning, since developing effective cases is one of the more difficult aspects of this method.

Activities:
The session will consist of four phases:
1. The presenters will provide a brief background and definition of case-based, problem-based learning.
2. Participants will practice with a simple case in order to better understand the process.
3. Using a set of guidelines provided by the presenters for creating cases, the group will work together to develop at least one case. If the group is large, we will divide into four groups that match participants from similar academic institutions and let each group either develop a draft case or modify an existing case so that it is appropriate for their setting
4. Discussion, assessment, and questions

Abstract:
The presentation will begin with a brief history and explanation of problem-based learning (PBL) and the development of the Case-Based, Problem-Based learning (CBPBL) approach that uses tightly focused mini-cases to help students demonstrate the ability to identify their information needs (Waterman, 1999). PBL has been used successfully in science and medical learning, and lends itself easily to helping students develop the critical thinking skills that lead to information literacy as described in Southern Illinois University School of Medicine's Problem Based Learning Initiative (1999).
The presenters will work through a simple case with the group, since this is the best way to introduce both students and instructors to CBPBL. In her workshop, Waterman (1999) recommended a case entitled "No Toast!" This is a

simple, open-ended mini-case that has no answer, but tends to generate many questions. Those who participate in this enjoyable exercise come away with an understanding of the concepts of CBPBL.

The brief PBL background and practice case will lead to the presentation's main focus which is learning to develop cases for a variety of classroom situations. The development of cases appropriate for information literacy instruction is challenging, but it is a worthwhile effort since problems taken from current, real life situations that are relevant to students immediate concerns are more likely to help them value and retain information literacy skills. The librarian whose instructional sessions vary in size, topic, and length will find that the ability to write cases makes it possible to incorporate problem-based learning more readily into the information literacy program.

Concepts for developing cases are drawn from several sources. Duch (2001) provides five guidelines for choosing and writing problems that lead to in-depth learning. Keeping the problems simple yet interesting is important, especially for 50-minute sessions, so that students are able to master transferable information literacy concepts without getting bogged down by a complicated problem. Linda Torp (2002) provides excellent guidelines for connecting problems, student interests, and learning objectives, and Waterman (1999) covers case formats and variations in group size to help the instructor develop a versatile repertoire of problems.

Participants will be provided with a summary of guidelines and ideas for developing cases. Using this information they can form collaborative small groups and choose to develop new cases, or take existing cases and rewrite them for a different size group or time-frame.

This presentation is designed on the principals of CBPBL, in that after the initial instruction in the background of this method, groups will form their own questions and work together to seek solutions with the presenters serving as facilitators and collaborators rather than workshop leaders.

Problem-based learning can be difficult to assess, because as Kanter (1998) points out, it is important to allow students to evaluate their own learning. This makes timing essential. Rather than assigning learning objectives at the beginning of the session, students should be assisted in comparing their own learning goals with the instructor's expectations, rather than being driven by the course objectives. If time allows, the group will practice this principle by assessing their own learning using PB assessment concepts.

The presenters will compile examples of the cases developed during the sessions and send them to the participants after the conference.

Redesigning your class for universal access

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Objectives:
The main objective of our presentation is to teach the concept of universal design for learning (UDL) and how it can be applied in others' classes. Specific objectives include:

- Promote an increased awareness of UDL
- Demonstrate that universal design does not have to be time-consuming or complicated
- Explain how UDL improves access to learning for all students, not just students with disabilities.
- Illustrate examples of UDL in our classes to generate ideas for UDL in our audience members' classes.
- Provide the basis for a plan of UDL in our audience members' classes through evaluation of their current design.

Intended Audience:
All educators are encouraged to attend.

Activities:
Audience members will briefly learn about universal design, and then begin to work individually on evaluating one of their own classes. Audience members will later pair up with another to problem-solve their class redesign issues. Some universal design approaches will also be demonstrated and shared. At the conclusion of the presentation, all our attendees should be leaving with new approaches for their own courses in hand.

Abstract:
Students with physical and/or learning disabilities often need alternative instruction methods to succeed in their learning. This is especially true in science, technology, engineering and math (STEM) classes, which are typically obstacles for these students (1: Students with Disabilities in Postsecondary Education: A Profile of preparation, participation and outcomes (1999). National Center for Educational Statistics, USDOE. Washington, D.C.). To create new approaches for students with disabilities, we have embraced the concept of universal design for learning. Universal design was originally developed to engineer better products for the physically-disabled, but now also applies to education.

The idea behind universal design for learning (UDL) is to create methods for learning success that are independent of an individual's limitations. These methods should be such an integral part of the learning experience that they do not seem to be specialized for select individuals. However, in developing these approaches to learning for students with particular needs, the material ends up reaching more students. A universal design approach, therefore, ensures more universal access, since opportunities for learning become more available for all students.

UDL can be implemented in both traditional classes and in asynchronous distance classes. We have developed methods for both, and have begun using them in our biology and computer information systems courses. These courses are offered at our respective 2-year and 4-year colleges. Students have responded well to the addition

of universal design; the students have taken responsibility for their own learning, knowing that any successes or failures are the result of their own involvement in the class. This has benefited each class as a whole.

The goal of our presentation is to have our audience members leave with a plan to begin implementation of universal design in their own classrooms. To do this, we will offer an approach for reevaluating ones entire course (teaching methods and content, lecture and lab) leading to creation of universal access. This new approach is based on our experiences in creating universal access in our own courses. Therefore, we will begin with a description of this new approach, and provide examples from our own classes (traditional and online). Our audience members will be give time to interact with one another and with us in order to develop their own strategies for universal design in their specific classes.

Students with physical disabilities often find note-taking to be a challenge. Either they cannot write quickly enough, they cannot see the board clearly, or they cannot hear the lecture properly. A typical accommodation for this situation is to have a peer note-taker; however, this is not ideal because having note-takers often provides inadequate notes and does not actively involve the disabled student in getting the class information. A universal design remedy for this situation in a traditional classroom is to use a simple, relatively inexpensive system (for example, mimio) to capture lectures (2: from Virtual Ink, www.mimio.com). The students can then access the lectures from home, reviewing both what was written on the board and what was spoken in class. This is just one example of a UDL adaptation that we have used.

For online courses, many websites are created without regard to access for those with disabilities. An easy way to counter this situation is to evaluate one's website using Bobby software (3: http://bobby.watchfire.com), which is available free of charge. This software ensures that one's website complies with web content accessibility guidelines (4: by World Wide Web Consortium, W3C, http://www.w3.org/TR/1999/WAI-WEBCONTENT-19990505/#Guidelines), making it available for all students. For example, visually-impaired students use text reader software to read the information on a website; often, images contain much of the content on a website, yet images are not spoken by the text readers. The Bobby software points out this type of issue and all accessibility issues on one's website. Obtaining Bobby approval is important for providing online education that is universally accessible.

The examples provided above are only a couple of examples of how UDL can be incorporated into one's classes to provide for better learning. Many forms of electronic text can help provide UDL, but not all adaptations need to be high-tech. Simple group work can offer appropriate help as well. We will share these and other approaches in this presentation.

Citations:

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3: http://bobby.watchfire.com
4: Accessibility guidelines by the World Wide Web Consortium, W3C, found at http://www.w3.org/TR/1999/WAI-WEBCONTENT-19990505/#Guidelines.

Repurposing a Proprietary Console System with Open Source Software for Use as an Instructional Tool

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Objectives:
A major issue in technology education today is students' interest in computer systems and their application. The problem is not with the applications or the systems themselves but from the lack of motivation students have toward learning about these systems. However, one common interest shared by secondary education students is video game systems. Integrating video game systems with problem-based computer science or technology education curricula will increase students' motivation to learn about computer systems and applications through a problem-based curriculum.

Intended Audience:
Technology education, computer science instructors, and curriculum developers who seek to include technological literacy in their classroom.

Activities:
Demonstration / presentation of the potential benefits of converting a $149 console gaming system into a fully functional desktop computer.

Abstract:
One such example would involve Microsoft's Xbox console gaming system. The Xbox is, in effect, a low-cost fully-functional personal computer using a 733 MHz Pentium III processor and an 8gb or 10gb hard drive. While current computers dwarf these specifications in virtually all areas now, for 2001 these were roughly on par with many desktop systems. Based on these features, the preponderance of "off the shelf" parts and components used, and the relatively reasonable price, numerous programmers quickly became interested in seeing it if was possible to run Linux and additional Open Source Software (OSS) on the Xbox. In each case, the goal has been similar: exceed the original purpose of the Xbox, to determine if and how well it might be used for basic computing tasks. If these attempts proved to be successful, the Xbox could allow schools to dramatically increase the student computer literacy rate in select environments, or allow individuals, who could not otherwise afford a computer to instead buy an Xbox, download and install Linux, and use this new device to communicate, create, and innovate. These low-cost of these video game systems will allow schools with minimum budgets to utilize this curriculum.

This process requires literacy in both hardware and software aspects of computers systems as well as familiarity with commonly used Linux environments. By students going through this process, they will gain knowledge of computer systems and practice creative problem solving. What we propose is a technology literacy curriculum based

around the conversion of an off-the-shelf propriety Xbox console into a personal desktop computer based on Open Source technology. After completing this curriculum, students will have an increased understanding of how computer systems function and how to find practical solutions to technical problems.

Additionally, Linux itself looks very “windows-like”, making for fairly low learning curve. To help increase overall awareness of this project and assist in diffusing it, the Xbox Linux Project offers step-by-step installation instructions, with the end result being a system capable of using common peripherals such as a keyboard and mouse, scanner, printer, a “webcam and a DVD burner, connected to a VGA monitor; 100% compatible with a standard Linux PC, all PC (USB) hardware and PC software that works with Linux.” (Xbox Linux Project 2002)

Such a system could have tremendous potential for technology literacy. Pairing an Xbox with Linux and OpenOffice.org, for example, would provide students essentially the same capability any of them would expect from a regular desktop computer. They could send and receive email, communicate using instant messaging IRC, or newsgroup clients, and browse Internet sites just as they normally would.

Perhaps more importantly, using the instructions detailed by the Xbox Linux Project in a technology education or computer science class would likely lead to an engaging, practical demonstration showcasing the power and flexibility of OSS itself. That is, converting an Xbox into a full functioning computing could be just a component of a larger project for a class, centered around examining and understanding the potential of OSS. A component of the lessons would focus on the nature of distributed collaborative engineering and the processes involved with developing a community-based project.

In a class of roughly two dozen students, a small group of these students could focus on actually converting the Xbox and installing Linux and related OSS. Another group could focus on creating a presentation detailing the historical context of Linux and current state of it in different contexts (consumer use, so-called “embedded” use in smart phones and handhelds, business / enterprise use, etc.) Another small group could create a presentation documenting the history and current state of OpenOffice.org, Mozilla, or other high-profile OSS that would be installed on the newly-converted Xbox. Yet another small group could examine similar efforts being undertaken using other gaming platforms, such as the Nintendo Game Boy Advance or Sony PlayStation 2. The end result could be a month-long project involving an entire class, working collaboratively to contextualize and demonstrate the practical application of OSS. The final product would be a complete package that could potentially be used as part of the Xbox-Linux project for informative or advocacy purposes. This product would help to involve students in real-life OSS collaboration with the intent that they seek out further collaborative opportunities.

Further or supplementary study could focus on other aspects, such as manufacturing, of a technology product. In this example, students would study and re-create a process by which Xbox unites were converted into computer systems in an organized fashion. Like some online counterparts, a business model could even be developed allowing the students to explore economic and entrepreneurial aspects of technological literacy. This business model would include marketing, operations management, sales, and customer feedback and evaluation.

A second, smaller, lesson could be devoted to the legal implications of the Xbox-Linux project. While this process is legal, there are certain questions that can be asked about modern digital rights management that would require students to study the law and its social consequences further. An understanding of intellectual property laws and how they compare/contrast with OSS would better prepare students for working in an environment full of intellectual property conflicts.

Citations:
Xbox Linux Project, http://www.xbox-linux.org/

(additional references available)

Students Helping Students: Is it Always Valuable?

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Objectives:
1. To present research on the value of writing for improving learning;
2. To discuss and practice methods of peer evaluation;
3. To discuss the benefits of peer evaluation for advanced compared to freshman students.

Intended Audience:
Faculty

Activities:
Participants will be given a very short writing assignment. After distribution of the writing assignments, participants will be instructed in a peer evaluation exercise. Peer evaluations will be returned to each author, and a discussion of the value of those evaluations will ensue.

Abstract:
The curricula for two biology courses: the first-year General Biology Lab and the upper level Cell Physiology were altered to include more writing with a standardized method of instruction. The writing complimented other course changes designed to foster the development of critical scientific inquiry and analytical skills, along with opportunities for cooperative learning and "peer persuasion" [1-5]. The numerous writing assignments, coupled with a process of peer evaluation [6], were given in order to provide students with opportunities to practice college level writing and improve their learning, while reducing the reading commitment of the instructor. Using the peer evaluation process, students focused both on the specific format of the scientific reports as well as the understanding of content and implications.

First-year students exhibited a sharp learning curve with respect to writing of laboratory proposals and reports. First reports were almost uniformly unacceptable, due in large part to the lack of critical thinking, abundance of copied and pasted material from the Internet, and inattention to detail and format. Similarly, the first peer evaluations were short and glossy, i.e. with almost no constructive criticism at all. After receiving instructor evaluations, however, the depth of the student peer evaluations steadily improved, showing that students were able to critique their peers once they had acquired a basic understanding of the writing process. In contrast, the peer evaluations from Cell Physiology students were, in general, quite thorough, but primarily focused on format rather than the clarity of the arguments.

The survey of student perceptions at the end of the semester in both courses showed that the large majority felt that writing lab reports was a valuable learning exercise, and that peer-evaluating helped them improve their own lab reports. The upper level students felt even more strongly than the first-year students that peer evaluation was helpful in writing their paper. Not surprisingly, first-year students felt strongly that instructor feedback was more valuable than peer feedback for improving their lab reports. Both groups also felt better prepared to do writing exercises in other classes, and judged that their assigned writing had helped them to better understand concepts in their courses, the way they learned, and even improved their general thought process.

The implications of these studies strongly suggest that writing can make a huge difference in the conceptual understanding of upper level students. Writing exercises that encourage conceptual analysis and practice in the scientific method are also valuable in introductory courses, but the process of "coaching" the students needs to be delivered in a different manner than the delivery to more experienced students.

Citations:

[1] Shaping the Future: New Expectations for Undergraduate Education in Science, Mathematics, Engineering, and Technology, NSF 96-139, National Science Foundation, Arlington, VA, 1996

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[3] "Reinventing Undergraduate Education: A Blueprint for America's Research Universities," The Boyer Commission on Educating Undergraduates in the Research University, State University of New York at Stony Brook, 1998

[4] A 3P's Approach to Science Education: Problem-posing, Problem-solving and Peer Persuasion, BioQUEST Curriculum Consortium, http://bioquest.org, updated 2001

[5] National Research Council, J.D. Bransford, A.L. Brown and R.R. Cocking, eds., How People Learn: Brain, Mind, Experience and School, National Academy Press, 2000

[6] Knisely, K., A Student Handbook for Writing in Biology. Sinauer Associates, Inc./W.H. Freeman and Co., 205 pp, 2002.

Teach Me Something I Can Use: Injecting Real-World Tasks into Academia

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Objectives:
Identify real-world tasks that students in a given major must be able to do.
Develop objectives derived from real-world tasks.

Intended Audience:
Instructors who wish to include instruction on what students must be able to do with the knowledge gained in a course for application in the practical world.

Activities:
Participants will develop a short list of tasks that students in their major might typically do in a real-world setting--a job or project. They will then develop objectives for those tasks to incorporate in their courses.

Abstract:
When developing a training program in the business world, instructional designers often begin by identifying the tasks and steps required to perform certain aspects of the job to be trained. Task analysis can be a helpful method in identifying practical objectives that many academic programs overlook.

This session will help participants identify real-world tasks for their particular discipline that students should be able to do but often never learn in college. Businesses complain all the time of having to train college graduates to perform tasks that they expected students would have learned in college but didn't. With examples from psychology and drama, participants will see the kinds of tasks that students never learn in their major but are critical to surviving in their chosen field.

Participants will then have the opportunity to identify some tasks in their discipline that students must learn but are never taught. Participants will then be guided in developing objectives for integrating the teaching of those tasks into appropriate courses.

Citations:
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Students! Write Your Own Test! Motivating Students through Active Learning Strategies

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Objectives:
The session seeks to:
1. Introduce and demonstrate an alternative method for teaching that uses questions and answers that students develop in advance as the basis for in-class discussion.
2. Illustrate the effectiveness and value of this alternative method by presenting the results of research performed while using it.
3. Show how this method is applicable across the curriculum.

Intended Audience:
This presentation is most appropriate for faculty of all disciplines.

Activities:
Session participants will:
• Participate in a group exercise in which they develop questions that best capture the information in a short text on a technical topic;
• Share their group questions and discuss as a whole which questions are the best ones to cover the material;
• Participate in another group activity that will further reinforce the content;
• Take a short quiz to demonstrate how easily they mastered the content;
• See how this method is applicable across the curriculum.

Abstract:
Background and Rationale (Summary)

True or False: Students come to class unprepared. Answer: True, if they are not properly motivated, and false if they are motivated. This presentation demonstrates the results of a research project that showed how easy it is to motivate students not only to read assigned material in advance, but to capture key concepts and write their own quiz on the material in a Web-based environment before they come to class. Thus, the classroom discussion changes from that of "expert professor lecturing to ignorant students" to something more like "expert professor discussing with knowledgeable students".

The value of writing in the learning process has long been recognized. Mortimer J. Adler, in his 1940 article "How to Mark a Book," states "…To set down your reaction to important words and sentences you have read, and the questions they have raised in your mind, is to preserve those reactions and sharpen those questions." (Adler, 1940, pp. 11-12).

The literature on writing as a form of learning is very extensive. The views of proponents of writing as a mode of learning are well summarized in these excerpts from the report of an Ad Hoc Committee on Writing Across the Curriculum at UNC:

"Writing is at the heart of the educational experience. The complex process of writing compels us to analyze, to organize, and to articulate, to think logically and clearly and to come to a better understanding of our subject through an attempt to explain or present it. … In many cases, writing is not merely an aid to thinking: writing is thinking… writing in courses in all disciplines has as its primary goal not the improvement of writing per se, but rather the improvement of the learning process." (qtd. in Lindemann para. 1)

While existing research and experience tells us of the value of writing in the learning process, this project was undertaken to determine the feasibility of requiring students to write in preparation for every class period, of assessing that writing, and of using that writing in class as the basis for class discussion. The result is that with effective use of an electronic bulletin board to which students posted their submissions, it is very feasible to have students write in preparation for each class period without overwhelming either the students or the teacher. The questions and answers that students develop are readily available to be used in class since they have been posted and can be easily displayed for the class.

While this project addresses the problem of having students prepared to engage material at a deeper level in class, it pays even more dividends in developing life-long learning skills. Particularly in technical fields, once students leave school with (hopefully) its structured group activities and experienced teachers, they will often be faced with the task of learning from a text or manual alone. This project helps them to develop the skill of processing and writing as they read, which is perhaps the most important skill they can possess as life-long learners and critical thinkers.

Citations:

Adler, M. (1940). How to mark a book. Saturday Review, July 6: 11-12.

Lindemann, E. (1989). Professor Erika Lindemann on "Writing to Learn." For your consideration. Chappell Hill, NC: UNC Center for Teaching and Learning. Retrieved January 9, 2004, from http://ctl.unc.edu/fyc4.html.

Theory and Practice for Designing Effective Online Courses

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Objectives:
The objectives of this presentation are: 1) to provide a research-based framework for Web-based or online courses and to show how that framework can be translated into steps for designing online courses; and 2) to gather participant feedback on the usefulness of this framework.

Intended Audience:
This session is most appropriate for faculty and administrators who are faced with moving to the Web-based environment and feel the need for an overarching framework for course design.

Activities:
The session will begin by asking participants to assess the major goal areas of one of their current face-to-face course using Angelo and Cross' "Teaching Goals Inventory."

- Participants will be introduced to the design framework and its theoretical underpinnings.
- Participants will break out into small affinity groups to begin to synthesize this information with respect to the design of their own course. A matrix linking goals, teaching strategies, and media will be used to aid the design process.
- Participants will present their work to the whole group, discuss issues, and offer feedback on the approach.

Abstract:
Many colleges and universities are encouraging or requiring faculty to add online components to their face-to-face courses or moving their courses to be delivered entirely online. It takes several years for an institution to develop the necessary infrastructure of multimedia and learning object development support and appropriate faculty incentives. Often, faculty "pick up" tips and techniques in professional development sessions but lack a conceptual framework for an effective online course.

Drawing on the work of several authors and researchers, this framework provides a way to structure any course, whether hybrid or fully online. Beginning with the work of Angelo and Cross (1993) on college assessments, teachers need to look first at their goals and objectives for their course. Angelo and Cross (1993) have developed a "Teaching Goals Inventory" that helps instructors identify their core learning goals. Moving from goals, the "backwards design for understanding" of Wiggins and McTighe (1998) is helpful in aligning goals, assessments of learning and the teaching strategies and activities geared toward student learning towards those goals.

Exploring the nature of online learning using the research-based model developed by Garrison and Anderson (2003) of the three presences in online teaching and learning of social, cognitive, and teaching presence is useful when designing the interactive/active activities that help engage students in the course – with each other, with the content, and with the teacher. It helps faculty/instructors to have a sense of the various kinds of interactivity that can be used within an online course, as well as the various kinds of media and their affordances for a given learning goal. The process of course design is the process of solving the problem of first knowing about and understanding each of these elements and then synthesizing and deciding which elements and their combination will work best towards achieving a given learning goal. Several matrices for types of interactions in a course and types of media will be presented.

In summary, the following steps are suggested for online course design:

Course learning goals, assessments, & learning activities

- Use a conceptual framework for online courses-Concord Consortium's e-Learning Model for Online Courses & Garrison & Anderson's (2003) model of presence
- Study exemplary courses (can use WebCT evaluation rubric)
- Learn about various pedagogical strategies for learning activities
- Learn about various technologies and how they relate to course goals and teaching strategies
- Publish it in WebCT/Blackboard or on the WWW – needed technology skills

Citations:

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Chickering, A. & Ehrmann, S. (1996). Implementing the seven principles: Technology as lever. Available http://www.tltgroup.org/programs/seven.html

Garrison, D.R. & Anderson, T. (2003). E-Learning in the 21st Century: A Framework for Research and Practice. New York: RoutledgeFalmer.

Learning Objects http://www.uwm.edu/Dept/CIE/AOP/LO_collections.html (list of collections)
http://elearning.utsa.edu/guides/LO-repositories.htm

Lynch, M.M. (2002). The Online Educator: A Guide to Creating the Virtual Classroom. New York: RoutledgeFalmer.

The Michigan Virtual University, "Balancing the Learning Equation: Exploring Effective Mixtures of Technology, Teaching, and Learning," by Bonnie Mullinix & David McCurry. Available at: http://64.124.14.173/default.asp?show=article&id=1002 A good overview of course modes (from F2F through hybrid to fully online, exemplary groups' work, resources for course sharing and learning objects, professional development, & best practices).

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Wiggins, G.P. & McTighe, J. (1998). Understanding by design. Alexandria, VA: Association for Supervision and Curriculum Development.

Defining leadership for college students: A needs assessment approach

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Objectives:
Our presentation provides insight regarding procedures for selecting instructional content in general and leadership in particular. It also demonstrates a needs assessment process by engaging the audience in our presentation activities.

Intended Audience:
The presentation is most appropriate for college program administrators, faculty, and educational researchers.

Activities:
We will invite the audience to fill out our survey, acting in the roles of various stakeholders. After the role-play, our results will be presented for comparison to the responses of the audience.

Abstract:
Recent events in the corporate world have awakened the interest of higher education in the topic of leadership. The business school administration at an eastern land-grant university wanted to modify the curriculum of their Freshman Year Seminar (FYS) to address that topic. Lacking procedures to assess potential content for inclusion in their FYS, they approach our group for advice. We used a systematic needs assessment to model the search process and to assess the topic content by inviting contributions from the range of stakeholders. Those wishing to see an application of needs assessment in higher education and having an interest in inclusion of leadership content in a college curriculum will benefit from our presentation.

Recent literature supports the business school administration's assumption that leadership has not been sufficiently taught though it is important to their students. "Senior executives can graduate at the top of the best business schools in the world … can still be more likely to fail than succeed, unless they also possess the requisite personal and social skills" (Kouzes & Posner, 2003). However, the characteristics of leadership are open to debate. Some sources indicate the following as leadership characteristics, "ethical behavior, intellectual integrity, openness and honesty" (Feld, 2004), while others identify the following skills as being most important: "1.communication (oral and written); 2. computer literacy; 3. interpersonal/social; 4. critical thinking/leadership (tied); and 5. teamwork" (Moody, Stewart, & Bolt-Lee, 2002).
In addition, "Business school courses and curricula are not designed to help students acquire the skills to function as effective team members" (McKendall, 2000; Verderber & Serey, 1996). The dilemma of business schools is that they do not know how to choose what to teach about leadership in the limited amount of time.

Using the established procedures of needs assessment, we carefully studied the context and categorized the problem as new systems and technologies (Rossett & Arwady, 1987) due to the administrator's intention of proposing a new system. We identified needs indicators, discrepancies and performance standards (Rossett & Arwady, 1987) . A variety of analysis techniques were utilized in our inquiry, including extant data analysis, needs assessment, and subject matter analysis (Rossett & Arwady, 1987). We interviewed business school administrators and subject matter experts in leadership content, analyzed the current textbook, and reviewed literature. Using a framework developed from our literature review, we developed an online survey about leadership characteristics. Those characteristics included: vision, ethics, communication skills, teamwork skill, and so on. A large group of stakeholders, that is, freshmen, upperclassmen, faculty members, and alumni of the college of business, responded to the survey..
262 individuals from the four stakeholder groups responded to our survey. Based on the survey results, we selected the characteristics to recommend to our client by employing an innovative task selection worksheet approach (Jonassen, Tessmer & Hannum (1999)). In order to accommodate the needs of all parties, we assigned priorities to their responses. Interestingly, despite the disparity in age and position, all consistently gave high ratings to some of the same characteristics. Although anyone could choose those characteristics intuitively, without a systematic and scientific approach the result would be unconvincing. As the importance ratings of characteristics decreased, so did the agreement among stakeholders. Overall, some of the most important characteristics identified in the survey results were interpersonal, such as communication skill, decision-making ability, and some personal qualities. Our results are congruent with what corporations feel about leadership in general and are supported by strong empirical evidence. Those characteristics are important for today's corporation and should be taught as a first priority in any college of business in order to foster high caliber business leaders.

In our presentation, we will talk about our procedures including subject matter expert interview, survey, and selection. Then, we will discuss our recommendations of what could have been done differently and what topics about the leadership content are most germane to the target students.

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Students Appreciate "Appreciative Inquiry": Sharing Positive Learning Experiences

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Objectives:
1) To promote discussion about teaching
2) Explore best practices for teaching and learning
3) Demonstrate how "Appreciative Inquiry" can be used to enhance participation
4) Understand how the appreciative process uses reflection and positive dialogue to establish an environment for teaching and learning

Intended Audience:
This workshop is intended and appropriate for any teacher or practitioner who wishes to explore best teaching practices and learn the "Appreciative Inquiry" process

Activities:
1) Do a mini "Appreciative Inquiry" 30 min
2) Discuss the pro's and con's of using the appreciative methodology 10 min
3) Discuss how the process might be used in a classroom. 10 min
4) Identify resources that can be used 10 min

Abstract:
Appreciative Inquiry is an intervention technique aimed at asking positive questions to engage all participants in a positive dialogue. David Cooperrider, who some consider the father of "Appreciative Inquiry", believes that most interventions in organizations start out on a positive note but quickly degenerate into negative or deficit dialogue. Facilitators speak about problems and concerns instead of challenges and opportunities. The appreciative process develops around the premise that all organizations have enthusiasm and life. It is the job of the leader to rediscover that life and to help the organization continually build upon and improve it.

This is also true for teachers, every classroom has enthusiasm and life and it is the teacher's responsibility to continually strive to improve the learning environment. Steven Lundin in his book "Fish Sticks", claims we must find the "it" then coach and mentor "it". "It" being the magic that happens between student and teacher setting up that perfect environment for learning and discovery. Lundin believes that excessive dialogue helps people understand their roles and responsibilities. Having students discuss their learning and commit to being responsible for their learning helps them participate in that learning.

Every semester I ask students to write a paragraph and describe their best learning experience. Specifically when and where it occurred, who was involved and why did they consider it a good experience? The students then share their stories and look for commonalities.
Some commonalities or attributes were as follows:

- Instructor enthusiasm
- An environment that encourages student participation
- Student teacher relationship
- Relevant course information
- Instructor's approachability
- Challenging work
- Useful and time subject matter

- Students who are willing to participate
- Hands on and real life

The story and attributes are actually the first two steps of the "Appreciative Inquiry" process and can be used as an icebreaker or as a reality check during the semester. The process, is based on lots of positive dialogue and becomes much more important then the task. Students appreciate the opportunity to tell their story and the sharing helps build classroom trust and both of which heighten the learning process.

Sue Hammond lists eight assumptions of "Appreciative Inquiry", which include:

1) In every society, organization, or group, there is something that works
2) Things we focus on become reality
3) Reality is created in the moment and there are multiple realities.
4) The act of simply asking questions of a group influences the group
5) People have more comfort on a trip to the future if they can bring parts of the past
6) We should only bring successful parts of the past into the future
7) It is important to value differences
8) The language we use creates our reality

The author hopes to demonstrate this process and concept through an interactive workshop that will focus on some, positive, past experiences we have all had in our collective years of teaching.

Citations:

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I'm Selling-You Buying? The Impact of Attitude in the Classroom

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Objectives:
1)To promote discussion on the importance of attitude in the classroom
2)To promote discussion about instructor and student interaction
3)Explore differences in attitudes
4)To illustrate an exercise that can be used to show the effects of positive and negative attitudes
5)Develop approaches to addressing attitudinal concerns in the classroom

Intended Audience:
This workshop is intended and appropriate for any teacher or practitioner who is interested in exploring the routine interactions faced in a group, team, and classroom.

Activities:
The session opens with an experiential exercise involving all participants followed with discussion of the lessons learned and the application in the classroom.

Abstract:
"It's your attitude toward life that determines life's attitude toward you."

It is a simple cause and effect, but is it really that simple? How important is the attitude in the classroom? How does one's attitude show itself? What should one do about the attitude of the students? Does the instructor really have any control over this? If the attitude is not as it should be, how does one address it? These and other questions will be addressed in this session titled, "I'm Selling. You Buying?"

Attitudes can be complicated. Attitude can also change over time but attitudes can also change quickly. We know people's attitudes come partly from their values, the cognitive component of an attitude, but attitudes also depend on how you feel about something, the affective component. Attitudes are also reflected through behavior we often

observe. Research between attitudes and behaviors relationship has demonstrated that there is a measurable relationship if moderating contingency variables are taken into consideration. The more specific the attitude we are addressing and the more specific a related behavior, for example attendance or tardiness, the greater the probability that we can show a relationship between attitude and behavior.

Attitudes are an evaluation you make about something. From the moment the instructor walks through the door into the classroom, the students are checking on the instructor's attitudes. Students want teachers with enthusiasm, with a bounce in their step, with a positive attitude. Teachers want the same. Often, nothing has to be said, but rather, shown.

To understand people's behavior, you need to understand their values and attitudes. Attitudes are magic. For example:

- It is your attitude at the beginning of a difficult task more that anything else that will determine it's successful outcome.

- One must think, act, talk, and conduct themselves as the person they want to become. This sounds like one is to put on a "front." But is that what it really means?

- It is your attitude toward others that will determine others attitude toward you. It is you attitude toward your students that will determine their attitude toward you, or is it the other way around?

- The higher you go up into any organization of value, the better the attitudes you will find. It is not the success that caused the attitude, but rather the attitude that created the success. How does this speak to you as the professor imparting all of this great wisdom? Is the attitude reflective of the success achieved?

How can these four magical points be applied in the classroom?

Summary:
Through an experiential exercise, this session will explore the many intricacies of the attitudes in a classroom, the attitude for success and the attitude that may prove dysfunctional.

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Experiential Learning: A Tale of Two Students

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Objectives:
1. To promote the use of experiential learning in education
2. To promote faculty involvement in experiential learning
3. To explore various types of learning experiences
4. To facilitate discussion and development of ideas for application of experiential learning

Intended Audience:
Instructors and administrators interested in enriching their students' education through learning experiences that are outside the realm of "normal" course instruction.

Activities:
Participants will engage in discussion and brainstorming activities within the group as a whole and within small groups during the course of the session. Presentation leaders will lead discussion in the areas of term definitions and original ideas and suggestions pertaining to the subject of experiential learning.

Abstract:
The Oxford Dictionary defines experience as "an event by which one is affected; and, knowledge resulting from actual observation or from what one has undergone" (Oxford Dictionary, 1998). David Kolb defines learning as "the process whereby knowledge is created through the transformation of experience" (Kolb, 1984). "In the book The Power of Experiential Learning, the authors define experiential learning as "the insight gained through the conscious or unconscious internalization of our own or observed interactions, which build upon our past experiences and knowledge. Experiential learning is, in essence, the underpinning process to all forms of learning since it represents the transformation of most new and significant experiences and incorporates them within a broader conceptual framework" (Beard & Wilson, 2002).

The presenters of this session interpret one aspect of experiential learning to be the education that occurs as a result of any learning engagement beyond the realm of traditional postsecondary instruction. This education may occur through any number of means on a large or small scale. Varying experiences may include travel opportunities, cultural experiences, presentation opportunities, research activities, conference attendance, and teaching opportunities among others. The presenters will discuss their individual unique experiences within many of these areas along with their specific learning outcomes.

The presenters also opine that successful and influential learning experiences require dedicated educators to provide and facilitate them. Furthermore, each distinct instructor and educational environment contains its own unique opportunities for learning experiences. In this spirit, participants will engage in discussion and brainstorming exercises for new or original applications of experiential learning.

Finally, every teaching and learning tool possesses strengths and weaknesses. With this realization, the presenters will expound upon these, showing that the strengths of using experiential learning to enrich student education outweigh any detriments it may possess.

Citations:

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Kolb, D. (1984) Experiential Learning. Englewood Cliffs, NJ: Prentice Hall.

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Reframing the Learning Using Web Enhanced Course

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Objectives:
Improve the quality of instruction for students' enhanced learning.

Intended Audience:
Faculty, administrators, Teaching learning using critical thinking, and Instructional Technology.

Activities:
Simulations.

Abstract:
A Physical Science course has been redesigned as a Web enhanced course, where a significant portion of the learning activities has been moved online, and time traditionally spent in the classroom is reduced but not eliminated. The goal of hybrid courses is to join the best features of in-class teaching with the best features of online learning to promote active independent learning and reduce class seat time.

The online component gives the 'first exposure' to the students and gives them time to reflect on any questions they may have. The class can then begin with a short multiple-choice quiz on the assigned reading (MacGregor, 2000). It follows with a discussion (Neff, 1989), going over the concepts with examples. Some demonstrations and video clips are also incorporated based on the need for any particular topic. Demonstration provides the basis for student's sequential predicting scientific logical thinking. Various methods are used for the discussion hour to promote student-student and instructor-student interaction.
Collaborative Learning is an instruction method in which students at various performance levels work together in small groups toward a common goal. The students are responsible for one another's learning as well as their own. Thus, the success of one student helps other students to be successful (Gokhale, 2002). Collaborative Learning strategies such as Think-Pair-share (Lyman, 1981) and Think-pair-square gives more variations in teaching learning process and more student-student interaction enhancing creative imagination and independent thought.

Problem based learning that promotes sequential and logical thinking. It clarifies and gives better understanding of the concepts.
Critical thinking activities promoted active learning, appreciating diversity, social and emotional development. It also reduces student attrition. It develops the level of maturity, responsibility and the kind of complex thinking and decision-making.

The online component motivates the student from within for independent learning and increases student-instructors contact hours reducing the lecture time.

No doubts that collaborative learning strategies are efficient, innovates the critical thinking as well as problem-based learning (Boud, 1997) if used productively and is based on specific goal with an open ended task for the students. The key point in using collaborative learning is to plan the course structure and specific content-bound objectives, and ascertaining (and incorporating) student goals so they "buy into" this teaching style. Becoming a successful learner need dialogue and examining different perspectives that students become knowledgeable, strategic, self-determined, and empathetic. Moreover, involving students in real-world tasks and linking new information to prior knowledge requires effective communication and collaboration among teachers, students, and others Internet Assisted Teaching and Learning (Kramer, 2002) have many advantages. Students get the best of both traditional

face-to-face quality class discussion using innovative methods and easy access to the course material for independent learning. Anytime unlimited virtual contact hours using bulletin board, and email contact with the instructor. The use of Internet technology seems to increase the quality of the learning experience and make students more active learners through improved Learning Process.

Students got the opportunity to prepare ahead of time for class and are less inhibited and feel free to ask questions. It gives them more self- confidence. The teacher can concentrate on more difficult topics and spend more time on it in class. The students appreciated the elaborate diagrams for clear understanding of the concepts in the class notes. Some students had problem using the URL's given to them for reference. The click able links encourages students to access and read the articles.

Citations:

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So We Never Get a Grade on our Essays?
using writing traits to teach freshman composition

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Objectives:
presentation of a framework for teaching and assessing writing that gives students a way to think about their writing without thinking about grades. Focuses basic writing curriculum on specific aspects of writing which are universal.

Intended Audience:
faculty who teach writing, in any discipline; those who work with Writing Centers; anyone interested in assessment issues

Activities:
Practice using the writing traits, both for grading and for possible class activities. These will be done individually and in groups, with accompanying discussion.
Examination of student work, including at least one example of how a student improved over time.
Active participation will be incorporated throughout the presentation. Each piece of information presented will be followed by a chance to apply that information.

Abstract:
When I first taught writing at the college level, I decided to use a rubric-based assessment system rather than a grade-based system. Over the next three years, I developed a writing curriculum built around the 6 traits of writing as developed by Vicki Spandel and Ruth Culham, Northwest Regional Educational Laboratory. Spandel and Culham developed the traits for K-12 classroom teachers; they are currently in use across the country. Each district that has adopted the trait approach has modified as necessary to fit their curriculum, as intended by the designers. My adaptation is based on materials published by Spandel & Culham (1994), and materials adapted and created by the San Lorenzo Unified School District, San Lorenzo, California (V. Srago, personal communication). Much of what I will present is the curriculum I developed. While the overall effect of using the Traits in elementary schools has been studied (Smith, 2003; Arter et al, 1994), I have not encountered research showing their use at the college level (despite concerted effort). Research on college composition focuses on issues of finding the self, the revision process, or incorporating writing across the curriculum. There is value, I believe, in also focusing on teaching students to think about writing in new ways that they can then apply to multiple writing situations. The Traits model provides one way to do this.

I start with a brief overview of the courses I was teaching when developing this form of assessment. I then present the 6 traits of writing, followed by an in-depth look at each of them. The 6 traits are: Ideas and Content, Organization, Voice, Sentence Fluency, Word Choice, and Conventions. These are general enough to be adaptable to any learning level. The expectations of a third grader's ability to organize a paragraph are necessarily different from the expectations of a college freshman's ability, but the basic requirements (one central idea expressed in a topic sentence, for example) are much the same. I define each trait, and present the expectations for college level writing. Each trait is scored on a 5 point scale (5 being mastery); the requirements for each score are discussed.

The best way to fully understand the Traits is to work with them. Audience involvement will occur throughout the presentation. For each trait, we explore assessment issues and sample activities to use with students. This includes looking at and scoring writing samples from students, focusing on a specific trait. For example, in the Organization trait, a paper is scored a 5 if all required elements are present: introduction, paragraphs organized around central ideas, overall structure that builds an argument, conclusion. We will examine sample essays, and discuss possible

scores. Class activities include reassembling essays (paragraph order) and identifying possible paragraph breaks. As the audience participates in sample activities, we will discuss what aspects of the Traits they highlight.

I then discuss the modifications I made for three levels of writing: remedial, first semester expository writing, and research writing, and other ways the traits can be adjusted to any curriculum requirements, at any level of writing. One adjustment I discuss is the introduction of a new trait for research writing at the college level: Using Sources (self developed). I conclude with a brief explanation of how I have adapted the traits for a points based assessment rubric.

I have found the Traits provide a useful structure for composition classes of all levels. Students learn to be more critical of their writing in constructive ways, and instructors can demonstrate clear connections between class activities and writing assessment. The Traits model is inherently adaptable to multiple writing situations, and will be useful to any college composition instructor who is looking for a way to make writing instruction more effective.

Citations:

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Workbook Strategy and Active Learning Experience in Engineering Education

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Objectives:
1. The objective is to reduce the mismatches between the learning and teaching styles, promote deep understanding of engineering analysis and problem solving: students are in majority visual and sensing learners, and yet 90-95% of the content for most courses is verbal, and most instructors are intuitive learners; beside that, textbooks have their own style; their contents, depth of coverage of materials, and organization may affect the teaching and learning styles.

2. Learning styles involve verbal or visual input modality, sensing or intuitive perception, active or reflective processing, and sequential or global understanding of a course material. the workbook strategy mainly aims to reduce mismatches between visual and verbal learners. However, through the deep understanding of engineering analysis and in-class group work, the strategy may play a positive overall role in decreasing the mismatches between teaching and learning styles.

3. Level of students learning depends on their native ability, background, and learning styles. As these are characteristics, instructors should adapt more effective teaching strategies towards a student centered rather than instructor based teaching and learning process.

4. Students should learn how to solve engineering problems rather than using cook-book procedures to solve them. The workbook strategy aims to teach students how to learn engineering analysis and solve engineering problems. It engages them actively, by providing more time to think in their learning objectives and practicing on them in group work.

5. students should have the skill of transferring knowledge in higher order within a course or across courses. This is one of the skills engineering student should have for product and process design. The workbook strategy will help students in their critical thinking and learning how to learn through in-class group work and problem-based learning. The group work will enable them to teach each other the analysis and usage of knowledge across courses. The workbook itself will teach them how to advance the analysis from simple to more complex form.

6. This study presents the two years of experience in effective teaching and active learning with the ‘workbook strategy’ in the chemical engineering department at Virginia Polytechnic Institute and State University. Although the samples are from the chemical engineering field, the strategy can be applied easily to all other fields of engineering and science education.

7. In this interactive presentation, the audience will experience the existence of mismatches between teaching and learning styles. The effect of this mismatch will be discussed in detail. A strategy to reduce this mismatch, and introduce student-centered and problem based teaching-learning experience at Virginia Tech will be presented.

Intended Audience:
This presentation is for all engineering faculty and administrators, instructional technologists, those interested in active learning and effective teaching, and those interested in student-centered and problem based education.

Activities:
1. Assessing learning and teaching styles of the audience by using the Index of Learning Styles by Felder.

2. Establishing the groups among the audience with three to five members using the assessment of learning styles. Mainly groups will consist of members with different learning styles

3. Assessing the teaching styles of some engineering textbooks.

4. Group work on identifying the implications of possible mismatches and the ways of reducing them between teaching and learning styles.

5. Group work on assessing the workbook strategy in reducing the mismatches between the learning and teaching styles.

6. Group work on assessing in-class group work after engineering analysis with workbook.

7. Group discussions on student-centered and problem based engineering education.

Abstract:
Mismatches between the learning and teaching styles are common because students are in majority visual and sensing learners, and yet 90-95% of the content for most courses is verbal, and most instructors are intuitive learners. Beside that, textbooks have their own style, and their contents, depth of coverage of materials, and organization may affect the teaching and learning styles. Learning styles involve verbal or visual input modality, sensing or intuitive perception, active or reflective processing, and sequential or global understanding of a course material. Students learning depend on their native ability, background. As the learning preferences are characteristics, instructors have to improve the effectiveness of their teaching. This study presents the two years of experience with the 'workbook strategy' in the chemical engineering department at Virginia Polytechnic Institute and State University.

The workbook strategy integrates the following four elements. (1) Classroom analysis to assess the background and the learning preferences of students; Felder & Soloman's index of learning styles can be used for the learning preferences. (2) Using workbook in lecturing; a properly prepared workbook presents the contents of a textbook more visible and extractable, and relates fundamentals to applications in an organized way. The verbal elements include all the fundamentals, analysis, and synthesis, while the visual elements consist of most of the related graphs, diagrams, charts, process flow diagrams, tables, and figures. Some of the visual and verbal elements are deliberately left incomplete or missing. Instructor delivers the lectures with an overhead projector using the transparencies of workbook, and completes the missing verbal and visual elements jointly with the students to stimulate the critical thinking, and interaction between students and instructor, while reducing the time for note taking. (3) Implementing group work; the groups consist of two or three students with different learning styles; so that they can teach one another. The group work acts as a ten-to-fifteen minute scientific break, in which students review the analysis and use in a short application in a relaxed, collaborative, and active learning environment. At the end of lecture, the groups submit their work, which is checked by the instructor and returned within the next lecture. (4) The last element is the use of 'blackboard' as information technology aided tool for education and communication.

The strategy was incorporated in teaching the thermodynamics, simulations and separation processes courses. Preliminary assessments show that around 90% of the students agree and tend to agree that the workbook strategy offers an effective teaching for students with various learning styles; it also stimulates active learning, enhances problem based learning, subject-specific skills, and deep understanding. However, the strategy needs a true assessment in order to measure its real effectiveness in engineering education, which is the main objective of a pending NSF proposal.

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The Benefits of Cooperative Learning, Peer Modeling and Email:
Improving the Argumentative Essay Writing Skills of ESL Writers

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Objectives:
Participants will learn how to:

1) implement cooperative learning to help ESL writers improve argumentative essay writing skills

2) facilitate group learning, and sharing and testing of ideas

3) encourage peer modeling to help students learn from each other and not only from the instructor

4) encourage peer modeling to enhance writing confidence

5) use email to help the instructor give feedback, and to help ESL writers receive meaningful feedback in the areas of essay organization, content, support, grammar, critical thinking, etc.

6) use email to visually track progress of essay drafts and revisions

7) implement cooperative learning to prepare students for individual assessment of argumentative writing skills

Intended Audience:
The audience is faculty, faculty and administration, and those interested in problem-based teaching and learning

Activities:
Participants in this interactive presentation will participate in meaningful discussions and role-play that will: 1) allow them to engage in interactive, hands-on cooperative learning and teaching activities; 2) take on the role of ESL writers to experience the learning involved in developing and acquiring argumentative writing skills and grammar skills; and 3) allow them to learn how to evaluate essays, give feedback and track learner progress

Abstract:
This presentation will show how cooperative learning, along with peer modeling and the use of email helped to improve the success rate of ESL students who were finally able to pass a writing proficiency exam (WPE), an argumentative essay, and a university graduation requirement. The cooperative learning approach resulted in 83% of the students passing the writing proficiency exam, whereas the previous individualized tutoring approach resulted in 58% of the students passing the writing proficiency exam.
The presenter will show how to integrate cooperative learning, peer modeling
and the use of email to help ESL writers to cooperatively take charge of their learning.
In addition, the presenter will show how to evaluate and assess writing progress, and
provide learner with feedback from other learners and the teacher in the areas of
grammar, content/support, critical thinking, etc.
For students whose first or best language is not English, the inability to write in English presents a tremendous obstacle. For many students writing in English is a very debilitating experience, which results in anger and frustration (Thomas, 1993). According to Raimes (1984), the anguish the learner experiences becomes the anguish of the instructors as well as they read “more and more pieces of writing not only filled with grammatical errors but empty of life and content” (as cited in Thomas, 1993).

Because they are unable to express their ideas, especially in academic writing and argumentative essay writing, which requires the ability to think critically, ESL students experience frustration and repeated failures occur. Taking a stand in an argumentative essay can be especially difficult (Sanders, 2000). Unfamiliarity with issues typical of American culture and society raised in essay questions makes writing difficult for native English speakers and doubly difficult for ESL writers. A study conducted by Tedick (1990) examined the degree to which ESL graduate students writing performance was affected by their knowledge of the subject matter.

Some colleges and universities have no ESL programs or offer few courses and often refer ESL students to campus writing centers, which implement individualized tutoring to address writing needs. This presentation will show how cooperative learning as an alternative to individualized tutoring can better accommodate the English writing needs of second language learners.

Cooperative learning has been generally defined as "the instructional use of small groups so that students can work together to accomplish a common purpose and maximize their own and others' learning" (Johnson &Johnson, 1983; Kagan, 1999; Slavin, 1986 as cited in Bromley & Modlo, 1997). According to Johnson, Johnson & Houlbec, five basic elements are essential in order for a learning activity to be cooperative. They include positive interdependence, which encourages all students to contribute to the success of the group, individual accountability, in which every student demonstrates what he/she has learned and is individually assessed, and face-to-face primitive interaction, in which students promote each other's success with encouragement and support. Social skills and group processing are also practiced in cooperative learning. Research by Johnson, Johnson & Smith suggests that unlike learning that is individualistic and competitive, cooperative learning benefits students in that it leads to greater achievement, exchange of ideas and information among students, increased productivity and positive relationships among students (cited in Johnson, Johnson & Roger, 1999).

The cooperative learning approach is ideal for practicing the principles of second language acquisition, which requires that language input be appropriate and plentiful, that acquisition provide opportunities for meaningful interaction, and that a supportive environment be provided (Kagan & McGroarty, 1993). Cooperative learning can help the teacher respond to the various needs of the students who represent a wide range of abilities and language backgrounds. While providing structure for the teacher to provide content support for the students, cooperative learning also provides students with opportunities to learn from one another, and not from the teacher only. Teachers and students are required to interact, students learn to depend on each other and to give non-threatening feedback, and to model language and use it purposefully. According to Johnson (1994) & Kohn (1992), cooperative learning also supports peer modeling. Students gradually build confidence with the language, as well as learn to cooperate and compete. In addition, cooperative learning prepares students for academic learning and testing by stimulating students to higher levels of thinking (Chips, 1993). According to Hinson (1990), when ESL students face new challenges, they need support (as cited in Obah, 1993). Cooperative learning and ESL is a natural marriage (Kagan, 1995).

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Patterns We Teach By... Patterns We Learn By...
Patterns We Live By: Aligning Information Processing Patterns in the Classroom

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Objectives:
This workshop demonstrates an instructional approach that articulates the conscious alignment of "information processing patterns" between teacher, student, and classroom environment. It manifests information processing patterns that are at times interpersonally &/or interpersonally oriented, biologically &/or environmentally stimulated, and internally &/or externally communicated. Participants will; 1) be sensitized to information processing patterns operative in teaching strategies within the classroom environment, 2) be sensitized to information processing patterns operative in learning strategies within the classroom environment, and 3) consider ways to align such patterns in their own classroom environments.

Intended Audience:
This workshop is of general interest to instructors who are exploring ways to align their individual teaching styles with varied student learning styles through consistent and productive classroom management strategies. It may be of particular interest to those who teach non-traditional student populations (i.e., returning adult students, students with learning differences, communication apprehensive students, distance learning students, etc.) and are searching for better ways to target their varied learning mechanisms. And it should be of interest to anyone at any level of the educational process who has ever wondered about the routines and patterns that inevitably pervade the daily classroom experience, and how one would consciously manage them for the better.

Activities:
1) The instructor will offer a brief explanation of the approach to teaching and learning as "information processing pattern alignment" (w/playful, supplemental instructional aids.) 2) Participants will experience information processing patterns that are teacher-constructed, student-constructed, and environmentally cued through a brief classroom simulation. 3) Participants will then gather in small groups to analyze the simulation for emergent patterns. 4) Participants will assume roles as "first year teachers," "wide-eyed freshmen," and "rookie classroom environment inspectors" as they discern the patterns operative within the simulation. 5) Participants will lastly reconvene as an at large group to offer alternate possibilities for enactment in the simulation ...and to brainstorm about applications to their own class work in their own disciplines.

Abstract:
Effective teaching, at any level of education, is a matter of aligning many simple but paralleled instructional strategies that illuminate singular learning constructs in different, creative ways within a given learning environment. Effective learning is best induced when classroom experiences stimulate cognitive sensibilities on various levels in various modes and through various means, while serving clear learning objectives within a given teaching environment. And if this teaching-learning process is properly engaged, distinct patterns emerge (read as: flexible templates, not mere convenient routines) betwixt and between teachers, students and their classroom environments that bring it all together.

Scholars of rhetoric have long asserted the pre-eminence of human response patterns in their studies on the symbolic process (Richards, 1936; Burke, 1950; McLuhan, 1964; Ong, 1982; Phillips, 1991). I.A. Richards portrayed meaning as contextually imbedded in patterns of verbal abridgement. Kenneth Burke's dramaturgical approach posited an interpretive compass with which to chart rhetorical patterns of human interaction. Marshall McLuhan alerted a culture to the constraining patterns of technologically-mediated experience in the post-modern world. Walter Ong illustrated distinct and contrasting patterns of response implicit in the symbolic structure of cultures oral vs. cultures literate. And Gerald Phillips argued for the planning and practicing of patterned oral

performance behavior for those who struggled to effectively communicate with others in all types of social situations. The negotiation of social meaning, at the very heart of the study of human communication, is ultimately the negotiation of response patterns as the exchange of meaningful experience.

Into and beyond the new millennium, science has documented the essential search for meaning in human experience as the search for meaningful patterns in what is experienced (Gardner, 1999; Levine, 2002; Jensen, 2003). Howard Gardner's "multiple intelligences" invoke internal patterns of experiential input manifested through varied outreaching sensibilities. Mel Levine celebrates individual "systems of mind" as biologically patterned but socially adaptive life-coping mechanisms. And Eric Jensen highlights signals and patterns in learning environments as they influence the teaching-learning process. The balance of the 1990's, the proclaimed "Decade of the Brain," affirmed that human experience as the sacred search for meaning is at base a search for patterns within and about one's self.

Whether interpersonally interpreted or interpersonally shared... biologically wired or environmentally conditioned... symbolically reflected within or symbolically transacted without... The process of seeking, discerning and building patterns in life experience is precisely the process of seeking, discerning and building meaningfulness into life itself. This fundamental insight should not be lost on educators. The teaching-learning process, in its efforts to produce meaningful experiences for students and teachers alike, should concern itself with patterns of teaching and learning (and living) that come to pervade daily life experience in (and out of) the classroom.

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Active Learning, Active Teaching, Active Motivation, and Active Assessment

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Objectives:
1. Attendees will be able to explain the essential principles of active learning, teaching, motivation, and assessment.
2. Attendees will be able to apply the essential principles of active learning, teaching, motivation, and assessment.
3. Attendees will be able to evaluate instruction based on the essential principles of active learning, teaching, motivation, and assessment.

Intended Audience:
Any higher education instructor interested in student learning.

Activities:
1. A series of interconnected activities and experiments designed to illuminate the essential principles of active learning, teaching, motivation, and assessment.
2. Pointed discussions addressing each of the essential principles of active learning, teaching, motivation, and assessment.
3. An analysis of a digital video college teaching case study.

Abstract:
The term "active" is quite the buzz-word in education these days - active learning, active teaching, active motivation, and active assessment. Unfortunately, like most buzz-words the meaning of the term becomes diluted in its excessive use until the buzz becomes a hum, and the hum…silence.

So why did I create such a buzz-fest in my title?

Underneath the buzz-a-delic cacophony lies important foundational principles of learning, teaching, motivation, and assessment that must not be lost when the “action” buzz fades into history. The purpose of this presentation is to delineate 10 principles of learning, 10 principles of teaching, 10 principles of motivation, and 10 principles of assessment, where all the principles are based on solid and robust research.

As colleges and universities strive to create meaningful teaching and learning environments, the need increases to synthesize research-based models of human memory and pedagogical practice. This need provides educators with an opportunity to integrate current research in human learning, pedagogy, motivation, and assessment for the purpose of fostering more effective teaching and learning. In the recent past, however, Anderson, Reder, & Simon (1998) have lamented that the "science of human learning has never had a large influence on the practice of education" (p. 227). It’s time for a change.

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Constructivist Philosophy, Theory, and Pedagogy: Insights, Insults, and Insanity

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Objectives:
1. Attendees will be able to articulate the landscape of constructivist philosophy.
2. Attendees will be able to demonstrate the connection between constructivist philosophy and constructivist theory.
3. Attendees will be able to analyze pedagogy for constructivist foundations.
4. Attendees will be able to evaluate the quirks behind constructivist perspectives.

Intended Audience:
Anyone interested in active learning, critical thinking, or constructivism.

Activities:
1. Attendees will engage in a questionnaire designed to illuminate the philosophical foundations of constructivism.
2. Attendees will engage in a series of experiments designed to investigate the theoretical foundations of constructivism
3. Attendees will engage in an activity designed to explore the concept of constructivist pedagogy.
4. Attendees will engage in a discussion of the caveats of constructivism as an educational framework.

Abstract:
Constructivist philosophy (epistemology) represents a break from the traditional, positivistic assumptions of most instruction. Traditionally, the search for knowledge consisted of the search for “truth”; that is, the acquisition of knowledge that mirrors or corresponds to a singular “reality." Constructivism, however, employs a more flexible, culturally relativistic, and contemplative perspective, where knowledge is constructed based on personal and social experience. This relativistic perspective encompasses the belief that knowledge claims of truth, falsity, or viability are always dependent upon, or relative to, personal, cultural, or historical perspectives. The relativistic nature of constructivism philosophy lays the groundwork for establishing a constructivist theory.

The transition from constructivist philosophy to constructivist theory is hazardous and must be taken seriously. Constructivist theory, while in alignment with constructivist philosophy, is not defined by it. Indeed, constructivist theory draws from diverse areas including cognitive psychology, cultural psychology, social psychology, anthropology, sociology, and complexity. Constructivist theory rests on the active construction of knowledge based on individual and social structures and experiences within intersecting cultural spheres.

Just as the transition from philosophical constructivism to theoretical constructivism must be made with care and caution, so must the transition from theoretical constructivism to pedagogical constructivism. Indeed, pedagogy of any type is at least once removed from any theoretical underpinnings. Notwithstanding, several authors have proposed models of constructivist pedagogy (see Brooks & Brooks, 1993; Duffy & Cunningham, 1996; Hendry, 1996; Jonassen, Peck, & Wilson, 1999). In order to create sound pedagogy upon which to build meaningful instruction, the constructivist pedagogical framework proposed is linked directly with the preceding philosophical tenet and theoretical principles.

It is imperative to note that this framework is not a prescriptive set of pedagogical strategies that if employed will yield maximal student learning. To be blunt, the framework provided is not "teacher proof,” but rather, requires the presence and involvement of a professional teacher - "an intermediary inventive mind must make the application" (James, 1958, p. 23). Indeed, this framework provides (a) the rationale for not adopting strict "how to" pedagogies,

and (b) for taking "an informed stance that provides the necessary foundation to create pedagogy that is molded to specific contexts, contents, and constituents" (Doolittle, 2001, p. 513).

Specifically, teachers must be careful not to fall into the trap of labeling specific pedagogical strategies (e.g., cooperative learning, direct instruction, multimedia, computer mediated communications) as constructivist or non-constructivist. For example, Oliver (2000) states, "constructivist environments always start with a case, problem, ill-defined question, or project" (italics added, p. 5). Yet, Howe and Berv (2000) note, "it is easy to think of ways in which direct, didactic techniques of instruction may be combined with an overall constructivist view" (p. 32). Thus, instructional strategies are neither inherently constructivist nor non-constructivist and indeed the same strategy may be used in ways that are congruent or non-congruent with a constructivist approach.

Bored yet? My presentation is designed to bring alive the aforementioned concepts, to make the concepts applicable, and to demonstrate the caution that is necessary in stating “I am a constructivist” (Socrates - no not that one, Roger Socrates from Ohio).

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Somatic Education: Using Body Knowledge in the Classroom

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Objectives:
Particpants are afforded opportunities to:
1. Learn about a somatic education paradigm for teaching (body-based education) including beliefs, values, theories, practices, methods, and modes of inquiry,
2. Gain skills in kinesthetic (sensory) awareness, thinking, processing and meaning-making, as well as movement observation, analysis, and self-reflection,
3. Use creative process and subjective experience 4. Create relationships of self to self, self to other, and self to society, culture and the world,
4. Address Western attitudes of valuing mind over body in educational practices,
5. Relate skills to personal, social, cultural, and political contexts for application in education, and
5. Affirm the role of body in history and culture.

Intended Audience:
The presentation is appropriate for all educators K-12 and in higher education.

Activities:
1. Lecturing
2. Demonstrating
3. Observing
4. Analyzing and meaning making
5. Experientially exploring movement
6. Writing
7. Dialoguing (dyads, small group, and large group)

Abstract:
The presentation begins with introducing the field of somatic education including its alignment with feminist pedagogy through an historical perspective. The middle component of the presentation provides practical tools and applications through a participatory process with somatic education methods. The presentation concludes with a discussion of issues in the somatic education field and a question and answer period.

What is Somatic Education?

The field of somatic education is an evolving field in dance in higher education. Somatic education emerged in dance in higher education during the height of the holistic health movement, the feminist movement and the Women's Art Movement in the 1970s. It grew out of somatic practices or bodywork systems of holistic healing and was/is influenced by developments in the fields of dance, education, psychology, somatic, and the sciences(Dragon 2003, Eddy 2000, Fortin 1992, Hanna 1986, Mangione 1993).

I currently identify somatic education as a paradigm with specific beliefs, values, theories, practices, methods, and modes of inquiry. Somatic education values bodily knowledge which requires kinesthetic awareness, thinking, processing and meaning-making. It can enhance and validate bodily authority. In somatic education, the body mind is engaged and valued. Somatic education values creative process and subjective experience. Therefore, the processes of somatic education encourage whole person learning. Somatic education is concerned with and can create relationships of self to self, self to other, and self to society, culture and the world. It affirms the role of body in history and culture.

Unlike Western philosophic beliefs of the body and mind as separate, I believe, as most somatic educators and practitioners, the body and mind are integrated (Eddy 1991, Fortin 1992, Green 2000). I/we view body mind processes as equal and inseparable. Furthermore, the body mind does not exist, or is incomplete, without both parts. Body mind is not a term, but a subjective experience (Lakoff & Johnson 1999, Press 2002).

Somatic Education as Feminist Pedagogy

In her journal article, "What is Feminist Pedagogy?" feminist theorist, Carolyn Shrewsbury states that, "One goal [in a feminist classroom] is that members learn to respect each other's differences rather than fear them. […] Such a classroom builds on experiences of the participants" and "includes a participatory democratic process in which at least some of the power is shared" (8-9). Democratic (non-authoritarian) frameworks in somatic education based in feminist pedagogy have the potential to create learning environments that can empower students to assume bodily authority, to accept responsibility for their learning, and to consciously experience the implications of their bodies as performance of culture (Fortin 1998, Green 1999, and Shapiro 1998).

For example, as a somatic/feminist educator, I might ask students about their physical, intellectual, and emotional responses to course content. A student might recognize that s/he has feels angry, unstable, or limited by the content of the course through processes of bodily sensing. Using that bodily knowledge, in a collaborative manner, students can actively solve problems. Furthermore, students can observe how others learn and solve problems as well as learn to support others in their learning processes. At the same time, students can learn to value difference through an environment that supports caring for others' emotional well-being and their unique learning processes. Students can also experience bodily authority when they are afforded opportunities to move from internal understanding rather than to an external truth. Listening and responding to bodily knowledge can enable students to become experts of their own bodies.

Since teachers cannot avoid being in an authority role in the classroom, feminist teachers must be continually reflexive of their teaching processes. Feminist researcher and educator, Patti Lather states, "To deconstruct authority is not to do away with it [dominant powers] but to learn to trace its effects, to see how authority is constituted and constituting" (144). Therefore, in somatic education as feminist educators, teaching dance includes recognizing sociocultural, political, and economic contexts and providing students opportunities to examine how bodies are habituated and regulated through powers of domination, oppression and normalization. Furthermore, feminist literary artist/theorist, Trinh Mina-Ha states that "the body is a site of particularity and specificity, at the same time it is a site marked by historical contradictions" ("Interval" 14). In response, feminist somatic educators afford students opportunities to investigate historical foundations of body movement and current personal and socio-cultural effects on the body mind to disrupt the perpetuation of dominant views.

Additionally, in feminist pedagogy, it is essential to provide students with a multivocal perspective (hooks 1994, Lather 1991, and Shrewsbury 1993). Feminist somatic educators might ask questions about origins of movement, teach movement as choice and/or learned behavior, and/or assign readings offering diverse historical and cultural perspectives. This approach to teaching and learning can create an educational culture that acknowledges and honors multiple perspectives. In this manner, dance students can view the complexity of culturally inscribed bodies, moving not from one "truth" but from many.

Bodily Knowledge: Practical Tools in Somatic Education

Participants are introduced to a paradigm of somatic education with specific beliefs, values, theories, practices, methods, and modes of inquiry. Methods in accessing, observing and using bodily knowledge such as kinesthetic awareness, thinking, processing and meaning-making will be presented in an experiential format to afford opportunities to enhance and validate bodily authority (Bainbridge Cohen 1993, Bartenieff 1980, Hartley 1995, Lamb & Watson 1987). Writing and dialoguing about bodily experiences will be used as tools for meaning-making as well.

Participants will experience creative processes and the use of subjective experience through bodily explorations in order to become aware of past and present life experiences, to assist them in relating themselves to society, to culture and to the world in meaningful ways. Somatic education practices afford opportunities for whole person learning and can affirm the role of body in history and culture (Fortin 2002, Green 2000).

Somatic Education: Issues and Problems

The presentation will close with a discussion of issues and problems in the field and questions.
1. Although somatic educators value bodily authority in education, they must be mindful to engage and value bodily senses without according them "truth" and without separating them from sociocultural contexts.
2. Somatic knowledge has been viewed as common within and across all cultures (Brockman 2001). Those teaching from this universal perspective can reiterate dominant power structures.
3. Myths about the somatic education field such as:
    1. Somatic knowledge is unintelligent,
    2. Somatics is a "new age" field, and
    3. Somatic education cannot be studied.

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The Edible Exercise: A Delicious Way To Write

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Objectives:
This session aims to show participants one way in which they might help their students generate specific, showing details and improve the writing skills of focus and development. Attendees will participate in the "edible exercise" to:
1.Generate specific, showing detail,
2.Use those details to describe a specific object, and
3.Use those details to develop a short paper on a specific topic.

Intended Audience:
Instructors/teachers whose duties include the teaching of writing or incorporating writing into a content area, e.g., history or social studies, should find this session interesting and useful. Teachers of composition or other writing courses may find this session particularly helpful.

Activities:
Activities for the session include discussion, brainstorming, and writing. Description, as a rhetorical mode and its importance to writing specific, showing detail, will be discussed by the group. Participants will brainstorm for their own descriptive details of a specific object as they pertain to the five senses, simultaneously writing those details down. Time permitting, they will write a description of the "edible" as suggested by the presenter and share it with the group.

Abstract:
The greatest weakness found in the writing of novice writers—including high school, college, and the workplace—is the inability to focus a topic narrowly enough in tandem with the lack of adequate supporting detail (development). Rhetorical modes (reasons for writing) and strategies (patterns of development) have long been used to teach and improve the writing skills of focus and development among others, such as unity and coherence.

As a rhetorical mode, description rather underlies all other writing, and effective description results in writing that is specific, concrete, and interesting. Effective description "shows" rather than merely "tells" the reader, creating clear and concrete images in the reader's mind, and the goal is to write reader-based prose. This session uses an "edible exercise" to demonstrate how description can be taught to students of all ages and disciplines in a fun, interesting, and effective way. Because it is through the five senses of sight, smell, touch, hearing, and taste that we take in information, participants will use their senses to brainstorm for descriptive details and by writing. An "edible" is used as the catalyst to help participants generate specific, concrete, sensory detail. The activity fosters learning by being novel, concrete, and participative. Results of the exercise include the student's ability to provide specific, showing detail, and insight into how to focus and develop a topic.

Citations:
None

Before They Write: Using Active Learning Strategies in Freshman Composition and Across the Curriculum

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Objectives:
This session seeks to
· Introduce a writing activity that is an effective means of engaging and motivating students to write;
Show how this method alleviates student concerns and addresses problems that they face in freshman composition;
· Illustrate additional methods that can help motivate students;
· Exhibit how these strategies can motivate students when writing across the disciplines.

Intended Audience:
The audience members for this session are faculty members who use writing regularly in their disciplines and seek to enhance their students' writing skills while alleviating their concerns about the writing process.

Activities:
Session participants will
· Participate in an individual writing activity designed to activate prior knowledge, after which they will share in groups and with session attendees as a whole;
· Recognize the role prior knowledge has in alleviating student concerns while helping them practice essential skills;
· Discuss additional methods that engage students in the writing process, including PC NoteTaker;
· Discuss the applicability of these methods across the curriculum.

Abstract:
Many college freshmen at Clayton College and State University enter Composition I with poor writing skills in areas of content as well as in grammar/mechanics. They do not know what to write about, how to develop their essays with evidence from their readings, how to organize their writings, or how to write cohesively and with grammatical correctness. Many traditional students did not receive extensive training in critical thinking and the mechanics of writing during their high school years and come to CCSU unprepared to tackle the higher-level types of writing required for success in college. In addition to traditional students, CCSU has a high percentage of nontraditional students. Nontraditional students often have not practiced their writing skills for many years and need a refresher in punctuation and grammar, as well as in reading critically. Both traditional and nontraditional students often struggle with nonstandard dialects that impact both oral and written communication. Therefore, many of the students who enter freshman composition struggle to pass the course, especially since they must make at least a C to advance to English 1102. It is not a surprise, then, that most students approach freshman composition with fear due to their poor writing skills and the knowledge that they must pass seven writing assignments with a C or better to pass the class. They often lament, "I don't know what to write about; I can't think."

However, according to Myers and Jones (1993), writing helps to clarify thinking. "The purpose of writing as a form of active learning . . . is to help students explore their own thinking about concepts and issues, thereby expanding their mental thinking structures"(p. 24). Thus, writing about content improves thinking, and thinking before writing improves the content of the writing. Reading, thinking, and writing should be connected and integrated to enhance learning (Richardson & Morgan, 2003). Thus, a composition class is the perfect setting for establishing this connection and integration. The literature suggests myriad strategies appropriate for activating background knowledge, engaging students with assigned readings to promote critical reading and thinking, and organizing and structuring information with clarity. Many of the strategies discussed are applicable across disciplines. This session offers solutions to alleviate the fears and to address the problems that students face in a freshman composition environment and in writing across the curriculum.

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Suggestions for Further Reading

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The Role of Digital Stories in Helping Students Interpret Literature.

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Objectives:
Participants will explore the role of "storytelling" in any teaching experience and will learn ways to use technology to help create stories for more significant learning. They will understand how digital stories can be used to teach research skills, interpret literature, and produce creative presentations. Participants will have an opportunity to share their own knowledge of and experiences with digital stories and will view and discuss examples from a team-taught course, Ethnic Literature of New York.

Intended Audience:
Faculty members from all disciplines, but particularly from the humanities. Faculty and administrators interested in integrating technology into classroom presentation.

Activities:
Presenters will provide background on the course that was team-taught and how digital stories became a pedagogical tool to help students interpret literature. Presenters will outline the growth of the digital storytelling movement and show examples of their own class's digital story creations. Adequate time for audience interaction/questions will be built into the presentation.

Abstract:
In this presentation, we will demonstrate ways we integrated digital stories into a team-taught course, Ethnic Literature of New York. Students and professors chose a person who contributed to the ethnic literature of New York. Each created a digital story to interpret the writing, art, music, or song of the artist on whom they focused. The results were creative, insightful, and dynamic. These culminating projects were part of a public event celebrating ethnic New York.

Background of Digital Storytelling:
Joe Lambert and Nina Mullen, the founders of the Center for Digital Storytelling, define digital storytelling as "a balance between a historically grounded, human-centered appreciation of good storytelling skills and a sophisticated grasp of the creative potential of a new set of digital tools. Practitioners of this art form include anyone concerned with producing creative work on a computer who has a high appreciation of the narrative arts (poetry, storytelling, theater, fiction, essays, film) informing their design. Most of us realize that a good story tends to work no matter what the medium. The 'digital' distinction will become less and less relevant." In other words, "digital storytelling" is good old-fashioned storytelling—presented using a few new tools.

Digital stories, says the BBC's "Capture Wales" website, "are 'mini-movies' created and edited by people like you—using cameras, computers, scanners and their own photo albums. Everyone has a story to tell and new technology means that anyone can create a story that can show on a website like the ones you see here. The idea is to show the richness of life in Wales through stories made by the people of Wales. It's you who decide what those stories are."

The University of Kentucky's Bluegrass Writing Project states: "Storytelling has been around since the beginning of time. It was a way to preserve thoughts, ideas, morals as well as hand down historical events. Eventually these events and thoughts were put into a written format. Today, technology has allowed us to put a new twist on our thoughts, ideas, writing and storytelling. It allows us to enhance our writing with pictures and music."

Citations:

Center for Digital Storytelling. <http://www.storycenter.org/>.

BBC Homepage-Wales. <http://www.bbc.co.uk/wales/capturewales/>.
University of Kentucky Bluegrass Writing Project. <http://www.bgwp.org/>.

El Corazón de la Maestra/The Heart of a Teacher: Costa Rican Women Tell Stories of Their Journeys from Students to Teachers

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Objectives:
1) Explore teaching from a teacher as learner perspective.
2) Share insights from oral histories of Costa Rican female educators.
3) Compare cultural, societal, familial, and personal experiences of participants with those of Costa Rican teachers for ways that these factors influenced the two groups in their selection of teaching as a profession and how they perceive their role as educators.

Intended Audience:
Faculty

Activities:
The presentation will be designed to provide insights on the lives of teachers in Monteverde, Costa Rica as gleaned through a collection of oral histories. Against this backdrop, participants will reflect on their own journeys from learners to educators. To facilitate this discussion, a 3-question questionnaire (2 forced-choice questions; 1 open-ended) will be given to participants as they come into the presentation. This will stimulate their thinking about how their teaching is influenced by their own learning experiences (Objective 1) and will also encourage them to reflect on the factors that influenced their decision to become educators as well as the impact of these factors on their own teaching approaches (Objective 3).

Abstract:
Teaching and learning happen in many different ways in different parts of the world, sometimes in spite of great social and cultural challenges. This study explored the issue of teacher as learner in Monteverde, Costa Rica by collecting oral histories from ten women who not only succeeded in graduating from high school and college but chose to become educators themselves. These women all faced various cultural, societal, geographical or personal challenges in their educational journeys. An exploration of the resiliency of these women as learners as well as teachers will spark discussion in the session as participants reflect on their own learning experiences through the vehicle of a three-question questionnaire administered as they come into the session.

One of the traits that the Costa Rican educators had in common was that of resiliency, defined as the ability of learners to "outmaneuver, outlast, outwit, or outreach an adversity" (Henderson, 1998). Resiliency may also be viewed as the ability to adapt or bounce back when faced with upsetting or stressful conditions (Holloway, 2003). All children in schools face challenges, large and small, as part of the maturational process and their life situations. Studies on resiliency point to factors that enable learners facing severe challenges such as mentally ill or alcoholic parents, abuse or neglect, or low socioeconomic status to become educated, productive adults. These factors include role models or significant relationships with caring adults (Bobek, 2002; Janas, 2002; Noonan, 1999; and Wong, 1997); personality or attitude (Bobek, 2002; Phan, 2003; and Wong, 1997); prosocial behaviors (Janas, 2002 and Whitbeck, et al, 2001); and supportive social networks (D'Abreau, Mullis & Cook, 1999; Noonan, 1999; and Wong, 1997). The educators' oral histories confirmed the importance of these factors as well as pointing to other factors such as the view that a better education would allow upward mobility (A.D. Esquivel, personal communication, August 2003); a strong desire to learn (A. Ovares, personal communication, August 2003) and a desire to help others (S. Villalobo, personal communication, August 2003).

Resiliency factors in the lives of the Costa Rican educators will form one point of a triangle of insights. The second point of the triangle will be the presenter's and participants' experiences as students and as educators. The third point of the triangle, by design connected to the other two, will be a discussion on what educators are doing or could

do in their classes to 1) recognize students who are at risk of academic struggle, and 2) assist those students in capitalizing on their own strengths and developing strategies for improving their resiliency.

Our professional lives as teachers begin long before we step into our first job. Our values and approaches to working with our students are shaped by our own experiences as learners. This session will explore the issue of resiliency as it relates to learners becoming educators. It will provide a forum for celebrating accomplishments, reflecting on learning, and developing strategies that may be consciously applied in our own educational settings.

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From Zero to Sixty in a Semester: Developing Technological Literacy Across Disciplines

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Objectives:
• Explore the role of technology in different disciplines.
• Discuss the challenges of providing a learner-centered environment for students at various levels of competency and understanding.
• Present learner-centered techniques for lowering anxiety, bridging from familiar to unfamiliar concepts, and raising students' confidence levels.
• Brainstorm the issue of how much technology knowledge is enough for different disciplines.

Intended Audience:
Faculty

Activities:
As participants enter, they will be given an index card with a technology-related item listed on it (Examples: Google search engine; Photoshop software; scanner) as well as three questions. Each technology item will appear on two cards. Participants will find their match and will discuss the three questions on the cards: 1) What do you believe to be your level of comfort and competence with using this technology item? 2) What background knowledge/experience do you have that assists you in using this item? 3) What do you believe is the difference between technological competence and technological literacy? In addition, participants will provide their disciplines.

The participants' answers to these questions will be used in a discussion of the issues around working with technology in classes with learners of diverse capabilities.

Abstract:
Remember the days of the shade tree mechanics who considered tinkering under the hood a natural consequence of car ownership? Drivers knew a spark plug from a fan belt. They understood the basic workings of the vehicle that transported them from place to place and became so essential to their ability to work and socialize.

Fast forward to the 21st century where the computer is the technology most essential to our ability to work and socialize. While it takes us places we could not have imagined twenty years ago, our relationship with it is quite different than that of a car owner in the 20th century. As technology has become increasingly important in our daily lives, its workings have receded from view (Pearson and Young, 2002). People do not build the devices they use nor repair them when they break. They don't just pop the hood, so to speak, to explore the inner workings of the technology that they use.

A Computer Science educator and an Elementary Education educator pondered this shift as they were discussing technology issues pertaining to their classes. The technology objectives of both disciplines included assisting the students in developing the knowledge needed to apply technology to accomplish work-related goals. As the two educators discussed their challenges, they saw similarities in their students and in their classes:

1) A wide range of knowledge about and experiences with technology.
2) A wide range of aptitudes for understanding technological concepts.
3) A need to challenge the advanced students and nurture the novice students.
4) The question of how much knowledge is enough when advancing students' knowledge of the design characteristics of the technology tools they are learning to use.

In light of 1 and 2, the educators explored strategies for accomplishing 3 and answering 4. This presentation will bring the session participants into the dialogue by broadening the discussion of technological literacy to their teaching situations. Preliminary strategies identified as cross-discipline techniques that promote a learner-centered environment include:

1) Provide opportunities to "goof around" with technology (Clark, 2000). Students benefit from an environment which provides the freedom to explore technology. Computer games as curricular materials and workshop time as part of the class structure are examples.

2) Make learners responsible for their own learning by removing the teacher from the center of the learning process (Resnick, 1997). Showcase students' work as models for each others' learning.

3) Provide cognitive, psychomotor and affective learning opportunities to address the learning styles of the students (Dugger, Meade, Delaney & Nichols, 2003).

4) Shift the focus from required technical skills to what will be accomplished with the technology. For example, in education allow teachers to focus on curriculum development and the evaluation of learning opportunities in a class (Sandholtz & Reilly, 2004).

5) Relate technological concepts to ideas and theoretical models already familiar to students. By making such links, students will achieve a greater understanding of more complex technological processes (Shackleford, Brown, & Warner, 2004).

6) Use humor in teaching and assessment.

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The Digital History Reader: Enhancing learning and understanding in World History and US. Part 1

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Objectives:
Detail the conceptualization, design and development of this collaborative project.

Describe the structure, content and application of the Digital History Reader

Examine the potential of collaborative grant supported work in history undergraduate education

Examine the potential of technology to facilitate inquiry in undergraduate courses

Intended Audience:
Faculty, instructional technologies, those interested in multimedia and inquiry based learning

Activities:
Discussion of the design development and uses of the Digital History Reader
Audience discussion and feedback regarding the potential of collaborative grant supported work in the humanities and the potential of technology to support inquiry in undergraduate courses.

Abstract:
This two part presentation introduces an NEH funded project designed is to make available in digital format sets of historical materials that can be used to enhance teaching of American history and world history at the undergraduate level. Part 1 focuses on the conceptualization, design, and development of The Digital History Reader. Part II focuses mores specifically on the contents and current uses of the Digital History Reader. Specifically, this will involve examining the contents and uses of the two key components that make up the Digital history reader: "American History Online," which provides materials covering important themes and issues in United States history from the colonial era to the present, and "Modern Europe in a Global Context," which provides materials exploring links between European and world history in the late nineteenth and twentieth century.

The Digital History Reader is grounded within current research into the learning and teaching of history that recognizes that:
1) Powerful and meaningful history teaching is always based upon "systematic and sophisticated literacy work" (Riley, 1999, p. 12).
2) Learning history is an active and constructive meaning making process. (Booth, 2003; Jenkins, 1991; Husbands, 1996)
3) Student abilities to comprehend history and think historically are based upon meta-cognitive strategies and skills that can be developed and nurtured as opposed to abilities whose absence we should simply bewail (Wineburg, 1998).

This 2 part presentation details how the Digital History Reader seeks to: enhance student understanding of historical materials, encourage a view of history as a process of inquiry, analysis, and interpretation, and to develop instructional uses of technology in ways that enhance and deepen the teaching of history. By presenting historical materials in a web-friendly environment using the latest technology for site design, user interactivity, and content analysis, our project stands at the point of convergence between content and context. An inquiry-based approach to learning facilitates engagement with the materials by providing an analytical context, a body of materials, and specific measurable outcomes that allow both students and instructors to use materials in ways that encourage sustained engagement and enhance learning and understanding.

Citations:
Booth, M. (2003). Teaching History at University: Enhancing Learning and Understanding. London: Routledge.

Riley, C. (1999) Evidential Understanding, Period, Knowledge and the Development of Literacy: A Practical Approach to "Layers of Inference Teaching History 97, 6-12,
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Wineburg, S. (1998) Reading Abraham Lincoln: An Expert/Expert Study in the Interpretation of Historical Texts. Cognitive Science 22 (3) 319-346.

The Digital History Reader: Enhancing learning and understanding in World History and US. Part 2

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Riley, C. (1999) Evidential Understanding, Period, Knowledge and the Development of Literacy: A Practical Approach to "Layers of Inference Teaching History 97, 6-12,
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Wineburg, S. (1998) Reading Abraham Lincoln: An Expert/Expert Study in the Interpretation of Historical Texts. Cognitive Science 22 (3) 319-346.

Breaking Off the Blinders:
Defeating Tunnelvision through Critical Thinking Strategies

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Objectives:
This session seeks to:

Illustrate students' misunderstanding of the convolution involved in environments with which they feel confident and knowledgeable;

Show how faculty members can help students to recognize this convolution and work toward solving problems relating to it in an active learning framework;

Exhibit how this active learning framework is useful for faculty members and students involved in database management and across the curriculum in general.

Intended Audience:
The audience members for this session are faculty members who want to take their students outside of their normal framework of dealing with familiar situations which are more convoluted than students initially perceive.

Activities:
Session participants will:

Participate in a group activity that illustrates how students fail to grasp the complexity of problems in simply sorting data for database development;

See the role of critical thinking for both faculty members and students involved in database development;

Apply the principles of the session to disciplines across the curriculum.

Abstract:
As studies indicate, critical thinking is essential to learning. "Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action" (Scriven & Paul). Critical thinking is particularly vital in information technology systems and database development, especially when students think that they already have taken all factors into consideration. They are frequently wrong, however. This session seeks to illustrate how students might fail to grasp the complexity of problems in familiar domains and how faculty members might help them to think critically in an active framework to correct the confusion and think through to solid solutions on their own.

Citations:
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Effective Course Redesign Incorporating Problem Based Learning

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Objectives:
I will present curriculum–redesign strategies and tools that I learned, developed, and incorporated into my Contemporary Ethical Issues courses using the Problem-Based Learning method. The success of this method changed me from an arch-skeptic to a promoter of class group work and facilitated my ability to assess learning in the course.

Intended Audience:
Undergraduate college educators.
Educators of professional or applied philosophy.

Activities:
Lecture with Handouts, Davis Projector Overheads

Abstract:
I will present some strategies that I learned and teaching tools that I developed as a result of a week-long course to help faculty redesign an undergraduate course curriculum: in my case, Contemporary Ethical Issues (CEI). I will also offer the results of my implementing these methods in three CEI courses.

In CEI, the job of the professor is to present argumentation on some contemporary ethical issues, for example, human embryo research. The primary goal is to enable students to examine the argumentation surrounding the issue critically. In order to do this, a student must have the ability to present an argument, and critically evaluate an argument. Since the argumentation for positions on contemporary ethical issues is often times supported by empirical evidence, students must have critical research skills. CEI lends itself to group project work, but I had tried to incorporate this with only moderate success. Coming into the faculty enhancement course, therefore, I had no plans to incorporate group work. But to my pleasant surprise, I learned numerous ways to create, motivate, and facilitate student learning through formal and informal group work by following the Problem Based Learning Method. And it worked.

To design the course though a series of questions, instead of topics, was my first step. To be sure, philosophy lends itself to Socrates' approach and I usually frame my introductory lectures in the form of questions. I had never thought of this as a method that would lend a structure to the course as a whole, and serve as a template for test and essay questions. Further, there was now a transparent way to evaluate the effectiveness of my tests and essay assignments. In addition, this method provided a consistency through the course that enabled the students to have a ready study guide for the exams. Finally, it was a way to focus the course on active learning as opposed to one where the students were passive receptors of material.

Citations:
Author's original work.

Engage Your Students from the Very First Day:
Using Icebreakers to Frame Course Content

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Objectives:
Participants in this interactive workshop will:

1) learn a theory of instructional design;
2) become acquainted with Bloom's taxonomy of educational objectives;
3) participate in a group activity that integrates course content with community-building;
4) have the opportunity, working in pairs, to customize a similar activity for use in their own courses; and
5) have the opportunity to revisit their approach the courses they teach through discussion with colleagues in other disciplines.

Intended Audience:
This presentation is intended for faculty who would like to re-think how they approach their courses, particularly survey courses or courses where students may not engage with the material.

Activities:
1) Mini-lectures will be used to frame the issues, to provide theoretical background, and to summarize lessons learned at the end of the session.

2) Small groups will be used to work through a discipline-based problem-solving activity. (Specifics of this activity are detailed in the presentation summary.)

3) Participants from different disciplines will pair, and will engage in discussion of their course goals. The pairs will work together to develop analogous problem-solving activities for use in their own courses.

4) Whole-group discussion will be used to debrief the various activities.

Abstract:
Survey courses, especially introductory level courses designed for non-majors, present instructors with several issues: How do you create community among students with different backgrounds and preparations? How do you create an interactive environment in which each student feels comfortable with the material, with his or her peers, and with the instructor? How do you introduce the subject matter without overwhelming students? And finally, how do you promote students engagement with the subject matter at the beginning of the course?

In this interactive session, we will start with a mini-lecture that will introduce these issues. As an example, we will use a specific course, History of Western Architecture. Participants will have an opportunity for individual reflection, during which we will ask them to identify a course they regularly teach and list some of their goals for that course.

We will introduce an instructional design model (Dick and Reiser, 1989) that we used in developing the History of Western Architecture course, and discuss the need for an icebreaker activity on the first day of class to address the issues introduced at the start of the session. Participants, working in small groups, will then have an opportunity to participate in the icebreaker that was used with great success in the History of Modern Architecture course.

After the small groups report out to the large group the results of their activity, the entire group will engage in a discussion of why the icebreaker was successful. A mini-lecture on Bloom's taxonomy (Bloom, 1956) will supplement the discussion, and the entire group will work together to generate a list of principles to be used in designing effective icebreakers that will engage students in course content as they are building community.

Finally, participants will work in pairs, using the list of principles elucidated in the whole group discussion, to develop icebreakers that will work in their own disciplines. As before, participants will be invited to report their work out to the entire group in a summary discussion.

Citations:

Dick, W. and R. Reiser (1989) Planning Effective Instruction. Englewood Cliffs, NJ: Prentice Hall, Inc.

Bloom, B.S. (Ed.) (1956) Taxonomy of educational objectives: The classification of educational goals: Handbook I, cognitive domain. New York ; Toronto: Longmans, Green.

Setting the Learning Environment: Three Circle Model Approach to the Use of Ice/ Breakers

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Objectives:
An Ice/ Breaker is a tool:

- .that can be used to set a positive learning environment.
- .to get all participants to interact with one
- another in a safe environment
- for a positive lead-in to a lecture or
- presentation.
- .to energize a group.

Intended Audience:
Educators from all disciplines who share an interest in setting a positive learning environment for students to learn.

Activities:
To start the presentation the audience will have the chance to participate in some ice/ breakers as a lead-in to the presentation.
Brief presentation on the Three Circle Model Approach to Ice/ Breakers.
The audience will have a chance to participate in the Three Circle Model Approach.
Followed by a discussion on the approach and how the model would fit into their world.

Abstract:
Award-winning psychology Professor Marty Wall at the University of Toronto (2004) states "the first 10 minutes of the first class are critical to connecting with students. Today, in our classrooms getting the content covered seems more important than the group dynamics of the students feeling comfortable with other students in the learning environment. According to Rohnke (1992) "we put students immediately in situations with other students they haven't worked with before and expect immediate results." We need to take time to give students tools initially to help them create a positive learning environment in which to learn.
One of the learning tools I have worked with students extensively to create a positive learning environment are the use of the Three Circle Approach to Ice/ Breakers with great success. Wall states "that Ice / Breakers used the right way can be a benefit to make the learning environment interesting."
According to Cain(2002)in his book Racoon Circles "the use of the circle in involving students is a great way to create a mental, physical and social safe environment." Through experimentation and experience from teaching, I developed The Three Circle Model Approach to the use of Ice/ Breakers.
Imagine a large circle containing two inner circles. One inner circle is small and the other inner circle is half way between the small inner circle and the large outside circle. The large circle represents student's first coming together to work on a group project. Some students may have worked together before and some students may have never worked together before. You want to give all the students in the group basic ways of communicating with one another. For example using the recipe card box 50 Great Ice/ Breakers(2000)an Ice/ Breaker to get to know one another's' names. Each student in turn says their name and what they want to learn from their course. Another Ice/ Breaker would be if the student were an animal or a bird which one would they be? Why?
The middle inner circle represents students warming-up to one another and feeling comfortable working with others in the group. The students are starting to realize the comfort zone of individual students in their groups. The students are given an Ice/ Breaker that involves the whole group to solve a problem without physical contact such as a written problem scenario related to the content of the subject.

The Inner Circle represents feeling comfortable working with one another and ready to expand their comfort zone. The students are given an Ice/ Breaker that has some handholding or safe touches that bring the students closer together and are more open with other students. An example of an Ice/ Breaker that would meet this criteria would be a Jelly Roll from the 50 Great Ice / Breakers (2000). The students in the group hold hands and roll together into a ball.

Progressing through the Three Circle Model from the outer circle to the inner circle depends on the individual student and the dynamics of the group. Some groups will progress faster than others. The professor observing the process may pick out some students feeling uncomfortable moving from one circle to another and may have to slow down the group dynamics and adjust their process of presenting content. The students stay at one circle until they are comfortable to move on. Once the students feel comfortable working with one another, they can achieve any group work assigned to them. The key is building on small successes.

Citations:

Cain, Jim, Racoon Circles, Venture Press, Oklahoma, 2002 Grigg, Alf, 50 Great Ice/ Breakers, Toronto 2000
Rohnke, K., & Butler, S., Quicksilver, McGraw Hill, New York, 1992
Wall, Marty, Teaching Tips, Metro Newspaper, Toronto, Canada April 26, 2004

Learning together through physical collaboration:
Use of the human tableau in the college classroom

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Objectives:
1) Understand what tableaus are and how they can be used as effective learning activities as well as unique assessing activities.
2) Plan and show a tableau.
3) Gain appreciation for the tableau as an effective pedagogical and assessment method that encourages creativity and promotes positive social interactions.

Intended Audience:
Those faculty interested in non-traditional learning and assessing activities that emphasize small group problem based interactions will find this presentation beneficial. Faculty interested in capitalizing on the various ways of knowing that students bring to the classroom and the various ways students demonstrate what they have learned will also find this presentation worthwhile.

Activities:
1) A brief description of tableaus, how I use tableaus in my classroom and how they can be used for learning and assessing course content in a variety of disciplines will be shared.PO, 1, 3
2) A short videotape of my students' tableau performances will be shown. PO 1
3) Examples of student feedback that demonstrates learning of specific course content through tableau performances will be shared. PO 1,3
4) Participants, in small groups, will plan and show tableaus that focus on some aspect of the upcoming presidential election. PO 2
5) Participants will share their thinking about using tableaus in their college classrooms. PO 1, 3

Abstract:
A tableau is an intentional arranging of a small group of individuals in fixed poses that results in a living scene or human snapshot. The tableau has been referred to in a variety of ways: tableaux vivants (Artfacts.net), human tableau, and image theater (Boal, 1998). The tableau has a rich and fascinating history dating back to Classical antiquity. During this time, individuals would gather and create tableaus representing various political issues and conflicts of the day. Re-enactments of paintings and sculptures were portrayed through tableaus during the Renaissance and Baroque periods. Interestingly the 19th century found the rich and elite wanting their images captured on canvas, so they re-created well-known art masterpieces through tableau poses. Then, these recreations were painted and saved. Surreal art and art criticism were two forms used by those creating tableaus in the 20th century (Artfacts.net).
This year marks the 70th anniversary of the Living Tableau Festival to be held in Laguna Beach, California. In the 1932 the festival began when a business-person dressed some local residents in costumes and had them pose in front of a make-shift set. This tableau was met with such positive responses that the festival was born and continues today (The Festival of Arts).

When used in the college classroom, tableaus can promote participatory, meaningful and engaging learning. They also can be used for assessment purposes (Angelo & Cross, 1993). Sometimes an over reliance on words can limit understanding of important ideas and therefore minimize learning (Boal, 1998). And with so many college students leading multi-tasked lives, the tableau with its singular emphasis on non-verbal interactions and fixed human images assists learners in concentrating and focusing attention on a single entity. Through this hands-on and collaborative

small group strategy, students transform, apply and/or interpret what they have learned by creating and performing fixed living scenes. For example in my teacher education class, small groups of students plan and show tableaus to their peers as a means of demonstrating what they learned about the effects of risk and protective factors on adolescents' motivation to learn, development and decision making.

In order to create a tableau, students need to explain, clarify and negotiate, and ultimately come to consensus about what the tableau will look like and how it will demonstrate the groups' learning. Tableaus can be used to initiate and/or summarize discussions, raise important questions related to course content and develop collaborative skills (The Ontario Curriculum). Participation in the tableau requires students to respond to their learning physically, intellectually, emotionally and socially, thereby creating more holistic learning. Because of the high degree of social learning, students get to know each other while they think through and try out their ideas. Another important benefit of using tableaus in the college classroom is they encourage multiple perspective taking because different students come to different meanings about these "living pictures." This provides an excellent opportunity for fleshing out subtle differences, uncovering essential information, debating ideas, building consensus or agreeing to disagree. Also, use of tableaus does not privilege those students who are usually rewarded for demonstrating verbal intelligence as planning and showing the tableau requires varied talents (e.g., spatial awareness, interpersonal social skills) (Boal, 1998).

The tableau can be used in many disciplines. For example, those focusing on visual compositions (e.g., Art, Geography), conceptual understanding (e.g., Political Science) scientific processes (e.g., Biology) or important events or actions (e.g., History).

Citations:

1) Angelo, T. & Cross, P. (1993). Classroom assessment techniques: A handbook for college teachers. (2nd ed). San Francisco: Jossey-Bass Publishers.

2) Artfacts.net (n.d.). Retrieved March 5, 2004 from www.artfacts.net/index.pup/pageType/exhibition/info/eshi

3) Boal, A. (1998). Games for actors and non-actors. Translated by Adrian Jackson. New York: Routledge.

4) The Festival of Arts (n.d.). Retrieved March 5, 2004 from www.foapom.com/new/news/viewarticle.assp?.lp=72

5) The Ontario Curriculum Unit Plan- Teaching and Learning Companion (n.d.). Retrieved March 5, 2004 from http://educ.queencu/resources/resources/downloads/companion

The Development, Support, and Maintenance of Faculty Study Groups: Contexts for Inquiry, Learning, Shared Meaning, and Change

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Objectives:
This presentation will share with participants a model for Faculty Study Groups that currently involves 200 faculty members each year. During the discussion, we will explore a) the development and evolution of the program over eight years, b) the conceptual framework guiding the program, and c) the uses of the program by faculty across eight colleges. Primary goals for this session include:

1. educate participants as to the conditions under which faculty will make their own teaching the object of public discourse
2. share strategies for the teaching center or supporting body to maximize program effectiveness
3. help participants consider strategies for their own contexts

Intended Audience:
This presentation will interest faculty, administrators, and others who may benefit from or be responsible for faculty development.

Activities:
The presenters will engage participants in several activities designed to maximize the practical utility of the session. Specifically, we will:

1. Provide a brief presentation supported by handouts to establish the context and the basic facts about the program.

2. Engage participants in team building activities modeling those used within the faculty study group program.

3. Engage participants in an interactive discussion about strategies used to nurture and sustain the program.

4. Explore with participants strategies that may be transportable across different contexts.

Abstract:
This session is about the development, implementation, evolution, and assessment of a faculty study group program designed to support teaching as a vital, reflective, and collaborative activity within a research university. Over eight years, Virginia Tech's Faculty Study Group program has been successful in creating opportunities for faculty of different disciplines, age groups, ranks, and teaching experience to establish productive communities of discourse around their own teaching. Come learn how this theoretically grounded program supports collaboration to explore and cultivate best practices!

Citations:
The following works represent a sampling of the literature that has informed this project.

Bruner, J. S. (1990). Acts of meaning. Cambridge, MA: Harvard University Press.

Bruner, J. S. (1986). Actual minds, possible worlds. Cambridge, MA: Harvard University Press.

Bruner, J. S. (1996). The culture of education. Cambridge, MA: Harvard University Press.

Lave, J. (1988). Cognition in practice. Cambridge, UK: Cambridge University Press.

Norman, D. A. (1993). Things that make us smart: Defending human attributes in the age of the machine. Reading, MA: Addison Wesley.

Wenger, E. (1998). Communities of practice: Learning, meaning, and identity. Cambridge, UK: Cambridge University Press.

Schon, D. (1983). The reflective practitioner. New York: Basic Books.

Wildman, T. M. (2004). The learning partnerships model: Framing faculty and institutional development. In M. Baxter Magolda and P. King (eds.), Learning Partnerships (pp. 245 – 268). Sterling, VA: Stylus.

Wildman, T. M., Hable, M., Magliaro, S. G., & Preston, M., (2000). Faculty study groups: Solving good problems through study, reflection, and collaboration. Innovative Higher Education, 24(4), 247-263.

Tapping Student Potential: Team Development Student Consultants

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Objectives:

- To review the opportunities of utilizing student
- Team consultants in the academic classroom
- To identify some of the potential problems that may emerge in the pilot study
- To discuss the team building training needs of the student consultants
- To briefly experience the key activities of the team building consultant

Intended Audience:
This workshop is aimed at all higher education faculty in all disciplines who wish to use student teams more effectively as a classroom methodology.

Activities:
A ten minute PowerPoint presentation will provide workshop participants with information about the STAR Team Consultant team building pilot study and the roles of the student team consultants. Following the presentation a small participant team will be formed, with the remaining participants serving as team building consultants. The participant consultants are provided a brief orientation to team consultant job and assigned specific roles. The participant team meets together for twenty-five minutes working on a focused team task. The participant consultants observe the team's work using their assigned roles and structured assignments. Participant consultants report back their observations during a fifteen minute feedback session. The workshop ends with a concluding question and answer session. [see "NOTE:" below]

NOTE: As an alternative schedule this workshop could utilize "two successive one hour time blocks" to expand the team task/observation/feedback experience, and allowing for a more extensive question and answer period.

Abstract:
Because working in teams can be a great opportunity to synergistically increase productivity, business organizations of all fields, sizes and shapes are increasingly employing variations of a team management strategy. We see this in the business press and hear about it from our boards of advisors. Consequently, our future businessmen and businesswomen must educate themselves to become more knowledgeable and skillful at working effectively in teams, developing their interpersonal and leadership skills.

In a recent report the American Association of Collegiate Schools of Business stated: "Alumni rate interpersonal, leadership and communications skills as highly important in the business world, yet they often rate these skills as among the least effective components of business school curricula. For example, in a recent study of U.S. programs by AACSB and Educational Benchmarking, Inc., alumni of both full- and part-time MBA programs ranked one-to-one interpersonal skills highest in importance. However, less than 6 percent of the programs evaluated earned an effectiveness rating higher than 5.5 on a seven-point scale." (AACSB, 2002)

Team dynamics will impact our undergraduates one way or another. In some organizations the prevailing attitude about groups and meetings is too often negative, with meeting complaints becoming a standard water cooler topic of

discussion. Better organizations educate their staff and expect employees to practice effective leadership and membership skills in their workplace teams.

Universities and Schools of Business have the opportunity to improve the teamwork capabilities of their students, both as future employees and future citizens. We can help the professional students in our care develop the necessary appreciation for how teams work and prepare them to employ the necessary interpersonal, leadership and communication skills essential to making teams successful. (Dyer, 1995) (Fisher, 2000) (Halliday-Natusch, 2004) (Wheelan, 1994)

At Quinnipiac University, our School of Business' freshman courses provide a great opportunity to introduce the team technology at the beginning of the undergraduate business learning process, offering the best chance of success to begin a process that truly imbeds in our students the team leadership and membership skills necessary to their success in the future. Developing the capabilities to work effectively in team's demands a learning process that integrates team knowledge and experience through intensive practice in the educational workplace.

A "STAR Team Consultant Pilot Study" will be conducted at Quinnipiac University to help undergraduate students develop critical knowledge and abilities to skillfully work in business teams while building effective student teams in the context of working in the academic classroom. This pilot study, authorized by the School of Business Curriculum Committee and the Dean, is designed to test the feasibility of using upper level trained students to work directly with student teams as team development consultants in the Business Core course MG 202, Management and Human Behavior, (as preparation and testing for applications to the SB 101-102 freshmen course sequence, Business Environment I/II, and ultimately throughout the Business School). (Schein, 1999, 1988, 1987) The pilot study begins in the fall of 2004 and concludes at the end of the spring, 2005. Appropriate learning outcome assessments will be made at the beginning and the end of each semester.

This workshop reviews the key elements of such a program and invites participants to briefly experience the role of a team consultant.

Citations:

Dyer, William G. (1995). Team Building – Current Issues and New Alternatives. Upper Saddle River, New Jersey: Prentice Hall.

Fisher, Kimball (2000). Leading Self-Directed Work Teams – A Guide to Developing New Team Leadership Skills. New York: McGraw-Hill.

Halliday, Robert M. and Curt A. Natusch (2004) Working in Teams that Learn, Draft Manuscript, Stratford, Connecticut.

Management Education at Risk – Report of the Management Education Task Force to the AACSB-International Board of Directors. (2004) American Association of Collegiate Schools of Business-International.

Schein, Edgar H. (1999). Process Consultation Revised: Building the Helping Relationship. Upper Saddle River, New Jersey: Prentice Hall.

Schein, Edgar H. (1988). Process Consultation, Volume I: It's Role in Organization Development. Upper Saddle River, New Jersey: Prentice Hall.

Schein, Edgar H. (1987). Process Consultation, Volume II: Lessons for Managers and Consultants. Upper Saddle River, New Jersey: Prentice Hall.

Wheelan, Susan A. (1994). Group Processes – A Developmental Perspective. Boston: Allyn and Bacon.

The Voices of Experience: Students and Instructors in Program Cohorts

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Objectives:
Knowledge:
Participants should gain deeper understandings of:
- the positive and negative social and academic attributes of student cohorts;
- the implications these attributes have on cohorts' instructional activities; and,
- the implications these attributes have on instructors' professional development activities.

Attitudes:
Participants should gain appreciation for:
- the complexities inherent in cohort structures.

Intended Audience:
Our presentation is most appropriate for faculty and faculty administrators.

Activities:
Our presentation utilizes audience participation via a reader's theater format and Q & A opportunities. The reader's theater disseminates the knowledge objectives through an interactive reading activity. The Q & A portion allows participants to clarify any unclear information from the presenters.

Abstract:
Student cohorts are becoming an increasingly popular structure in adult degree programs (Barnett, Basom, Yerkes, & Norris, 2000) at various levels (i.e., baccalaureate, masters, and doctorate) that train adults for service in various fields (i.e., medicine, law, psychology, and education). Bullough, Clark, and Wentworth (2001) warn that a cohort should not be perceived as a group "rushing through a traditional program," but rather, a student cohort proceeds "through a different kind of program." Restine (1997) asserts that cohorts facilitate collaborative social interaction and the social construction of knowledge for adults more effectively than other educational settings.

The field literature reports the positive effects due to the collaborative and cohesive social interaction aspects of cohorts. Miller & Irby (1993) indicate that program evaluations describe their cohort experience using the following terms: support, camaraderie, and group cohesiveness. Group support and peer encouragement surfaced as two hallmarks of Dorn's (1995) student reactions study of a doctoral-level, cohort-based program. Potthoff, et al. (2001), Radencich, et al. (1998), and Wesson, et al. (1996) elaborate on how cohort programs can take on a family atmosphere where students turn to each other for academic and personal support. In Potthoff's study, cohesiveness was the most positively evaluated dimension.

Cohort structures' negative effects are evident in academic and social interaction arenas. Collusion within a cohort setting was attributed to students' inability to bypass primary tension issues (Wesson, et al., 1996). High ambiguity and autonomy forcing students to self-organize and create order within integrative seminar settings promoted the most evidence of overt dissonance. Passive collusion took the form of students not completing assignments, refusal to construct new meanings and understandings from group interactions, and not devoting

sufficient time to their program studies. Other negative side effects of cohorts are the potential formation of subgroups or cliques within the larger group (Bullough, et al., 2001; Radencich, et al., 1998) and conflicts arising from non-cohort students who perceive their influence being diminished (Barnett, et al., 2000).

Group dynamics also have the potential of facilitating or impeding academic gains according to Scribner & Donaldson (2001). They contend that transformative learning in the affective domain is somewhat assured in a cohort setting; yet, an equivalent level of learning in the cognitive domain is potentially more challenging. Reports from Hill (1995) and Norton (1995) indicate academic concerns over competition between cohort members, ebbing rigor, and grade inflation. Positive results from a cohort-based program (Potthoff, et al, 2001, p. 41) point out that students "raise the bar for each other," and the quality of student work was outstanding. These positive results were directly attributed to frequently sharing work and collaboratively developed projects. "People working in groups learn best as they actively participate and contribute to the group" (Yerkes, et al., 1995).

Our research findings tend to mirror the findings of antecedent studies. Open-ended program evaluation items completed by our cohort-based program graduates (N=300) indicated that the cohort structure is largely perceived to be an advantageous program feature promoting personal and professional growth. However, data from program faculty yielded mixed reviews regarding the cohort structure's impact on social and academic elements of their classes. We concluded that student cohorts have programmatic and participant advantages; however, program instructors are frequently unprepared for handling the diverse dynamics embedded within an established student cohort. The presentation of our results addresses the social and academic benefits and drawbacks of student cohorts from student and instructor perspectives. These positive and negative attributes have implications for program planners, instructors, and students.

Citations:

Barnett, B.G, Basom, M.R., Yerkes, D.M., & Norris, C.J. (2000). Cohorts in educational leadership programs: Benefits, difficulties, and the potential for developing school leaders. Educational Administrative Quarterly. Thousand Oaks, CA.

Bullough, R.V., Jr., Clark, D.C., & Wentworth, N. (2001). Student cohorts, school rhythms, and teacher education. Teacher Education Quarterly, 28, 2. 97-110.

Dorn, S.M., Brown, R., & Papalewis, R. (1995). Educators earning their doctorates: Doctoral student perceptions regarding cohesiveness and persistence. Education, (116), pp. 305-314.

Hill, M.S. (1995). Educational leadership cohort models: Changing the talk to change the walk. Planning and Changing, 26 (3/4), 179-189.

Miller, W.D., & Irby, B.J. (1999). An inquiry into the exigency of a beginning doctoral cohort in educational leadership. College Student Journal. (33), 3, pp. 358-364.

Norton, M.S. (1995). The status of student cohorts in educational administration preparation programs. Paper presented at the annual convention of the University Council for Educational administration, Salt Lake City, UT.

Potthoff, D.E., Fredrickson, S.A., Batenhorst, E.V., & Tracy, G.E. (2001). Learning about cohorts: A masters degree program for teachers. Action in Teacher Education, (23), 2, pp. 36-42.

Radencich, M.C., Thompson, T., Anderson, N.A., Oropallo, K., Fleege, P., Harrison, M., Hawley, P., & Gomez, S. (1998). The culture of cohorts: Preservice teacher education teams at a Southeastern university in the United States. Journal of Education for Teaching, 24 (2), 109-127.

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Scribner, J.P., & Donaldson, J.F. (2001). The dynamics of group learning in a cohort: From nonlearning to transformative learning. Educational Administration Quarterly, (37), 5, pp 605-636.

Wesson, L. (1995). Cohesion or collusion: Impact of a cohort structure on educational leadership doctoral students. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Intelligence for the 21st Century: What Will It Look Like? How Will We Measure It? Can We Teach It?

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Objectives:

Reflection about the role of intelligence for the 21st Century, including nurturing development of intelligence

- Comparing and contrasting existing theories (e. g., Sternberg, Gardner, practical intelligence, emotional intelligence, multiple intelligences)
- Critical thinking about identification of intelligence/intelligence behaviors
- Problem solving about assessment methods
- Applying concepts to participants' individual contexts

Intended Audience:
Instructors of Educational Psychology, Instructors of Preservice and In-service Teachers

Activities:
Participants will engage in activities based on Learner-Centered Principles (Learner-Center Work Group, 1997): reflection, think-pair-share, co-construction of knowledge, and collaboration in small groups.

- Reflect about the role of intelligence in their own practice, including perceptions of their own intelligence
- Identify characteristics of intelligence and/or intelligence behaviors for the 21st Century (including contextual factors)
- Collaborate with colleagues to co-construct a working definition of intelligence, including example(s) of item(s) for assessment, and instruction suggestions
- Share collaboration processes with whole group

Abstract:
Individuals' beliefs about intelligence may have long-reaching effects across generations of learners. These beliefs may be influenced by the contexts in which practitioners function (Sternberg & Kaufman, 1998), such as classroom teaching, administration, and technology, as well as by their previous experiences. Gardner suggested "that those who define 'intelligence' hold a great deal of power in society--because intelligence, and being selected on its basis, are so closely tied to life-chances."1

However, as early as 1932, Bartlett observed "that efficient learning and high intelligence might involve sophisticated skills that some people have developed and others can develop" (Bransford, 1979, p. 237). It would seem, then, that educators from diverse domains have a responsibility to provide students with learning opportunities that encourage the development of these skills and the self-regulatory capacities to manage them (Bandura, 1993) in multiple contexts.

Learning opportunities should also include engagement in meaningful tasks to encourage and support intrinsic motivation (Brophy, 1998).
These meaningful tasks should address the cognitive skills that are important in the 21st Century: critical thinking, problem solving, lifelong learning, metacognitive awareness, and transfer (e.g., Bransford, Brown, & Cocking, 2000). Meaningful tasks will focus on the following aspects about the nature of intelligence: (a) current issues; (b) theorists;(c) assessment approaches; and (d) implications for practice.

Participants will have the opportunity to engage in critical thinking, self-reflection (metacognition, nature of the learning process), and co-construction of knowledge with peers (knowledge construction, problem solving, diversity, social influences.

Notes: 1. INTO THE CLASSROOM MEDIA, from publisher's information about MI: Millennium, video by Howard Gardner, 2002

Citations:
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From analyzing cases to producing them: Case writing in graduate school as means of intensifying motivation and learning processes.

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Objectives:
The presentation is intended to encourage participants to consider using case-writing as an instructional method for advanced learners.

Intended Audience:
faculty members, instructional designers, people interested in professional development and case writing, and in Case-Based-Instruction

Activities:
Demonstration of video-cases, discussion

Abstract:
Case Based Instruction is gaining popularity, in recent years, as a constructivist method of instruction that encourages students to link theory to practice and narrow the gap between academic environments and professional ones (e.g., Hutchings, 1993; Shulman, 1992; Williams, 1992).

Case writing or production, however (compared to case analysis) probably involves an even higher level of involvement and requires an elevated degree of professional maturity and experience. Case writing is considered a powerful professional development tool (e.g., Shulman & Kepner, 1999) typically used by practitioners (teachers, nurses, managers, etc.) as means of sharing their knowledge with a community of practice (Wenger, 1998).

The current case-study describes and examines the effects of case-production by graduate students (in a teacher education program) on their motivation and learning processes. Practicing teachers pursuing an M. Ed. Degree were required to produce video cases documenting lessons they teach as part of the requirements of a graduate course dealing with constructivist instructional methods. The opportunity to explicitly reflect on their professional work, share and discuss it with their class peers, document it, conceptualize it and analyze it from different theoretical perspectives - seems to be extremely motivating and beneficial (see also Hammerness et al. 2002). These students' ability to effectively use complex theoretical concept seems to be intensively enhanced by the production of such cases (Spiro et al. 1988).

Students' cases will be presented accompanied with data (students' questionnaires and interviews) regarding their evaluation of this learning experience. The Possible benefits of incorporating case-production in other graduated programs such as psychology, business, nursing, etc. will be discussed.

Citations:
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Fear, Sex, and Fast Cars: Using Multimedia for Collaborative Interpretation of Pop Culture Poetry

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Objectives:
The session seeks to:

- Enhance understanding of the role of collaborative learning in knowledge retention;
- Illustrate means of employing collaborative learning with multimedia resources;
- Develop multimedia collaborative learning strategies in other courses across the curriculum.

Intended Audience:
The audience for this session should be faculty members who want to adopt innovative multimedia strategies in order to enhance student retention of the knowledge base in a course.

Activities:
Session participants will:

- Participate in an initial multimedia activity intended to introduce relevant knowledge and understanding;
- Discuss how the activity affected their capacity to understand the work they read;
- Discuss ways in which they might employ similar methods in their own courses.

Abstract:
"Active learning puts the responsibility of organizing what is to be learned in the hands of the learners themselves, and ideally lends itself to a more diverse range of learning styles" (Dodge 2004). As study after study indicates (Dodge 2004), students learn best from hands-on and collaborative practices than from lectures and other such formats. In my world literature and other courses, I have found this to be the case. My students prepare for class by reading the assigned text and answering directed questions that I send to them a week ahead of time. The questions relate to the structure, themes, etc., of that text in relation to earlier works, and they build upon each other through the course of the semester. When students come to class, they work in groups to share their answers and decide what constitutes the best answer for each question. When I teach modern song lyrics near the end of the semester, I send out the lyrics and the questions as usual, but then when they come to class, I play DVD's and CD's or provide streaming audio and video on the Web to help them to interpret the works. Hearing the music enhances the interpretive experience. Then I allow them the typical in-group time, and they learn a new dimension in interpretive strategies. I want to share this method by illustrating it and then discussing ways in which multimedia strategies can be incorporated in other courses across the disciplines.

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Learners Acquire Course Ownership by Designing the Course Syllabus

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Objectives:
Presentation Goals and Learning objectives:

·Goal One: Presentation attendees will learn process steps that a teacher needs in order to guide his/her students in designing the course syllabus.
Learning Objective One:
Attendees will discover process steps by Presenter inquiry and PowerPoint demonstration that will prepare the teacher prior to assisting the class on designing the course syllabus. The attendees will view an outline of the process steps. (Approach)
Attendees will record on handout material process steps information concerning teacher preparation components for a student-designed syllabus. These steps will be discussed and questions answered collaboratively. (Deployment)

·Goal Two: Attendees will be able to leave the session with a clear process that will assist them helping their students gain course ownership and learning responsibility.
Learning Objective One:
Design a course syllabus. Attendees will experience of feeling, just as their students feel, of what it is like to design a course syllabus for a subject that is not as familiar to them as their major subjects. (Approach)
Attendees will design a course syllabus from the standpoint of an unknowledgeable student by process steps and unfamiliar course material. Presenters will guide the attendees by helping them remember the preparation steps that are designed to assist learners. (Deployment Process)

Intended Audience:
This session will benefit instructors of higher education who are trying to implement a learner-centered approach. Administrators or teacher supervisors will also benefit from this session by training their novice and veteran teachers with the new information from this session. Student course syllabus design can also be incorporated in K-12 education.

Activities:
The attendees will be writing on an outline designed handout while collaborating.
The attendees will also design a course syllabus from a handout (after receiving the process steps) as if they were the learners.

Abstract:
Summary

This presentation is intended for higher education teachers who are trying to implement a learner-centered approach, but find that the students do not feel that they have ownership to the class. Lacking ownership might cause some students to feel that the learner-centered approach is a remake of teacher-centered with a new name.

When a young person purchases a car with his own savings, he/she generally takes more ownership and responsibility for its care and use. Likewise, the learner takes more responsibility in learning the subject matter when he/she has had a part in the course design.

A solution to the dilemma of lacking learner ownership involves engaging the students in designing the course syllabus. A class designed syllabus model will be presented for the presentation participants to design together. The model is a successful model deployed in two university classes. The prerequisites for these two university classes are, algebra-trigonometry, physics, anatomy, physiology and neurophysiology. Even though these two university classes are science based, the process can be deployed to other university courses.

Problem:

The first object of most students is to try to figure out what the teacher expects of them so that they can make the "grade." This type of thinking displays a concrete lack of ownership in gaining knowledge. It is "trying to please the boss or the teacher" (Senge, 2003). Engaging the students in a learner-centered or constructionist environment must begin at the design of the class. When the students have a choice in the design of the class, then the class belongs to them instead of the teacher. With this ownership, comes responsibility

Purpose:

The purpose of this presentation is to introduce a successful process for teachers to assist students in designing a course syllabus. The preparation work on the part of the teacher is crucial in this situation. When a teacher designs a syllabus, experience and knowledge of subject matter is more or less second nature. To the student, it is not. Careful organization and preparations become a very important task for the teacher.

Significance:

The attendees will understand that ownership of course material and responsible learning entails that the students must design the course. Such is the case when a young teenage girl sews a pair of slacks. The slacks become very important to her as does the care of those slacks. Such is the case when the student has ownership in the subject matter that is required of him/her to learn. Just as placing a sewing pattern correctly on the fabric and cutting it correctly can determine the successful construction of a pair of slacks, so can designing the course syllabus by the learner, lead to successful learning.

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Brainteaming

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Objectives:
This session seeks to:
· Illustrate various problem solving methods by individual team members;
· Connect those activities with the process of team building;
· Recognize the advantages of this process to long-term critical thinking skills;
· Note the applicability of these skills across the curriculum.

Intended Audience:
The audience for this session should be academics who are interested in enhancing students' critical thinking skills through team problem solving efforts.

Activities:
Session attendees will:
· Initially work in groups on various brainteasers that engage different problem solving strategies;
· Articulate the different problem solving strategies needed to solve the various problems;
· Discuss the value of using "brainteaming" to enhance critical thinking skills across the curriculum.

Abstract:
Working in teams has been all the rage in the corporate world for years. In fact, many businesses have completely re-structured using the team approach (Eisenberg, Goodall, 2003). One of the values of team efforts is to enhance problem solving through strategies that individuals themselves bring to the team effort. The old adage, "two heads are better than one," really is put to the test in teams, and businesses have largely been rewarded for it. However, teamwork is not viewed as valuable in many disciplines in academia, and this position needs to be rethought in light of recent pedagogy. This session seeks to address the significance of "brainteaming" to solve various types problems and seeks to recognize the significance of individual contributions to team efforts and team building in the college classroom.

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The Self-Regulated Learning Program at New York City College of Technology: Helping Incoming Students Who are Under-prepared for College.

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Objectives:
Describe how SRL teaches students a new way of understanding and managing the learning process. Most freshman programs focus on teaching students a variety of academic and study skills strategies. By contrast, SRL adds a necessary skill by teaching students how to monitor and manage the effectiveness of each strategy. The SRL model consists of three interdependent phases: Planning, Practice and Evaluation. In this presentation we will clearly outline each of these phases and how they work in the classroom.

Intended Audience:
Administrators and faculty interested in Freshman Experience Programs for under-prepared students.

Activities:
Presentation of the SRL Model
Presentation of the SRL Project
Presentation of the SRL Model for an individual student
Presentation of the SRL Model in the classroom
Outcome data from the SRL Project

Abstract:
The Self-Regulated Learning Program at City Tech is designed to help incoming students who are under prepared for college. The academic profile of our entering students is similar to that for many urban two year colleges, and they enter City Tech with many of the same academic and personal challenges. Students enter the SRL program after failing the mathematics portion of the City University placement test. These students understand that, if they do not pass a retest at the end a five week summer program, they will not be eligible to take a variety of required college level courses during the fall semester.

During the summer portion of the SRL program, students are given instruction in mathematics, as well as a foundation in the SRL method. But our program goes beyond "test prep" by demonstrating to students that learning ability is not innate, a misconception that is shared by many of our students. When students are retested at the end of the summer program, SRL students achieve consistently higher scores than students enrolled in comparable summer sections of mathematics.

During the fall part of the program, students are "block programmed" into special SRL mathematics courses. In addition, they are enrolled into SRL sections of an Introduction to College course which is open to most incoming students. In this course, students learn to apply the SRL method to a wide variety of academic and study skills. They also learn to use the SRL method in their personal and work environments. It is these latter applications that capture the student's initial interest.

SRL students consistently achieve higher course grades and GPAs than students enrolled in comparable mathematics/Introduction to College courses. These differences have been both statistically and educationally significant. SRL students earn mathematics grades that are 25% higher than other students. These differences have not varied by more than four percentage points from the mean over the last three years.

After the fall semester, students no enroll in SRL courses. However, we are attempting to keep in contact with our students. Perhaps our most ambitious attempt is through the development of a student oriented SRL web site which allows students to apply the SRL method program to a variety of different academic situations. Students can also use this site to email staff members with specific questions. It is surprising that students who are not comfortable coming in to see a counselor or advisor will have no problem in communicating via email.

We are making a number of attempts to expand the SRL program, e.g., by using a personal digital assistant, PDA. We look forward to sharing our experiences at the conference.

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Using an interactive game board model for formative assessment of information literacy

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Objectives:
Participants will

· Discuss formative assessment
· Review information literacy standards from ACRL
· Play a simulation of a Jeopardy! style game show to review and assess basic concepts of information literacy
· Learn how to apply the model to various learning situations and subject areas
· Incorporate technology-based teaching in class activities
· Appreciate strategies to improve motivation and engagement in the classroom

Intended Audience:
Faculty, librarians, media specialists and educational technologists

Activities:
After methodology and subject matter is clarified, participants will engage in a simulated Jeopardy!-style interactive game used as a formative assessment to review concepts of information literacy. After playing the game, participants will discuss what they learned during the demonstration, and what advantages and disadvantages they observe in the model. Presenters will review the instructional design and storyboard of the game as well as the technology needed for its construction. The sample game and tools to create it will be available to session

participants. It is expected that those who attend this session will leave with a practical, technology-based formative assessment strategy that can be applied to other disciplines.

Abstract:
The advance of technology offers exciting approaches for educators as we assess the knowledge base of students in various content areas. In an era of rapid technological change and proliferation of information resources, students must develop proficiency in information literacy as well as competency in a discipline area. Thorough formative assessment strategies, educators can monitor progress as students develop skills in these areas.

For students immersed in the glitz of the information age, technology can provide a hook to interest and motivate students who otherwise have minimal interest in a topic. Computer games, especially those that engage students in friendly competition, appeal to this generation and can be an effective tool. "Games and simulations are experiential activities that have gained acceptance in classrooms at all levels of education and training and in a variety of subject areas." (Gredler, 1994)

Roblyer (2003) suggests that highly visual and interactive qualities of multimedia resources address students' affective and cognitive needs. She maintains that there is substantial empirical evidence indicating that teachers capitalize on the novelty and television-like quality of computers to achieve the instructional goal of capturing and holding students' attention. Integrating such interactivity into formative assessment leads toward student progress in achieving instructional objectives.

The presentation will begin with a brief overview of formative assessment, and why it is an essential component of classroom learning. Unfortunately, the research shows that high-quality formative assessment is relatively rare in classrooms and that most teachers do not know well how to engage in such assessment (Black & Wiliam, 1998). Formative assessment, which has significant impact on learning and achievement, is used to provide feedback which leads to students recognizing the learning gap and closing it. Because of the importance of information literacy across disciplines, presenters will use this important content area for the game simulation (ACRL Standards, 2000; Middle States, 2003). This activity will demonstrate a highly interactive, engaging formative assessment tool using a simulated game show approach.

This session will provide a Jeopardy!-style game as a strategy to review key concepts of information literacy, including the ability to recognize when information is needed and to locate, evaluate, and effectively use needed information. This game format is adaptable to multiple content areas and can be applied in different contexts. Easily created in PowerPoint, the format is supported across platforms. PowerPoint is a low-tech, widely available delivery method, accessible to educators with limited experience and budgets, and instructional presentations on PowerPoint can be posted internally or externally to the internet for easy distribution. It is readily adaptable to different classroom or computer lab environments, and supports individualized instruction, collaborative learning, or self-assessment.

After demonstrating the game, participants will discuss the merits of the approach and potential application in their own classrooms. The instructional design and storyboard techniques to create the game will be shared, and the game board used will be made available to participants via the web. Presenters will respond to participants' questions and comments. Benefits to participants will be two-fold: not only will they receive an interactive formative assessment tool to promote information literacy in their own institution, they will also learn how to construct and use a practical, technology-based formative assessment model that can be applied to their own teaching context.

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Classroom Assessment Techniques: Using Surveys of Student Learning Goals

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Objectives:
objectives of this session

- to increase participants understanding of classroom assessment techniques (CATS)
- to first reexamine some basic principles of CATS
- to examine the use of some sample CATS
- to understand CATS important role in reflective pedagogy
- to understand CATS role in student learning
- to leave prepared to use a CAT

Many faculty dread the thought of assessment; it is seen as a chore and a burden on an already crowded dinner plate of faculty activity. Worse, assessment frequently comes as a mandate. But assessment, particularly classroom assessments (as described and defined by Tom Angelo and Patricia Cross) can be useful tools for reflective faculty practice as well as informative devices that reveal much about student learning. This session will show how CATS can be used as tools for reflective practice in any classroom and discipline and play a vital role in increasing student learning.

Intended Audience:
Audience: Faculty, faculty administrators, faculty developers.

Activities:
Activities: Think-Pair-Share, discussion, small group activities

Abstract:
Many faculty dread the thought of assessment; it is seen as a chore and a burden on an already crowded dinner plate of faculty activity. Worse, assessment frequently comes as a mandate. But assessment, particularly classroom assessments (as described and defined by Tom Angelo and Patricia Cross) can be useful tools for reflective faculty practice as well as informative devices that reveal much about student learning. This session will show how CATS can be used as tools for reflective practice in any classroom and discipline and play a vital role in increasing student learning.

First, the use of CATS will be overviewed. The teaching goals inventory and the basic assumptions underscoring the use of CATS will be reviewed. A few CATS will be explained and participants will be asked to discuss the pros and cons of each in a think-pair-share. (10 minutes)

Next, I will explain how using a simple CAT can be useful for a reflective practice portfolio or a teaching portfolio, both of which are tools for embedded assessment projects that can be used as documentation for programmatic review and accreditation purposes. I will also highlight the use of CATS as a scholarship of teaching and learning research project and will provide a bridge into the scholarly literature on reflective practice and assessment. (15 minutes)

The third portion of the presentation will focus on the student learning goals inventory that I devised and gave my classes. I will explain why I devised the inventory, how I devised the inventory, and what use I made of it. This

ITAP: Getting A Lot Out of a Little

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Objectives:
Identify the Seven Steps to the effective use of technology in the college classroom.

Develop an initial mentoring plan for teaching faculty how to use technology effectively in the classroom.

Intended Audience:
Administrators and faculty interested in helping faculty members make more effective use of technology in the classroom.

Activities:
In small groups, participants will match various technologies to Chickering and Gamson's best teaching practices. In small groups, participants will also begin developing a mentoring plan for assisting faculty at their universities in making effective use of technology.

Abstract:
The Instructional Technology Assistance Project (ITAP) has been instrumental in facilitating faculty members' effective use of instructional technology. A key component of the model is faculty serving as mentors to other faculty. This presentation will present an overview of the process of involving faculty members as peer mentors in the use of technology. Specifically, opportunities and challenges will be presented in this interactive presentation.

In the last 20 years, technology has become a catalyst for rethinking how teachers go about the business of teaching and learning. Today, teachers have an enormous range of options beyond the traditional chalkboard for presenting and delivering instruction. In order to make wise choices about technology, teachers must be guided by some fundamental principles of instructional design. Research suggests that the use of technology for teaching is only as effective as the quality of the instructional design and the instruction itself. In other words, technology cannot be an add on to existing instruction; it must be integrated appropriately into the design of instruction. Teachers need to ask some key questions:

Why use this technology for this lesson?
What is gained by using it?
How will this technology engage students?
What can I do with this technology that I couldn't do before?

While most faculty are actively engaged in using technology as an essential instructional component, the focus of doing so should be based on the pedagogical benefits versus the technological application (or convenience of the instructor). The Instructional Technology Assistance Project (ITAP) is an effective model that focuses on technology as a teaching methodology. The ITAP approach focuses less on the technology and more on the appropriate pedagogical uses of technology. While faculty must indeed be trained on using technology, the training should not center on the technology alone. Technology training must include training on designing effective instruction using technology. This key difference in focus is what has made ITAP successful in the integration of technology on more than 14 college campuses across the South.

This presentation will provide an overview of the model in a manner that will allow participants to replicate the process on other campuses. Specifically, Notre Dame University's seven-steps to effective implementation of instructional technology will be included as well as specific strategies to actively engage faculty and administrators. The presenters represent the Southern Education Foundation, providing leadership to the process. They are also faculty members from institutions of higher education that are diverse in the faculty's use of technology.

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Improving Active Learning By Increasing Course Motivating Potential

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Objectives:
1. Illustrate the implementation of the job characteristics model in a classroom environment
2. Offer a framework to enhance the understanding of the relationship of course design to students' active learning efforts
3. Discuss the application of active learning strategies and their impact on student motivation and attitudes

Intended Audience:
Faculty members who wish to identify and apply active learning strategies in order to improve student motivation, performance, success and satisfaction in their courses

Activities:
Participants will be asked to do the following:
a) evaluate the motivating potential (MP)of one of one of their courses;
b) identify active learning strategies they currently use and identify which motivating factor they influence;
c) disuss active learning strategies that they can use to increase the motivating potential of the six (6) factors which determine course MP;

Abstract:
As a result of the ever-growing importance of accreditation for most schools and universities, there is increasing emphasis on quality and accountability in higher education. One approach which is being implemented to achieve these ends is the promotion of active learning. "Active learning" is sometimes discussed as "self-directed learning", self-managed learning", "and self-regulated learning "and" self-regulating learning strategies". The commonality of all of these is that the student is actively involved in the learning process. The National Survey of Student Engagement (NSSE) has reported that students' being actively involved in "educationally purposeful activities" is the best predictor of learning ("National Survey of Student Engagement: The college student report"). Some of the ways in which engagement is encouraged through student-faculty contact, cooperation among students, active learning, prompt feedback, time on task, high expectations, and respect for diverse talents and ways of learning. These factors are all related to student satisfaction and achievement.

The common thread running through all of these approaches (active learning, self-regulated learning, student engagement, etc.) is the student's motivation, and, particularly, his/her intrinsic motivation. Research on motivational orientation, or goal orientation, has addressed motivation as a personality characteristic, a personal

disposition which can be changed through intervention. Operant conditioning and behavior modification have defined motivation through schedules of reinforcement and behavioral consequences.

A third approach to motivation which shows promise in higher education is the job characteristics model (JCM) (Hackman & Lawler, 1971; Hackman & Oldham, 1975; Hackman & Oldham, 1980). task or job. The JCM is a motivational theory that states that an individual or group's motivational state can be changed by altering certain characteristics of the task or job. The JCM has been studied in organizations to design jobs to increase their motivating potential, but it has been rarely studied in higher education. The motivating potential of a job, according to the JCM, can be accomplished through job enrichment. A job can be enriched by altering five (5) core job dimensions. The theory has been supported by empirical research, for the most part (Fried & Ferris, 1987; Loher, Noe, Moeller & Fitzgerald, 1985; Renn & Vandenberg, 1995).

The five factors, and an additional factor, show promise in increasing the motivating potential of the student's job, By motivating students, improving student performance, satisfaction, and success in higher education are also accomplished. These factors are as follows:

(1) Meaningful work: By making the coursework meaningful, students see some benefit in what they are studying and learning; application of the material covered is emphasized. The topics covered are related to current challenges and problems that they are facing or will face in the workplace.

(2)Task Variety: A variety of techniques to present material is utilized. Lecture is used to introduce the class to topic areas or to present material outside of the textbook. Material is presented using videotapes, outside speakers, student presentations, case studies, group exercises, role playing and practice of skills, and current events related to topics studied. The relationship of current events to course concepts can be presented through participative discussion.

(3)Contribution to Overall Learning Process: Students are expected to be responsible for their learning and to contribute to the learning that takes place in the class. Students are told that they are expected to contribute, to be involved in the class by making relevant comments, bringing in relevant material, asking questions, and being familiar with assignments in order to participate in class activities. Students can be encouraged to participate by positively reinforcing them with praise after they respond. and do not criticize them.

(4)Autonomy: As students learn what is expected of them, they are encouraged and expected to take more responsibility and initiative in their learning. For example, in preparation for a larger project, each student may be required to complete shorter, smaller projects and presentations, while being allowed to choose the topic for both the short projects and for the larger project/ presentation. The student has the choice as to whether he/she will work individually and as part of a team of their choosing. This provides them with some degree of autonomy as to how the project is completed, and they are encouraged to discuss their ideas with the instructor. At various times during the semester, students are asked for feedback on how the class could be improved as far as their learning and interest.

(5)Feedback: One of the key components of learning is immediate feedback. When students take tests, they are allowed to check the answers for the test after they turn in their answers and before they leave the class. In other instances, their grades on tests and on written assignments and cases will be returned by the next class meeting. Students are also provided constructive feedback, above and beyond what is used for formal evaluation.

(6)Clear Expectations: It is important that students clearly understand what is expected of them, in terms of preparation, participation,contribution to the overall learning process, attendance, and absences. It is generally known that expectations influence others' behavior ("Pygmalion effect"). If expectations are set high, then people will tend to perform at higher levels; if expectations are set low, then people will tend to perform at lower levels. In work settings, the realistic job preview provides an accurate explanation of the positives and negatives of the job for which an applicant applies. A "realistic course preview", similar to the "realistic job preview" is provided to let students know how much work is expected and what is required of them at the beginning of the course.

In summary, the JCM motivational theory, which explains the influence of task or job characteristics on motivation, was applied to the college environment. It offers the potential of integrating research on goal

orientation, operant conditioning, and situational characteristics associated with motivation. Participants were encouraged to apply JCM principles to their courses during the session.

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Learning Teamwork On Your Feet

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Objectives:
Workshop participants will:
Identify situations when having practical knowledge and experience of working together as a team will promote efficiency in achieving the identified goal.
Recognize the steps necessary for a group to work effectively as a team.
Participate in an exercise that enhances the effectiveness of any group assigned a specific project, task or outcome
Identify specific methods for faculty to tailor the team building exercise to meet their professional responsibilities
Leave with the desire to use this particular team building exercise

Intended Audience:
Presentation Audience:

This workshop is designed for all levels of faculty or administrators in institutions who teach or supervise groups of people who need to work effectively as a team to accomplish a project.

Activities:
1) Survey participants on personal experiences about situations in which they have been responsible for moving a group towards achieving a goal.
2) Elicit what actions are utilized by effective teams.
3) Participants and presenters will participate in an exercise used to illustrate concepts employed by effective teams
4) Explanations of how a group works as an effective team will be reinforced by the presenter while participants are engaged in the team building exercise.

Abstract:
Have you ever been thrown into a situation with a group of people and told that you all needed to work together as a team to achieve an outcome? Have you ever assigned a group of students a group project? Most importantly in either of these situations has the group ever looked at each other wondering, “Now what do we do?” Increasingly education is becoming a group process. The ability to work as a member of a team is increasingly valued in today's work force. Faculty wanting to prepare their students for this work force will find the skills learned in this presentation valuable. Faculty may find themselves engaged in meeting responsibilities that are assigned to a group. They may also find themselves having to inspire a group of students that are required to work together as a team for the first time to achieve their educational goal. It is easy to explain the theories of working effectively as a team. However, putting teamwork into practice can be accelerated by having the group participate in this team building exercise.

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Using Mediating Technologies in the On-Site Teaching of College Composition to Adult-Learners: A Model for Administrators and Teachers Interested in Improving Student Writing

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Objectives:
1) To provide attributes of the adult-learner and implications for higher education, especially in areas of academic support and teaching methodology in College Composition courses and of writing in general.
2) To present research supporting the use of mediating technologies in the teaching of on-site courses, especially of the use of learning platforms.
3) To provide practical and qualitative feedback on blending traditional pedagogical approaches to teaching College Composition with emerging technologies.
4) To demonstrate institutional initiatives to support WAC implementation and the cross-curricular benefits of using mediating technologies, especially learning platforms, in on-site instruction in College Composition courses.
5) To provide a model for teachers of College Composition specifically, but others too for incorporating mediating technologies, especially learning platforms, into the teaching of writing in on-site courses.

Intended Audience:
As both an administrator (Director of Academic and Professional Development Services) and Professor of English at International College, I can provide in my presentation information relevant to teachers of writing, teachers in other content courses interested in bringing WAC initiatives into their on-site courses, and administrators interested in implementing both student and faculty development strategies to increase writing instruction and use of mediating technologies in meeting institutional objectives.

Activities:
The presentation will be designed to be interactive. I will present my ideas on integrating mediating technologies, especially the use of learning platforms, with the teaching of College Composition specifically, but of other courses as well. I will also present academic initiatives underway at International College designed to implement an electronic portfolio graduation requirement, WAC program, and faculty "Best Practices" to encourage faculty development in areas of writing instruction and use of mediating technologies, and to improve student writing across the curriculum. I will encourage participants to discuss similar initiatives at their institutions and share ideas they have personally found effective. I will also demonstrate through the use of Blackboard assignments used in teaching College Composition in my own classes, and other teaching opportunities a platform like Blackboard can offer for writing instruction in on-site teaching.

Abstract:
According to the National Center for Education Statistics, adult-learners now account for 73% of all college students. Anticipated is a 9% increase of students over 25 in college enrollment by 2010. Contemporary research illustrates that adult-learners are more likely to embrace distance education technologies than traditional students. However, a paradox is that adult-learners are more at risk for attrition due to a lack of academic preparation (including in areas of writing and computer skills), limited access to student services, competing responsibilities (family, job, school), and a lack of financial and social support. In fact, adult-learners are less likely to be enrolled after 3 and 5 years than their traditional peers.

Concurrent with the trend indicating the increase in adult-learners in higher education is the increasing demands on both educators and students to use mediating technologies in on-site education. Traditionally, mediating technologies, such as the use of learning platforms like Blackboard, has been the domain of distance education programs. And research into the effectiveness of such technologies on student growth has emphasized this reality.

Relatively little research has been done on the impact of blending the use of such technologies in on-site instruction. However, the development of Smart boards and improvement of e-learning programs is enabling instructors of on-site courses to now see the benefits of blending traditional pedagogical approaches to teaching with use of technology.

Since WAC initiatives and interdisciplinary learning is being emphasized throughout higher education, writing instruction is a particularly useful area to see how blending traditional pedagogical practice and using mediating technologies can support student growth. Regardless of WAC policies, central to the teaching of writing still is College Composition. Using the seven principles of good undergraduate teaching practices developed by Chickering & Gamson (1987), I will illustrate the benefit of integrating mediating technologies, especially the use of a platform like Blackboard, into College Composition: 1) it appeals to different learning styles in students; 2) it increases the opportunity for student-teacher interaction and student-student interaction (thus creating a better learning community—important with adult-learners particularly); 3) it increases students' active learning and time on learning tasks outside the boundaries of on-site class instruction; 4) it provides for rich and rapid feedback; 4) it reinforces higher expectations for student growth in writing; 5) it makes literacy of mediating technologies an important part of student learning in school and beyond (as in the workplace).

In my position as Director of Academic and Professional Development Services and English Professor at International College (a nationally recognized school for adult-learners), I am spearheading an effort to educate faculty and students about using mediating technologies to implement WAC initiatives in support of the new portfolio requirement. Using faculty "Best Practice" workshops (which blend faculty understanding of using technology in teaching and writing), developing a college-wide writing rubric, designing courses for students to complete portfolios, and overseeing all academic support functions of the school (including tutoring labs, student workshops, web-based tutorial instruction, and Blackboard for virtual tutoring), I will show to presentation attendees (relevant to both teachers and administrators) a model for blending WAC initiatives and mediating technologies in the teaching of writing. I will do this through research supporting this and through an example of my own use of mediating technologies, especially of Blackboard, in on-site instruction in College Composition I.

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Exploring the Retreat – An Intensive Experiential Model To Enhance Student Competency in Spiritual Diversity

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Objectives:
1. Understand the learning potential of an innovative model using the retreat format for teaching.
2. Become familiar with curriculum designed to maximize learning in an intensive retreat experience.
3. Explore teaching modalities including individual and group exercises designed to enhance student interest and participation.
4. Become knowledgeable about evaluation techniques and student assessment of learning experiences.

Intended Audience:
Faculty and administrators interested in innovative teaching and curriculum design.

Activities:
Through individual and group experiential exercises, participants will be introduced to the retreat experience - the teaching modalities designed to enhance student interest and participation as well as the curriculum. Short didactic presentations accompanied by small and large group discussion will be used to present additional course material and evaluation techniques.

Abstract:
During a course on spirituality taught in the traditional format of weekly classes, students expressed their need to "sit with" and experience sensitive material over a longer period of time than available in the classroom setting. This presentation provides an overview of a creative curriculum designed in a retreat format to better meet students' stated and other educational needs (Gardiner, 1994; Perry & Smart, 1997). Experiential individual and group exercises will introduce participants to learning opportunities within the retreat environment.

The intense retreat experience of four days and three nights in a secluded environment away from the demands of daily life enables students to explore their own biases and barriers to learning, as well as course content in spiritual and religious dimensions of social work practice (Canda & Furman, 1999). The diversity of the student group, as well as invited speakers/presenters, provides a safe setting in which to address issues with sensitivity and inclusiveness (Hodge, 2003).

Approximately six weeks prior to the retreat, students meet with the professor to discuss course expectations and the retreat experience. The students begin a journal reacting to spiritual/religious readings and research a religion other than their own for presentation at the retreat.

The onsite retreat experience includes short lectures, small group discussions, video presentations with discussion, creative expression through art work, spiritual practices such as guided imagery and meditation, experiences from ritual/worship settings, student presentations on their experiences, and presentations from spiritual leaders from diverse spiritual and religious traditions (Kember & Gow, 1994; Pintrich, 2003). In addition, students share their

research on a religion other than their own and their experience of attending a service in this religious tradition prior to the retreat. Individual conferences with the professor and visiting spiritual leaders are available to students as well as informal time during shared meals, walks in nature on the retreat grounds, and recreational experiences.

The retreat model and components are continuously evaluated both during and after the retreat experiences. Students complete evaluation forms measuring learning as well as effectiveness of presentations (peers, guest speakers/presenters, professor). The retreat model has consistently scored higher than traditional courses.

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An Introduction to Classroom Management for Education Students at the University Level

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Objectives:
Using a variety of teaching strategies, students will be able to discuss current theories for classroom management and apply these theories to various scenarios related to classroom management. Students will also apply these theories to a current definition of classroom management and expand on the definition through a decision-making activity and problem solving activity.

Intended Audience:
College professors who teach students pursuing degrees in teaching. This lesson can be used in any principles courses, and the activities can be modified to use in any college classroom.

Activities:
Activity #1: Students respond to a definition on classroom management by using multiple intelligences to move around the room to show support for the definition; also involves a discussion and response period
Activity #2: TAPPS (Thinking aloud Paired Problem Solving) Similar to think-pair-share, but involves more of an emphasis on listening and discussion skills, excellent skill to use when discussing any type of issue or theory
Activity #3: Students use problem solving skills, discussion techniques to rewrite the definition to classroom management

Abstract:
This lesson highlights alternative teaching methods to use with college level students. The activities invoke higher level thinking skills and provide a classroom atmosphere that allows students to share and discuss their ideas about certain topics (Ventures, 2001). Learning takes place as the students examine various components of classroom management. The students tend to develop ideas related to classroom management which come from discussions and analysis of the content. The college professor will find themselves more as a facilitator of active learning rather than a lecturer disseminating information (Berliner, 1985). Students take charge of their learning as the teacher guides them to insightful conclusions.
References: Ventures Education Systems Corporation, 2001
Berliner,D (1985) Effective classroom teaching: the necessary but not sufficient condition for developing exemplary schools.

Citations:
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Ventures Education Systems Corporation, 2001

Helping Learners to Think: Transformative Learning Lessons from the African Context.

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Objectives:
This session should help participants develop the following attitudes, skills, and knowledge concerning transformative learning.
To develop an understanding of the critical importance of facilitating an attitude change or paradigm shift towards the philosophical foundations of transformative learning when training faculty to teach for critical reflective thought.
- To facilitate attitudes that are more inclusive among faculty towards students whose mother tongue is not English, by helping them to realize the barrier to transformative learning that instruction in English is for such learners.
- To help session participants to appreciate the critical importance of understanding learners' worldview(s) to promoting transformative learning.
- To introduce session participants to the use and development of tools that help make explicit learners' (and facilitators') worldviews.

Intended Audience:
This session will be most beneficial for the following people:
- Faculty who teach classes with significant numbers of international students.
- Faculty developers
- Faculty and administrators who work in institutions in non-Western countries, particularly in the African context.
- Teachers interested in transformative learning.
- Teachers interested in experiential learning.

Activities:
The session will include individual, small group, and large group work. This is somewhat dependent on the number of participants. Activities will include the use of storying, worldview analysis inventories, and demonstrations of tools designed to promote transformative learning.

Abstract:
Presentation summary
This presentation is based on the transformative leaning theory of Jack Mezirow and his team (Mezirow and Associates, 1990, 2000; Cranton, 1994), the problem-posing approach to the education of adults of Paulo Freire (1970, 1973), and the dissertation research of the presenter (Kingsbury, 2002). The session will begin by the use of a critical incident technique designed to help participants make explicit their own presuppositions about transformative teaching with non-Western students (Hofstede, 1997). Stories and incidences from the presenter's experience will be used as a springboard for small group work on the philosophical foundations of transformative learning and its implications for practice (Hope Timmel & Hodzi, 1995). Participants will next complete a worldview inventory (Mayers & Lingenfelter, 1987), which will help participants make explicit their own worldviews; will also help them develop an understanding of how to appreciate the worldviews of their non-Western students. Finally, time permitting, a large group brainstorming technique will be used to elicit ideas on how to incorporate transformative learning in our own teaching contexts.

Citations:
References

Using the corporate model to engage students in difficult courses

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Objectives:
The presentation examines ways in which student engagement in difficult courses can be secured through simulations of corporate situations

Intended Audience:
Instructors of freshman courses

Activities:
Group activities that simulate situations in the world of work: working in a team, project management, reporting, etc and revolving role assignments

Abstract:
Instructors often find it hard to motivate students to take up their responsibilities in a difficult but required course.
By adopting the corporate model, the professor becomes the "supervisor" and the student becomes the "employee". Each class becomes a "business meeting", and roles and responsibilities such as assigned readings etc become "routine chores" that must be completed and involve other downstream chores. The model builds community, engagement, teamwork and responsibility without verbally demanding them. It also fosters a more realistic estimate of the amount of work the course involves and can preempt the last-minute studying that typically results in inadequate preparation.

Citations:
Goleman, Working with Emotional Intelligence
Belbin, Beyond the Team

Pickles, pudding, and Peeps(TM): rethinking the research process

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Objectives:
Attendees will:
*Explore active learning techniques for reinforcing research concepts
*Gain additional insight into student attitudes and misperceptions about research
*Consider ways to reinvigorate student research processes
*Discuss ways that faculty and librarians can work together more effectively to promote good research habits

Intended Audience:
*Faculty
*Librarians

Activities:
*Skit
*Compare and contrast
*Overview of issues
*Small group activity to create additional active learning exercises
*Discussion of how librarians and faculty can work together to strengthen student research

Abstract:
Students believe they have sophisticated research skills; as professors, we often are disappointed by their results. How do we encourage them to rethink their approach to research? In my information literacy classes, I use a skit where two students complete a mystery assignment with various food items ...and kitchen appliances! At first students are puzzled and intrigued. When I ask students to discuss what they've seen, and then draw parallels to "doing research," the light bulbs suddenly click on! Afterwards, many students take a hard look at their own research habits.

See this skit for yourself! Learn which research skills students truly possess and which ones still need a bit of elbow grease. Join me in exploring other ideas for reinvigorating the research process for our students.

Citations:
(none)

A Hostile Take-over: Company Change and Culture

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Objectives:
1. To provide participants with an opportunity to analyze the change process and decide how to make future changes more palatable.
2. To explore the team and personal feelings brought about by unexpected change.
3. How to deal with change at the organizational level.

Intended Audience:
This workshop is intended and appropriate for any teacher or practitioner who is interested in having students explore the impact of change in a job or classroom setting.

Activities:
In this exercise each team will represent a different organization that produces similar but different products for the same market. Each team will be given the directions on a product to be built during the exercise period in class. Each team will first be given time to get organized and to become familiar with their specific product. Each team will be provided with the necessary building material to accomplish the task of building 7 of their product in a 15 minute assemble phase. Change will be interjected at different points in the exercise and participant reaction to change will be observed and discussed at the end of the exercise (Achor, 2003).

Discussion will be around the following questions:

- How did change feel at the individual and team level?
- Why do people resist change?
- How did the manager deal with the change in team members?
- How did the new team members feel about being sent to another organization and expected to get "on board" and be productive in a short period to time?
- How did the existing team members feel about the new people coming in?
- How did the team member that was fired feel? What about the other team members?
- Bring out in discussion some "best practices" for dealing with this type of change.

Abstract:
Some say that change is inevitable but when change happens people are often resistant to it. Change disrupts people's lives, challenges their beliefs about themselves and their world, and creates confusion and disorientation. Therefore, do not expect others to always welcome change. In fact, members often feel hurt and question why the change happened to them and what the future might hold following the change. Change often disrupts the status quo that people like and with that disruption goes the sense of security and well being. How change is managed often has a greater impact on the organization that the change itself.

One meaning of “managing change” refers to the making of changes in a planned and managed or systematic fashion (Nickols, 2004). In dealing with change the idea is to more effectively implement new methods and systems in an ongoing organization. Change can originate from within the organization as it moves to better position itself in the market place and/or change can be brought about from external forces on the organization.

A useful way of viewing the change process is from a problem solving perspective. To manage change one must move from one state to another, from a problem state to a solved state. Proper diagnosis of the problem is essential then goals are set to move through the various functions in order to bring about that change. Change can be approached through the following ways:

• Change as a “How” question: How do we get people to …?

• Change as a ‘Why” question: Why do we have to change the ways we do things?

• Change as a “What” question: What are we trying to accomplish here?

The how, why, and what questions reflect the mindset of an organization’s leadership, and a person’s placement in the organization typically defines the impact that the change will have on them individually and how involved they will be in the change (Nickols, 2004).

Citations:

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Project-Based Online Learning (PBOL) & Collaborative Decision Making: A Study of Designing a Distance Education Course

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Objectives:
The main purpose of this paper is to explore and discuss the main characteristics of project-based learning for a graduate Web-based enchased course titled Designing and Developing Distance Education Courses to promote the collaborative decision making skills of online learners.

1.To engage online learners in projects designed to be realistic, intriguing and relevant real life experiences,

2.To promote Project-Based Online Learning (PBOL) to model how theory translate into practice in higher education,

3.To integrate Project-Based Online Learning (PBOL) by proposing situate learning in an authentic context by helping online learners make decision collaboratively,

4.To encourage online learners to take ownership and responsibility for their collaborative decision making process , and

5.To support online educators to act as cognitive coaches throughout Project-Based Online Learning (PBOL) to give online learners guidance as needed, but encouraging them independence in collaborative decision making..

Intended Audience:
Online designers, faculty from teacher education and distance education

Activities:
Interactive knowledge sharing with audiences and discussion

Abstract:
The conceptual framework in a philosophical basis for a WebCT-based graduate course in the Distance Education (DE) Department of the College of Open Education in Anadolu University allows the faculty to create the Project-Based Online Learning (PBOL) milieu and enables the online learners to understand problems and perspectives that professionals in the real world (Wiburg, 2001). With the online projects, virtual educators and learners engage an open-ending meaning that there is no prescribed approach or solution. Therefore, the tasks they must perform must be generative to build knowledge (Bonk, & Cunningham, 1998). In this case, virtual learning is an active process of obtaining, evaluating and producing knowledge whereas the PBOL is a dynamic, social activity and goal-oriented process in the DE Department. Therefore, we are all practitioners and work together to embrace the constructivist perspective to design, deliver and evaluate distance courses.

This is an ongoing action research. This paper is to investigate and argue the experiences on project-based online learning (PBOL) with collaborative decision making processes of the online graduate learners in the Distance Education Department of the College of Open Education of Anadolu University. This study, however, utilizes both qualitative and quantitative data to provide detailed information to the researchers for analysis. The combination of this method helps the researchers to generate new perspectives and stimulate new directions in data analysis. The combination of the methodologies is to strengthen this study design and to provide data triangulation (the use of a variety of data sources), theory triangulation (the use of multiple perspectives to interpret the data collected), and methodological triangulation (the use of multiple methods to study the focus of this research). Therefore, the researchers overcome the intrinsic bias that can come from single methods. The data are collected from the graduate

course, Designing and Delivering Distance Courses, via the interviews and observations in the 2003-2004 School Year.

The graduate course preparation process to provide PBOL with collaborative decision making (Palloff & Pratt, 1999) has several steps in this course. I use a five-stage process to facilitate the PBOL. These stages include: 1) Syllabus, 2) content (preview, guiding questions –before, while and after reading-, discussion questions, and self-test), 3) communication tools (email, chat and structured bulletin board), 4) related links and 5) frequently asked questions. The graduate course, Designing and Delivering Distance Courses, uses a combination of reading materials, self-testing and mentored instruction which involves chat and structured bulletin board to promote collaboration not only between educators and learners but also among learners (Marquardt, & Kearsley, 1999).

The online learners in this course must work together on their projects in a team to discuss, consult and collaborate in their problem solving and product development (Wiburg & Butler, 2002). They must be recognized a project as relevant to their lives to put in the time and effort necessary to develop a rich knowledge-base leading to develop an intense understanding, which involves the relatedness of knowledge and the reasoning behind collaborative decision making. Moreover, they must collaborate with other learners and more knowledgeable people from the world. For these reasons, the online educator act as a cognitive coach throughout the PBOL process that I coach to online learners when they need and encourage their independence thinking in the collaborative decision making process (Picciano, 2001). As a PBOL designer, I provide opportunities to reflect on the virtual learning and to arrange in more than one real-life experience where similar knowledge and skills they can use. Therefore, the online learners try to be motivated by engaging in activity.

The course delivery requires active collaboration and interaction between the educator and graduate learners to complete a course productively. To facilitate virtual collaboration for making a right decision by working on a project, the graduate course in DE Department is designed based on asynchronous distance education approach (Bonk, Angeli, , Malikowski& Supplee., 2001). The online course is delivered on a specific day, on Sundays, each week. At the start of the course, the designer sent a welcome message and gave online course information in detail to the learners. Based on the questions asked in discussion questions section in WebCT, learners can post their own messages on the bulletin board. This provides every learner to interact with technology but also other learners from all Turkey and around the world. The online learners are also invited to attend real-time chat sessions at regular intervals in each weekday. The learners study their ways through the online course reading materials (syllabus, content, related links and frequently asked question) and self-test. When they complete a portion of the materials, they can either post their discussion topics on the bulletin board or join the chat session to share and exchange the knowledge with their peers and educators.

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Speak English? ¿Habla español? A bilingual model for higher education

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Objectives:
Participants will:
Understand our dual-language program and how it Works in Higher Education
Share techniques for implementation of such a program.
Value two-way bilingual education for adults.

Intended Audience:
Faculty and Administrators in Higher Education

Activities:
The authors will not only present but model the dual-language immersion program used in daily activities at the Metro Orlando University Center of the Ana G. Méndez University System in Florida. Participants will experience first-hand the different strategies used by the facilitators.

Abstract:
This session will present the model developed at the first adult accelerated dual-language immersion program at the Metro Orlando University Center of the Ana G. Méndez University System. The goal is for all students to become bilingual and professionally competent in two languages: English and Spanish. It is important to point out that there are no other two-way bilingual programs in higher education, yet research on adult and language learning, present several similarities that support the implementation of a two-way immersion model.
The program addresses the development of social and academic language by facilitating student learning through both their first and second language as they develop skills in understanding different cultures. The fact that language learning is based on real-life and professional contexts, which distinguishes our program from traditional programs, facilitates language learning.

The program offers bachelors and masters degrees. Faculty is selected through a rigorous certification process that measures both facilitation and language skills. Course modules serve as a content and study-planning guide that complements (not substitutes) course materials and textbooks. Modules are prepared by program faculty that has received a specialized training on module development. All modules are bilingual except English and Spanish Courses that are entirely in the corresponding language. Each lesson within a module will contain specifics about the language to be used and the suggested activities to meet course objectives.

All currently known dual language bilingual programs in the United States are at the elementary level and engage students for only four to six years. If we desire to develop citizens that can compete in the global economy and the market place, we must value the linguistic diversity that students bring to the school and enhance the students' native language, teach them English as a second language, and encourage them to learn other languages as well.

Knowles' theory of andragogy was developed in an effort to develop a theory specifically directed to describe adult learning. Andragogy makes the following assumptions about the design of learning: (a) Adults need to know why they need to learn something (b) Adults need to learn experientially, (c) Adults approach learning as problem-solving, and (d) Adults learn best when the topic is of immediate value (Carlson, 1989).
Because students learn content through a language they do not speak natively, techniques that make instruction more comprehensible are preferred.

Learning should be focused on understanding rather than producing language, and reducing the focus on error correction can build learners' self-confidence and promote language learning (Rogers, 1989).

Dual Language Immersion bilingual education can be an effective model for teaching academic subjects, for teaching other languages to English-speaking students, for teaching English to students from other language backgrounds, and for fostering positive cross-cultural attitudes and self-esteem among students. The center's goal is to develop the academic, professional and language skills of the students to be able to compete in the job market.

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The Effect of Personal Epistemology on Instruction: Identifying It, and Designing Instruction to Accommodate for and Capitalize on It

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Objectives:
1. Participants will understand and appreciate the significance of personal epistemology on their own learning and instruction.
2. Participants will complete a questionnaire to better define their own personal epistemology.
3. Participants will form groups and discuss how differences in personal epistemology can be accommodated in lesson plans and instructional strategies.
4. Participants will discuss the application of strategies for using differences in epistemology to promote multiple perspectives in their own subject disciplines.

Intended Audience:
An appropriate audience for this presentation would include faculty and instructors, instructional designers, and those interested in the role of philosophy and epistemology in instruction.

Activities:
A brief presentation/lecture will familiarize the audience with the concept of personal epistemology, the methods required to determine both one's own epistemology and that of one's learners, and teaching and learning strategies that can be used to accommodate and capitalize on differing epistemologies. This will be followed by the administration of a brief questionnaire designed to enable participants to better define their own epistemology. Participants will then break into groups to discuss how the teaching and learning strategies can be used in their own disciplines, and finally, the groups will share their ideas to facilitate transfer for all workshop participants.

Abstract:
Epistemology is the study of how knowledge is perceived by the knower. Epistemology is made up of the Greek words episteme or knowledge, and logos or theory. Therefore, epistemology is the study of knowledge and the relation between the one who knows and the object known. In the literature, epistemology is often referred to as one's "world view." The field of education is vitally concerned with knowledge and how one learns, so epistemological beliefs should be reflected in the learning theories selected and how they are used to design and deliver instruction; in other words, epistemological beliefs should be reflected in educational practice (Hannafin & Hill, 2002, Spector, 2001).

In addition to reflecting the epistemology of the instructor and designer, educational practice should also take into account the epistemological beliefs of the learners. This is because beliefs about the process of coming to know not only impact the design and delivery of instruction, but also impact meaning making and the acceptance and processing of knowledge (Moore, 1994; Schommer, 1990). The ability to articulate one's own views on the nature of knowledge and how learning occurs, as well as the views of the learners, facilitates the design of effective instruction. Development of epistemic fluency is important for instructors and designers alike. Epistemic fluency is "the ability to identify and use different ways of knowing, to understand their different forms of expression and

evaluation, and to take the perspective of others who are operating within a different epistemic framework" (Morrison & Collins, 1995, p. 40).

Epistemic fluency enables the instructor or designer to identify the biases, assumptions, and frame of reference of the learners, and to design instruction that accommodates and even capitalizes on the different views of the learners. In addition, the instructor or designers must also identify their own personal biases and assumptions because what one believes about the process of coming to know affects how one designs and instructs.

Personal epistemology can be characterized as having five dimensions (Kardash & Scholes, 1996):

a. Structure (Is knowledge simple or complex?)
b. Certainty (Is knowledge handed down by authority or derived from reason?)
c. Source of knowledge (Is knowledge certain or tentative?)
d. Control of knowledge acquisition (Is the ability to learn innate or acquired?)
e. Speed of knowledge acquisition (Is learning a quick or not-at-all proposition?)

On the surface, a "logical" or "reasonable" answer to these questions seems obvious. But it really isn't so simple.

This workshop will explore the implications of differences in epistemological beliefs, and will provide teaching and learning strategies that participants can use to design more effective instruction that accommodates and capitalizes on learner differences in epistemological beliefs. Understanding epistemological beliefs enables educators to guide students to become thoughtful, persistent, and independent learners (Schommer, 1990).

Citations:

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Preparing Graduates for Academic Career Environments

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Objectives:

- To provide an understanding of how legitimate peripheral participation and relevant reflective assignments can aid in the preparation of students for academic career environments.
- To present a variety of learning activities and assessments designed to inform students about the nature of an academic career environment.
- To report the evaluation results of an Instructional Design and Technology graduate class that used these activities and assessments in the Fall of 2003.

Intended Audience:
An appropriate audience for this presentation would include instructional design and technology educators, students, and faculty in other disciplines interested in preparing graduates for an academic career environment.

Activities:
The audience will consider a scenario featuring a new-hire to an academic environment, and will be divided into small groups to discuss, identify and share the unique challenges facing new hires to academic environments. A PowerPoint presentation will then be used to provide background information and discussion points for ways to prepare graduates for an academic career environment. Details will be provided concerning a graduate course on "Instructional Design and Technology Trends and Issues" which was used as a vehicle to prepare students for academia. Handouts will provide examples of the learning activities and assessments used for that course. To facilitate transfer and encourage multiple perspectives, participants will be invited to share their own experiences related to preparing students for academic career environments, and to ask questions.

Abstract:
A wide variety of career opportunities exist for graduates entering an academic career environment. For students in the field of Instructional Design and Technology (IDT), three broad categories of positions are available: the traditional faculty positions, researcher positions, and service positions involving instructional design services for the university community (Surrey & Robinson, 2001). Similar career options are available for graduates in other disciplines. As a result of this diversity of career options, preparing students for professional practice in academic settings has become increasingly complex. The challenge lies in educating students concerning the variety of potential career paths so that they can select program options that will prepare them for the options they prefer. For IDT students, this task is complicated by the fact that some service positions emphasize different competencies than traditional faculty positions, partly because the instructional designer is acting as a consultant rather than as the primary subject matter expert (the role more commonly assumed by IDT professionals in traditional faculty positions) (Surry & Robinson, 2001). This range of required competencies also applies to graduates in many other disciplines.

To prepare students for this broad range of careers in academia, instructors can tap into the university community to provide access to expert practitioners in a variety of job roles (Lin, Bransford, Hmelo, Kantor, Hickey, Secules, Petrosino, Goldman, and the Cognition and Technology Group at Vanderbilt, 1995). It is rare that a single instructor, or even a group of instructors, would have the depth and breadth of experience required to give students the perspective needed to make career goals for professional practice in today's academic settings. Accessing a broader community of practice can give students that perspective, as well as opportunities to observe experts as they talk and engage in professional practice.

These opportunities represent “legitimate peripheral participation,” which is “a way to speak about the relations between newcomers and old-timers, and about activities, identities, artifacts, and communities of knowledge and practice” (Lave & Wenger, 1991, p. 29). This legitimate peripheral participation can be realized through an apprenticeship model of learning which includes learning in context, modeling of expert thought processes, and reflection (Rowland, Fixl, & Yung, 1992).

For several years, a course in Instructional Design Trends was offered at Virginia Polytechnic Institute and State University that contained some of the elements of this model. In the Fall of 2003, additional elements were added to the course to produce a more robust model of apprenticeship for academic career environments. Guest lecturers, who represented a variety of instructional design service and faculty positions, and field trips to different design organizations both on and off campus were used to provide students with expert models and a taste of the context of IDT academic positions. Customized assignments, including the development of a personal epistemology, a personalized list of professional development competencies, and an annotated bibliography on an IDT trend they wished to pursue, were added to provide the reflective element to the learning model.

This presentation will highlight how to provide opportunities for legitimate peripheral participation in a university setting to help prepare students for professional practice in higher education.

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Rowland, G., Fixl, A., & Yung, K. (1992). Educating the reflective designer. Educational Technology, 32(Dec), 36-44.

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Hybrid Courses: Lessons Learned From Teaching A 50% Face-to-face and 50% Distance Learning Undergraduate Course in Marketing.

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Objectives:
The objective of this presentation is to address precisely what pedagogical knowledge, skills and attitudes ARE necessary to successfully teach a hybrid higher education course. By sharing some lessons learned, both old and new instructors of distance learning or hybrids should gain valuable tips and confidence about how to teach using this increasingly popular method of instruction.

Intended Audience:
This presentation is most appropriate for faculty (full-time and/or adjunct) who have taught, are teaching, or plan to teach their first interactive distance learning (DL) or combination DL/face-to-face hybrid course using Blackboard technology.

Activities:
An internet demonstration of a 15-week hybrid course on Basic Marketing will be given during the presentation. Participants will be able to briefly examine all the components needed to set up their own successful hybrid course: class announcements; a syllabus; webliography, lecture notes and other course information; assignments; discussion board topics and interaction; an electronic grade book; group activities; and digital drop box.

Course statistics and student feedback will be shared and briefly related to current research in the field.

There will be ample time for questions and answers. Additionally, there will be handouts about "On-line Teaching Tips: Getting Started," and "Tips for Giving Feedback."

Abstract:
Primarily, this will be a "how-to-do" workshop exploring valuable lessons learned when teaching a marketing hybrid course -- 50% face-to-face; 50% distance learning via Blackboard technology.

Discussion will center around course content, pedagogy and communication, and some of the technical aspects.

Data gathered from a survey of students who participated in the presenter's courses will be shared. Their feedback addresses such critical teaching issues as learning effectiveness, enjoyment, and class participation. Also, their responses compare the hybrid to 100% face-to-face classes. Where applicable, these results will be related to some recent articles and studies about hybrid teaching (Young; Brown; University of Central Florida studies); and distance and E-learning (Garrison & Anderson; Tait & Mills; Levine & Sun; Howland & Moore).

The presenter has taught for nearly 30 years in higher education. His Ph.D. is in mass communication from Temple University with additional course work at The Wharton School. He also has significant corporate experience.

Before becoming skilled in hybrid and DL teaching, most of his teaching experience was in the classroom via the traditional face-to-face way. However, while teaching in Europe from 1995-2003, he completed an intensive 5-week distance learning training program with the University of Maryland University College, the number one provider of distance education to the military.

He became certified in that institution's WebTycho technology and, before returning to his new position in the states, taught several asynchronous on-line courses with military students from around the world. This past semester, he pioneered the first hybrid version of distance learning/face-to-face at Wilmington College.

In this presentation, Dr. LeShay shares some of the lessons learned from his most recent teaching experiences.

Citations:

"Hybrid Teaching Seeks to End the Divide Between Traditional and Online Instruction," Young, J. R., Chronicle of Higher Education, Mar. 22, 2002.
"Hybrid Courses Are Best," Brown, D. G., in Syllabus: New Dimensions in Education Technology, Aug. 2001.
"E-Learning in the 21st Century: A Framework for Research and Practice," Garrison, D.R., Anderson, T. (2003).
"Rethinking Learner Support in Distance Education: Change and Continuity in an International Context," Tait, A., Mills, R. (eds.) (2003).
"Barriers to Distance Education," Levine, A., Sun, J.C. (2003).
"Student Perceptions as Distant Learners in Internet-based Courses," Howland, J. L., Moore, J. L. (2002).

Preventing "Violent" Students From Appearing on Law and Order

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Objectives:
Workshop participants will:

- Know the research related to key factors that precipitate student's potentially violent behaviors.
- Recognize key triggering events that may escalate to dangerous levels.
- Recognize student verbal and non-verbal ques that indicate an increased risk for violence.
- Diagnose particular situations that could become problematic in order to be proactive rather than reactive. Demonstrate specific techniques to prevent and/or diffuse escalating behaviors.
- Leave with the desire to investigate action plans at their institution.

Intended Audience:
This workshop is designed for all levels of faculty or administrators who have ever dealt with traditional, non-traditional, second career, undergraduate, post-graduate, angry or disappointed students.

Activities:
Survey participants on personal experiences about situations in which they have felt concerns about their own safety when dealing with students.
2) Elicit what factors determined their successful interactions with students.
3) Present top factors associated with student/faculty friction with guided discussion.
4) Participants will engage in small group activities that emphasize planning how to diffuse escalating student behaviors.
5) Participants and presenters will role play appropriate scenarios to illustrate concepts and interventions for managing escalating behaviors.
6) Elicit techniques from group members that they have employed in problematic situations.

Abstract:
Have you ever been in a situation in your teaching career when a student behaves in an aggressive, hostile or even volatile manner towards you or another colleague because of a poor grade in a paper, exam or other class assignment? Was there ever a misunderstanding between you and a student that did not go well? If so, how did you handle it? Did you think of better or more appropriate ways to handle such a situation after the fact? If not, good for you! However, just because no such situation may have occurred to you yet, or a situation may have occurred that you felt you handled beautifully, being proactive in order to prevent such situations from occurring or planning for a potential problem is very beneficial. Certain factors can determine your success in

diffusing a potentially volatile situation. We plan on drawing on current literature and specific situations in order to increase the probability of your success in managing student violence. This is an open session in which we expect your input and participation in order to recognize that there is a risk of student violence, plan ahead to diffuse such situations, and work effectively as a team in order to enhance everyone's safety.

Citations:

Nichols, C. (2003). Supporting violence prevention at the school site: Issues and lessons in state administration. American Journal of Preventive Medicine, 26(1), 74-77.

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Meta-collaboration in Online Course Creation

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Objectives:
1). Identify phases of the collaborative process.
2). Examine the relational and intrapersonal aspects of collaboration
3). Review common challenges to collaboration.
4). Apply interventive strategies to abate challenges.

Intended Audience:
Faculty and staff who are or will be collaborating in online course creation.

Activities:
Discussion
Demonstration

Abstract:
Historically, faculty have been solely responsible for planning and implementing their respective academic courses. This independence of logical thought and creativity carries inherent challenges as faculty move toward collaborative relationships in online course development. Collaboration is a skill faculty may have used in peer-to-peer relationships (as in collaborative research, academic writing, and co-teaching), however the milieu of instructional technology presents new relationships (faculty-staff) and circumstances where knowledge has no sole proprietor. It creates an environment of shared dependency – where the faculty member may initially experience dissonance between former domains of roles, independence, and teaching conceptions and the new domains intrinsic to web-based instruction.

The term, Meta – collaboration, for the purposes of this presentation, refers to 'thinking about the collaborative progressions between faculty and instructional designers within the context of web-based course creation'. Analyzing collaborative activities in the process of online course creation presents meaningful forms of information and typologies that may assist faculty and instructional designers in navigating toward successful project completion. While the use of the web itself, in mediating student learning, has generated much discussion and debate in higher education less attention has been paid to the intrapersonal, relational, and adaptive aspects of online course collaboration.

Recent work in collaborating with faculty in developing web-courses in a university environment, over a five-year period, provides experience for reflection and examining the intricacies of meta-collaboration. This presentation describes early, middle, and advanced phases of web-course collaboration. It elucidates common pitfalls in collaboration throughout the phases and offers interventive strategies. A general introduction to meta-collaboration leading to more specific matrices, sample forms to assist in collaboration, types and levels of collaboration, and challenges are presented as well as suggestions to overcome potential problems.

Examples are shown via computer (or Internet) and participant handouts provide guidance throughout the collaborative process. The presentation concludes with a discussion of participants' experiences on their own campuses and may be helpful to those who are beginning to develop web-based instruction. This presentation may be beneficial to all collaborating in online course development.

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Brown and Palincsar ref (1989). Guided cooperative learning and individual knowledge acquisition. In L. Resnick (Ed.) Knowing, learning, and instruction: Essays in honor of Robert Glaser (pp 393-451). Hillsdale, NJ: Lawrence Erlbaum Associates.

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Roth, W. (1992, April). "Semiotic mediation during the collaborative construction of meaning in a high school sciences class". Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Take a Ten Minute Vacation from Stress

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Objectives:
At the end of the workshop the participants will be able to
--Discuss the effects stress has on being a good faculty person
--Calculate their own stress levels by completing a professional stress inventory
--Describe multiple methods to reduce stress
--Identify scents and sounds to create a restful environment
--Perform selected activities to deal with the physical effects of stress
--Perform deep breathing exercises correctly
--List alternatives to a bottle of wine in the bottom drawer

Intended Audience:
This workshop is designed for faculty from all disciplines who ever experience stress.

Activities:
1. Elicit stressful events and effects from participants.
2. Completion of Professional Life Stress Scale by participants.
3. Ask participants to see if they can pinpoint areas that are particularly stressful to them.
4. Have participants listen to sounds and smell odors reported to be stress reducing.
5. Have participants do stretching, muscle relaxation, and deep-breathing.
6. Elicit from the participants other types of activities they have found to be stress reducers.

Abstract:
Are faculty members in higher education stressed? Yes. After this session will you be able to quantify your stress and look for patterns that trigger stress? Yes. Are there things short of extensive psychotherapy that can be used to manage symptoms of stress? Yes. Do academics have large amounts of time to devote to stress reduction? No.

This workshop will allow the participants to experience a number of easy techniques that are reported to lower stress. All you have to do is close your door, find a comfortable seat, and take ten minutes to try some of them. You don't even have to have special shoes! These activities have come from research and from gurus and have all been tried by the presenter. Come. Unwind.

Citations:
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What Kind of Questions Are You Really Asking? What Kinds of Answers Are You Really Going to Get?

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Objectives:
- Analysis of various question types
- Analysis of possible types of responses questions may elicit from students
- Synthesis of question-types and types of student response
  Types of discussion platforms
  Relevance of questions to discussion in college classrooms and online learning

Intended Audience:
This presentation would be appropriate for faculty and all interested in promoting class discussion in face-to-face and online classrooms to explore the importance of questions and response in different discussion settings.

Activities:
Audience will be invited to begin the session by answering a series of questions in writing and engaging in guided talk discussion. Then the presenter will demonstrate a two-dimensional rubric of response. Participants will work in pairs and analyze their responses using this rubric and identifying question type. Through the analysis, the presenter and audience together will demonstrate the relationship between question type and categories of response. The program will then move to a discussion of various ways discussions may be set up in classrooms. The presenter will conclude with a discussion of the relevance of question type and discussion tasks to college classrooms and online learning.

Abstract:
A common approach to teaching in college classrooms entails the use of class discussion. Generally the instructor will lecture on a topic and then invite students to discuss the subject more fully through oral conversation. However, while some of these discussions may prove fruitful, at other times the conversations lag or little useful talk is generated during the class session. The professor, feeling the class is losing its punch, retreats to the lecture to boost the energy level in the class (or at least to avoid those pregnant silences). But discussion does not have to be a hit or miss situation. With a little information, professors can use this method as a planned tool to stimulate learning in both online and face-to-face college courses.

Ngeow and Kong 2003 describe one method for using discussion effectively; they recommend giving students conversation tasks throughout stages of discussion. First students begin with the task of guided talk, giving learners a chance to respond to questions in either whole or small groups. At the end of this task, students summarize their findings as a whole class. Then students move to an inquiry based discussion task that invites them to demonstrate relationships among ideas and to bring in information from outside sources including the text to substantiate their reasoning. A third discussion task involves exploratory talk, which enables students to "hone their analytical skills to arrive at alternative explanations of real-world scenarios" ((Ngeow and Kong 1). One other task suggested by the authors invites students to engage in the activity of reflective discussion; students prepare a self-analysis of their roles and contributions to the discussion. Each of these tasks is presented as different stages of discussion in the classroom.

Throughout this method, teachers must be aware of the questions they use to initiate response. Otherwise the tasks may fail to produce the desired results, the conversation may lag, students may not reach course objectives, the professor may find his class lags behind in the course schedule or a host of other discussion related problems may ensue. Applebee, Langer, Nystrand, and Gamoran, 2003 and Mattson-Evans 1992 cite that types of questions asked in discussion affect the outcomes of learning in students. Mattson-Evans 1992 indicates that particular question types elicit greater variety in student response; hence instructors should use questions with the

understanding that they may shut down conversation in the classroom if the questions they use only ask for a limited student response. To analyze data in this study Mattson-Evans used four question types: convergent, divergent, cognitive memory, and evaluative. Results indicate that students respond more freely using a variety of response types to convergent questions and most limitedly to cognitive memory questions.

By combining the tasks outlined by Ngeow and Kong with the questioning strategies outlined by Mattson-Evans, instructors should be able to facilitate more intense and rewarding discussions in their classrooms and in online teaching. This presentation will center on a discussion of both questions and the various tasks instructors may use to create meaningful discussion in class sessions.

Citations:

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Ngeaow, Karen and Yoon-San Kong. "Learning Through Discussion: Designing Tasks for Critical Inquiry and Reflective Learning." 12/2003. ERIC ED477611 Georgia Perimeter College Library, Dunwoody May 2004.

Librarians In the Wired Classroom: A Collaborative Approach to Information Literacy Instruction

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Objectives:
The objectives of this presentation are as follows:

To offer a possible alternative to the traditional library instruction models used on college campuses.

To demonstrate ways existing technology—in particular, course management systems and email--can be used to allow students to access the expertise of the library staff.

To demonstrate the impact that collaboration between instructors and library staff can have on teaching and learning.

Intended Audience:
This presentation is most appropriate for:
Faculty
Instructional technologists
Those interested in problem-based teaching and learning

Activities:
At the start of the session, participants will be asked to form small groups where they will discuss the problems that their students typically have doing library research and share the current models for library instruction used on their campuses. They will then be asked to share the results of their conversations with the group at large (15 minutes).

The presentation (15 minutes) will be followed by a whole group discussion of the proposed model, the possible roadblocks to implementation, and other issues (20 minutes).

Abstract:
Most colleges and universities provide some form of library instruction for their students in order to help prepare them for the rigors of advanced academic work. How this happens, and when, varies from campus to campus. As Trudi E. Jacobson and Beth L. Mark explain in "Separating Wheat from Chaff: Helping First-Year Students Become Information Savvy," the most common models for library instruction are either "course-related" or "web based," and are generally geared toward first-year students (258-259). These models are limited at best, since they generally fail to result in ongoing relationships between students and librarians, the resident experts in information literacy on campus. It is a problem that has been exacerbated as greater numbers of students turn to the internet as their primary source of information. Some students will never enter the library on their campus, either because they are intimidated by the vast quantities of material available or simply because they don't think it is necessary. Two questions are at the heart of this presentation and the project that inspired it: 1.) How can we encourage students to take greater advantage of the expertise of librarians on campus, while also helping them to become more information literate? and 2.) How can librarians move beyond the first-year-instruction model and impact teaching and learning at their institutions in more continuous and profound ways? The project was also informed by current

research in information literacy instruction that specifically focuses on the use of technology: Bloom and Deyrup's article, "Information Literacy Across the Wired University"; a study by N. Dennis, "Using Inquiry Methods to Foster Information Literacy Partnerships"; and an essay by P. Nieuwenhuysen, "Information Literacy Courses for University Students: Some Experiments and Some Experiences."

This presentation will offer an alternative to traditional library instruction, one that takes advantage of current technologies, including Blackboard, a course management system, and email. This approach has several elements, but the primary feature is the enrollment of university librarians into individual Blackboard courses, where students have easy and ongoing access to the their expertise. In-class visits, student incentives, and research journals are additional components of the project. Professor Mary McAleer Balkun, Associate Professor of English, will outline her rationale for implementing the project in two of her upper-level English classes, discuss strategies she used to encourage students to enlist the aid of Professor Deyrup as they worked on their research projects, and outline the results of this collaboration. Professor Marta Deyrup, University Librarian, will discuss her reasons for becoming involved with the project, describe her work with the students in the course (both in email and face-to-face), as well as the results of this interaction, and consider the benefits of this type of student-librarian interaction. Both presenters will address the implications for large-scale implementation of this project, for students as well as for library staff. This project is the result of several years of collaboration. Balkun and Deyrup were both recipients of a major university grant to redesign Seton Hall's information literacy program and are members of the university's core curriculum committee. They have worked together in the classroom for the past three years.

Citations:

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Service-Learning: An Innovative Instructional Strategy for the Acculturation and Success of International Students in American Higher Education

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Objectives:
[1] This presentation seeks to increase knowledge and awareness for education practitioners regarding service learning and the international student population. We will cover how service-learning impacts both domestic and international students. We will also discuss the special needs of international students within American higher education and illustrate the factors that contribute to the success or unsuccessfulness of these students within the academic world and the local community.
[2] Education practitioners in American higher-learning institutions will gain greater skills in working with international students. This presentation hopes assist faculty and administrators in recognizing the special needs of international students. We also will share ideas on how faculty can modify their courses to facilitate international student success.
[3] This presentation seeks to reduce negative attitudes toward service-learning for both domestic and international students. We also hope to dispel a few of the more notorious stereotypes of international students.

Intended Audience:
This presentation is geared toward administration and faculty within American higher education who have contact with international students within their classes or academic community.

Activities:
[1] We are considering one of two activities for our presentation. Because this presentation touches on the acculturation of international students within an unfamiliar society, we would like to present similar scenarios to the audience. Afterwards, we will have a general debriefing of the activity and how it relates to the international student experience.
[2] The first option is a card game called "Barnga: A Simulation Game on Cultural Clashes" created by Thiagarajan and Steinwachs. This is a card game in which the audience breaks into smaller groups to play cards. They are given a set of rules to play the game, however the groups have different rules. The winners get to move on to the next group to play the card game. However, because the rules are different for each group, the winner must then figure out what the rules are – without talking. "In Barnga participants experience the shock of realizing that despite many similarities, people of differing cultures perceive things differently or play by different rules. Players learn that they must understand and reconcile these differences if they want to function effectively in a cross-cultural group" (Thiagarajan & Steinwachs, 1990).
[3] The second option is an activity called "The Fictional Culture Game" which is a popular game used on college campuses as an icebreaker. In this game, the audience is divided up into two groups: Culture A and Culture B. Culture A is given a set of Social Laws to follow and act out - unbeknownst to Culture B. Then the two groups are told to mingle and develop "friendships." However, because of the special Social Laws given to Culture A (i.e. When someone approaches you, the polite thing to do is to turn your back to him or her.), it is difficult for Culture B to connect with Culture A. In the end, Culture B has to adapt and learn the Social Laws of Culture A by their brief interactions.

Abstract:
[1] The Cranwell International Center of Virginia Polytechnic Institute & State University provides educational opportunities and services for university and local international communities. The center has recently and successfully concluded a pilot acculturation course for the spring '04 semester. EDHL 2984 - Exploring the American Experience facilitates the exploration of American culture for international students. Through discussion, lecture, and service-learning, the course engages international undergraduates in active reflection on life in the United States.

[2] The instructors of EDHL-2984 have found service-learning to be an exemplary instructional tool that helps ease the process of cultural adjustment for international undergraduates. The instructors have gained significant pedagogical insights that they believe may benefit other university international education programs, United States based study-abroad programs, and teachers of international students across disciplines. The presentation will provide university educators, counselors, and administrators across disciplines with an understanding of the theoretical concepts and recent scholarly activity regarding service-learning, trends and indicators of international student success and failure, and lessons learned from EDHL-2984 that could be used to improve the social and academic success of international students.

[3] The presentation will identify the salient features of service-learning and provide research-based evidence of its effectiveness. Topics such as the differences between service-learning and volunteerism will be included along with a general overview of the educational and developmental benefits of service-learning participation (Eyler & Giles, 1999; Rhoads & Howard, 1998). Following this brief introduction, the presentation will focus on international undergraduate students. As a special population within American higher education, international students possess cultural idiosyncrasies that permeate their every decision and behavior. Regrettably, their identities as formed by their home cultures can sometimes unsuccessfully collide with the American ideals/concepts of Individualism and community (Heggings & Jackson, 2003; Arthur, 2004; Scanlon & Shields, 1968).

[4] Service-learning can be the much-needed arbitrator of cultural adjustment. As a lens through which the international student can view the American culture, service-learning provides the necessary elements for successful adjustment. When administered effectively, service-learning empowers international students and helps them to feel needed in the community. Service-learning provides a broad understanding of the American culture while addressing the fundamental American constructs of civic responsibility and individualism (Karayan & Gathercoal, 2003; Hammer, Wiseman, Rasmussen & Bruschke, 1998; Mayhew, 2003; Monard-Weissman, 2003; Wuthnow, 1991).

[5] Through personal communication with their students, the instructors have learned valuable lessons about the culture of American higher education. All university educators can use these lessons to help international students succeed in their classrooms and on their campuses. The presentation will, hopefully dispel stereotypes of international students, and offer classroom instructional strategies that better incorporate international students into the learning environment.

[6] The total number of international students attending institutions of American higher education now exceeds 500,000 (Table 415). With a globalizing economy and tighter knit cross-cultural relationships, it is imperative that we as educators find effective and innovative methods for ensuring international student success. The instructors of EDHL 2984 - Exploring the American Experience believe that using a service-learning based instructional strategy for acculturation courses lead to a more effective and unproblematic cultural adjustment.

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Weigert, K. (1998). Academic service learning: Its meaning and relevance. In Menges, R.J. & Svinicki, M. D. (Series Ed.) & Rhoads, R. A. & Howard, J. P. (Vol. Ed.), New directions for teaching and learning: Num. 73. Academic service learning: A pedagogy of action and reflection (pp. 3-10). San Francisco: Jossey-Bass Publishers.
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From Cell Phones to Smoke Breaks: Classroom Management at the Community College

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Objectives:
1. To explore common classroom discipline problems
2. To share experiences of classroom management problems
3. To provide solutions to common discipline problems

Intended Audience:
Secondary and college level instructors, all disciplines

Activities:
Session attendees will be asked to participate in role-play activities dealing with classroom management.

Abstract:
If you've been teaching for more than a few years, you have noticed an erosion of appropriate student behavior. From cell phone rings during lecture to inappropriate language during presentations, this general lack of respect makes it more important than ever to learn how to manage the classroom.

Presenters will begin the session by describing common classroom problems. They will then share their personal experiences with incidents that they have encountered in their classrooms and on their campus. Following this, presenters will share a variety of solutions that have worked for them. For example, the presenters will share some common student complaints and provide possible instructor responses designed to diffuse difficult situations.

Session attendees will then be given a variety of scenarios to role play.

Finally, session attendees will be invited to share similar concerns that they have experienced.

Citations:
Primary sources only

Prying Open the Clams: Getting Buy-In and the Use of a 'Resolana' in the Too-Quiet Classroom

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Objectives:
To demonstrate a way of getting students to buy into
having meaningful, peer-led discussions and take responsibility for their own "teaching" and their own learning.

Intended Audience:
Teachers in any discipline that struggle with getting students to participate in class discussions or who just want to add some new discussion-prompting techniques to their Active-Learning Toolbox.

Activities:
I will briefly introduce myself and the topic (in case anyone wants to go to another session) and ask the participants to discuss some timely and controversial topic for about 5 minutes or so. I will not intervene or lead in any way.

Then I will ask them how they liked the discussion (they won't).

Then I'll ask them to do a Quick Reflection Paper (QRP) on "What constitutes a good discussion?"

I'll solicit their input and put their points on a white/blackboard. Then I will pass out a "Resolana (i.e., discussion or seminar) Guide" that will include most the points they gave (in a real class, I would pass this out at the next class meeting).

The I will show a thought-provoking, discussion-provoking videotape followed by a "resolana" that will employ the techniques they enumerated, plus a couple of other "tongue-looseners."

Abstract:
I will do an introduction, followed by a "bad" discussion, a discussion of a good discussion, feedback and compilation, distribution of "Resolana (discussion) Guide," show a videotape, and discuss based on their ideas of what a good discussion looks like.

No literature cited.

Citations:
NA

The Business of Learning: Problem-based Learning through Community Service

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Objectives:
The session seeks to:

Increase awareness of collaborative learning as a significant method for knowledge retention

Illustrate how scenarios and established criteria can facilitate the problem solving process.

For instance, my Intermediate and Advanced Web classes at the University are divided into teams of 5 or 6 students by mid-semester to work on real-life projects. All projects are problem-based and require a solution. They act as solutions providers, researchers, scientists, etc... They have weekly deliverables which require participation of the entire team. Their first deliverable is their team ground rules which they will have abide by while working on the project. On their first meeting, they choose their own project manager who, in turn, will assign specific tasks to each member of the team. They have some time after each class to work together, applying the skills they have just learned. As the semester progresses, they acknowledge the fact they have learned a lot from each other.

Focus on expansion of this method to courses across the curriculum.

Intended Audience:
The audience for this session should be faculty members who are interested in employing collaborative learning in the local community in order to help students learn new analytical and technical skills, get exposed to real-world issues, and learn group interaction strategies, as to improve community relations with small businesses and non-profit organizations.

Activities:
Session participants will:

Participate in an initial group activity that serves to illustrate the initial steps in the problem solving process.

Discuss various group responses and how the function of collaborative in developing these responses.

Learn how the whole problem solving system provides effective learning in Information Technology classes.

Discuss how this method is applicable across the curriculum.

Abstract:
As recent studies have indicated, collaborative learning is a proven method to optimize student learning. The concept of collaborative learning, the grouping and pairing of students for the purpose of achieving an academic goal, has been widely researched and advocated throughout the professional literature. “The term ‘collaborative learning’ refers to an instruction method in which students at various performance levels work together in small groups toward a common goal. The students are responsible for one another's learning as well as their own. Thus, the success of one student helps other students to be successful” (Gokhale para. 1). “There is a sharing of authority and acceptance of responsibility among group members for the group’s actions. The underlying premise of collaborative learning is based upon consensus building through cooperation by group members, in contrast to competition in which individuals best other group members. CL practitioners apply this philosophy in the classroom, at committee meetings, with community groups, within their families and generally as a way of living with and dealing with other people” (Panitz para.3). In my IT courses, I encourage collaborative learning through working with communities to solve business problems. While conducting this problem-solving venture, the students learn new analytical and technical skills, get exposed to real-world issues, and learn group interaction strategies. As a result of students working together and exchanging skills, a number of small businesses and non-profit organizations benefit on a long-term basis. The purpose of this session is to illustrate the beginning of the process by which students address and solve problems for local businesses, as well as to recognize that this scenario approach to problem solving is applicable across the curriculum.

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References for Further Reading

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Stories for Online Learning Workshop: Developing Case Studies & Simulations for Constructivist Learning

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Objectives:
By the end of this 50 minute workshop, and with reference to "Merrill's Guide to Creating a Case or Simulation Story" provided with other resource materials as necessary, workshop participants will be able to:

1. describe at least 3 elements which may be identified in a case or simulation story;
2. describe a process of how to develop case or simulation story;

During the workshop participants will:
3. engage in developing ideas for at least three (3) cases or simulation stories with team members and develop one for discussion with another team;
4. engage in discussion of at least one (1) case or simulation stories developed by other teams.

Intended Audience:
Faculty, faculty development consultants, and course developers.

Activities:
Engaging activities:
This interactive workshop presents a Guide used to create case and simulation stories for activities in online graduate courses. These student-centered learning events are designed to provide realistic situations and authentic learning.
Workshop Schedule (all times except Minute Zero and Minute 50 are approximate):

Minutes 0 – 10: Introduction to workshop & our tight agenda

Minutes 11 – 15: Organize Teams of 3-4 people

Minutes: 16 – 22: Teams generate ideas for a case or simulation story

Minutes 23 – 30: At least one idea generated by Team is shared with whole group

Minutes 31 – 39: Each Team develops one idea using "Merrill's Guide" for the context they selected (workplace learning, specific level of formal education, volunteer organization, etc.)

Minutes 40 – 46: Each Team has three (3) minutes to share their story with another Team.

Minutes 47 – 50: Wrap-up and 3 x 5 session evaluation (my own 3 minute evaluation with 5 questions on a 3"x5" card).

Abstract:
There is an element of story telling in creating an effective case or problem for active learning strategies. This interactive workshop presents a Guide used to create case and simulation stories for activities in online graduate courses. It is equally applicable to the on-site classroom. These student-centered learning events are designed to provide realistic situations and authentic learning. One of my primary objectives as the facilitator of an online graduate course is to design learning events, based on a social constructivist framework, which engage graduate

students in more authentic learning by using real-world cases and problems. This is especially useful since these courses tend to be heavily text-based.
The use of case study and simulation (such as a role play) strategies for actively engaging students in learning are well established in the on-site classroom. Case study is well established in teaching in business schools (Barnes, et al, 1994). There has been a great increase in using the case method in education in recent years (Lundeberg, et al, 1999; Sudzina, 1999; Wasserman, 1994). These strategies are frequently used in the preparation of adult educators for the professional practice of facilitating adult learning. There is an element of story telling in creating an effective case or problem for an active learning strategy. Sometimes we share our 'war stories' or examples of how to do it (or how not do it) to make a point or illustrate a concept or process.

Caffarella defines a case study as a process: "A small group analyzes and solves an event, incident, or situation presented orally, in written form, or through computer-based means." (2002, p. 177). Piskurich adds a few other elements in his definition: "A written, oral or video account of a situation given to trainees. Either individually or in groups, the trainees are asked to analyze the case study and present recommendations." (2000, p. 158) The essence of the case study is that a story is presented, analysis is performed, and some of kind solution or recommendations are the output created as part of a learning process. The use of case study enhances reflective practice through cooperative activities and presents learners with a variety of viewpoints through sharing ideas. A good case has three essential elements: it is real or at least based on a real-life situation; it requires the learner to carefully research and study to understand the scenario; and it encourages users to develop multiple perspectives or viewpoints based on material in the case (Leeper, 1993).

Cases may be created from a wide variety of situations and range in length and complexity. A case may be as brief as a 20-minute discussion in which someone asks: What would you do in this situation? and then describes a 'war story' from that day at work. Or a case may be structured to last for several weeks or months and have several steps in the development process, new information may be added which must be taken into account, etc.

Problem-Based Learning (PBL) has its origins in the early 1970's at the McMaster University Faculty of Health Sciences in Hamilton, Ontario, Canada (Rehm, 1998). This learning method of promoting student-centered education for lifelong learning and success was soon implemented in medical schools all over North America and Europe. The main focus of cases and PBL is the problem or some issue in question set in a specific context. One of the hallmarks of PBL is authentic and contextualized learning, therefore problems must resemble real-life situations as much as possible. These are common parameters used to describe PBL which also apply to using case study approaches:
- It is messy and ill-defined (as real-life problems are).
- It should be absolutely authentic or at least based in reality.
- It can change with the addition of new information.
- It does not necessarily have a "correct" answer.
- It requires inquiry, information-gathering, and reflection on the process, not just on the content.
- The problem comes first (not the concepts, vocabulary, etc.).
- The particular take on the problem or path to follow is chosen by the learners, not the instructor;
- Instructors are tutors and coaches for the learners.

(Savery and Duffy, 1992; White, 1996; http://www.imsa.edu/team/cpbl/intro/whatis/slide12.html, accessed 5/28/03).

The "Stories for Online Learning Workshop: Developing Case Studies & Simulations for Constructivist Learning" and "Merrill's Guide" have been developed from these theoretical perspectives and my experience of using case studies and case simulations in online graduate courses during the last four years.

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Examining/Improving Online Courses through the Lens of the Community of Inquiry Model

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Objectives:
By the end of this 50 minute workshop, and with reference to "Examining/Improving Online Courses through the Lens of the Community of Inquiry Model" handouts provided with other resource materials as necessary, workshop participants will be able to:

1. Describe the basic elements of the Community of Inquiry Model: Social Presence, Cognitive Presence and Teaching Presence;
2. Discuss a process of how to use the research indicators as a rubric for self-evaluation of online courses;

During the workshop participants will:
3. Engage in developing ideas for rubrics for at least three (3) courses with discussion groups of 3-4 members formed during the session. Small groups may be organized by discipline and/or level of teaching (community college, undergraduate BA/BS degrees, and graduate level).

Intended Audience:
Faculty, faculty development consultants, course developers, and course/program assessment specialists

Activities:
This session will be organized as follows:
- 10 minutes: Introduction to Community of Inquiry Model and Indicators for Social Presence, Cognitive Presence and Teaching Presence.
- 20-25 minutes with periodic report outs to whole group: Small group discussion of adapting Indicators as rubrics for sample courses.
- 10-15 minutes: Discussion of usefulness of this adaptation of the elements and categories of the Community of Inquiry model to a set of rubrics or guidelines that might serve to identify best practices in online course design and facilitation and 3 x 5 session evaluation (my own 3 minute evaluation with 5 questions on a 3"x5" card).

Abstract:
This line of scholarship of teaching research began with my attempt to identify principles of good practice for designing online courses as guided by the theoretical perspectives of andragogy and constructivism. Malcolm Knowles described a conceptual framework for facilitating adult learning in the 1970s with the exposition of his worldview perspective labeled andragogy. The relationship between the learner and facilitator in which it is the facilitator's responsibility -"to provide a caring, accepting, respecting, helping social atmosphere" (Knowles, 1984, p. 17) is part of the basis of andragogy. Another essential element is flexibility and the freedom of the adult learner to become a more self-directed learner. Advocates of the Constructivist approach to facilitating learning share similar views. Knowles, Holton, and Swanson noted -"the parallels between moderate views of constructivism and andragogy are striking. Both stress ownership of the learning process by learners, experiential learning, and problem-solving approaches to learning " (1998, p. 143).

The following list of principles of good practice developed from andragogy and constructivist learning are reflected in the design of these adult education online courses.
• Course design and activities include relevant content as the context for learning and design of authentic tasks.
• Course design and activities include collaborative learning tasks.

• Course design and activities are flexible to accommodate different ways of learning and incorporate material to engage multiple intelligences.
• Course design and activities facilitate the learner's building of understanding and meaning on prior experience and understanding.
• Facilitator demonstrates mastery of course content and instructional design processes.
• Facilitator's instructional design empowers learners to become increasingly self-directed and self-actualizing (Merrill, 2000).

The recently developed model titled Community of Inquiry, uses a Venn diagram to describe three elements of an educational experience: 1) cognitive presence; 2) social presence and 3) teaching presence. This model was conceived and is being developed by D. R. Garrison, T. Anderson, L. Rourke, and W. Archer at the University of Alberta. The URL for several papers describing this model is: http://www.atl.ualberta.ca/cmc/

The Social Presence Indicators developed by Garrison, Anderson, et al, (2000) and Swan (2002), the set of Cognitive Presence Indicators and Teaching Presence Indicators provide what appear to be very useful sets of descriptors for analysis of behavior in online learning.

The Social Presence element includes the broad categories of affective, cohesive, and interactive behaviors with a set of indicators for each category. The Teaching Presence element also includes three broad categories described as design and organization, facilitating discourse and direct instruction. There is a set of indicators for each of these categories. The Cognitive Presence element describes a process that may be idealized as these four phases of critical inquiry: triggering event, exploration, integration and resolution. It's important to note that they state this is not necessarily a sequential and immutable sequence of the process of an online discussion (2003).

I have used the Community of Inquiry model to guide my research with one of my online graduate course and found the three elements and the indicators very useful. In my course we looked closely at the concept of cognitive presence and the coding indicators identified in the original research, but found those were not as useful in describing the written student work we were seeing in adult education graduate courses. We have developed and are testing a set of cognitive indicators using descriptors based on the revised Bloom's Taxonomy of Educational objectives for the concept of cognitive presence. (Pohl, 1995). Our Cognitive Presence-Bloom Indicators consist of these three categories: Content Description (with two specific indicators), Content Analysis (with three specific indicators) and Content Reflection (with two specific indicators).

The next step I'd like to test in discussion with colleagues at ISETL is this first attempt to adapt the elements and categories of the Community of Inquiry model and our emergent Cognitive Presence-Bloom category to a set of rubrics or guidelines that might serve to identify best practices in online course design and facilitation.

Citations:

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Pohl, M. (1995). Bloom's (1956) Revised Taxonomy. Retrieved July 31, 2003, from http://rite.ed.qut.edu.au/oz-teachernet/training/bloom.html

Mentoring: Who, what, when, why, and how?

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Objectives:
Workshop participants will:

a. Know how to create mentoring relationships among senior and junior faculty.
b. Define mentorship.
c. Know the major characteristics of an effective mentoring relationship.
d. Measure the relationship with "The Mentorship Effectiveness Scale".

Intended Audience:
This workshop is designed for all faculty members and administrators and those interested in mentorship as a means of faculty development and use in promotion criteria.

Activities:
1) Survey participants on the mentors in their careers.
2) Elicit characteristics from participants of effective mentoring relationships.
3) Using audience examples, analyze individual mentor styles comparing positive and negative approaches.
4) Complete and critique use of "The Mentorship Effectiveness Scale

Abstract:
The term mentor is widely used in academic circles. Despite much research, there is a lack of clarity regarding the definition, characteristics, outcomes, and evaluation of mentoring relationships.
• Who can be a mentor? Mentoring occurs between junior and senior faculty members. Query audience about their past mentoring relationships. Discuss common concerns of mentees, such as being made to feel foolish, work being stolen, and "being eaten by seasoned veterans."

• What is the definition of a mentoring relationship? A mentoring relationship is defined as one that may vary along a continuum from informal/short-term to formal/long-term in which educators with useful experience, knowledge, skills, and/or wisdom offer advice, information, guidance, support, or opportunity to another educator for that individual's professional development.

• What is the value of mentoring? Research suggests that individuals who have had mentors are more apt to experience positive career development. The benefits of a mentoring relationship include:
- Increases retention of the best and brightest
- Increases diversity of faculty hired and reduces attrition
- Develops collaborative relationships
- Enhances career development

- Enhances interaction with professional groups
- Improves recruitment opportunities
- Reduces stress
- Fosters positive work environment
- Improves self-esteem
- Other? Request input from participants)

• What are the characteristics of a mentor?
- Expertise
- Professional integrity
- Honesty
- Accessibility
- Approachability
- Motivation
- Respected by peers in field
- Supportiveness and encouragement

• When does mentoring occur? It occurs when all parties are open to continued professional and personal growth.
• How does a mentor differ from a preceptor, coach, supervisor, or peer? This presentation will elicit the participant's assistance in determining how these entities are different.
• How do you find a mentor?
• Volunteer
– Offer to work on a project
– Make opportunities "happen"
– Be willing to take a risk or "Go on a Blind Date"
• Recommend
– Be a matchmaker!
– ASK for advice
• Network
– Join and support professional organizations
– Take a class
– Seek out colleagues with similar professional interests

• How is the effectiveness of a mentoring relationship evaluated?
Have participants complete and critique use of "The Mentorship Effectiveness Scale".

Citations:
Berk, R., Berg, J., Mortimer, R., Walton-Moss, B., Yeo, T. (2004). How to measure the effectiveness of faculty mentoring relationships. Academic Medicine (Submitted, second review).

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Vance, C. & Olson, R. (1998). The mentor connection in nursing. New York: Springer Publishing Co.

Villani, S. (2002). Mentoring programs for new teachers: Models of induction and support. Thousand Oaks, CA: Corwin Press.

Dealing with Data:
Active Learning in Statistics and Critical Thinking

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Objectives:
The session seeks to:

Enhance understanding of data collection methods;
Illustrate how sample size affects statistical reasoning;
Recognize the potential advantages and disadvantages of using data for critical thinking across the curriculum and in contemporary media.

Intended Audience:
The audience for this session should be faculty members who seek an active learning strategy for teaching the role of statistical reasoning in critical thinking across the curriculum and in contemporary media.

Activities:
Session participants will:

Participate in an initial hands-on activity that will demonstrate how sample size affects statistical reasoning;
Discuss the implications of this activity in terms of critical thinking and argument across the curriculum and in contemporary media;
Apply the resulting understanding to specific examples across the curriculum.

Abstract:
"Active learning isn't a new idea. It goes back at least as far as Socrates and was a major emphasis among progressive educators like John Dewey. And yet, if you peer into many university classrooms, we seem to have forgotten that learning is naturally an active process. It involves putting our students in situations which compel them to read, speak, listen, think deeply, and write. While well delivered lectures are valuable and are not uncommon, sometimes the thinking required while attending a lecture is low level comprehension that goes from the ear to the writing hand and leaves the mind untouched. Active learning puts the responsibility of organizing what is to be learned in the hands of the learners themselves, and ideally lends itself to a more diverse range of learning styles" (Dodge para. 1). However, our experience in mathematics classes is that students struggle with bridging from the hands-on activities to the **Abstract** concepts. In this session we will use a hands-on method to bridge that gap: to illustrate how data are collected and reported, and in turn encourage participants to voice the implications of this information to critical thinking across the disciplines and in contemporary media.

Citations:
Reference

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References for Further Reading

Bonwell, C. C., & Eison, J. A. (1991). Active learning: Creating excitement in the classroom. ERIC Clearinghouse on Higher Education, Document No. ED 340 272.

Browne, M.N., & Keeley, S.M. (1998). Asking the right questions: A guide to critical thinking, 5th ed. Upper Saddle River, NJ: Prentice Hall, Inc.

Huff, D. & Geis, I. (1993). How to lie with statistics. New York, NY: W. W. Norton

New Perspectives on Active Learning Styles: A Workshop Demonstration

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Objectives:
The objectives of the workshop include:
1. To create awareness of a simple, quick system to diagnosis the diverse learning styles of students today.
2. To demonstrate how the diagnostic information can be used to empower students so that they can improve their learning.
3. To provide faculty with an innovative resource they can use in their classes immediately to improve teaching and learning.

Intended Audience:
The presentation will be most appropriate for faculty who teach, but can be beneficial to anyone.

Activities:
Most of the workshop will involve audience participation and interaction. Participants will complete a brief questionnaire, score and record their results. They will identify their learning styles and discuss how these compare to students' learning styles. We will present suggestions for teaching techniques that can be used to accommodate various learning styles, and ask for the participants to share their techniques.

Abstract:
The term "learning styles" refers to a person's preferred ways of gathering, organizing, and thinking about information (Davis, 1993). Fleming (2002) observed student learning for many years and concluded that it is probably not possible for faculty to try to "teach to" various learning styles. Rather, it is more efficient to empower students to identify their own preferences and develop learning skills appropriate for these preferences. Faculty are also empowered in this process since their own preferences for learning are reflected in their teaching styles.

His work led to the development of VARK, a brief questionnaire that determines a person's sensory modality preferences when processing information. The acronym VARK stands for Visual, Aural, Read/Write, and Kinesthetic sensory modalities. Specifically,

1. Visual (V) refers to a preference for depiction of information in the form of charts, graphs, flow charts or other symbols instead of words.
2. Aural (A) is a preference for information that is presented through lecture, tutorial, and talking with others.
3. Read/Write (R) refers to a preference for information that is presented in words.
4. Kinesthetic (K) is a preference for information gained through experience, practice, or simulation.

The VARK Questionnaire is available on the Internet and uses 13 multiple-choice questions to determine the answer to "How do I learn best?". There is automatic scoring so the individual can complete the questions and receive instant feedback in only a matter of minutes. While there is no general or typical learning style profile, most individuals by adulthood are multi-modal. Through maturity or necessity we learn to learn via more than one mode.

Most university teachers prefer the read/write mode for organizing and remembering information and tend to rely on that mode in their teaching. Knowing the learning preferences of our students can enable us to be more aware and hopefully more effective teachers.

Students' learning styles clearly affect their academic performance. Faculty and students alike are usually unaware of the different preferences for learning and how these can best be accommodated by using varied teaching techniques. VARK is a powerful and useful tool that can be effective for both faculty and students to understand the differences in learning styles.

Citations:

Davis, B. G. (1993). Tools for Teaching. San Francisco: Jossey-Bass.

Fleming, N. D. (2002). Teaching and Learning Styles: VARK Strategies. Christchurch, NewZealand: The author.

Why do the students avoid reading their mathematics textbook

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Objectives:
As part of an ongoing project, we will discuss what part attitudes play in the difficulty students have reading technical writings, especially mathematics text.

Intended Audience:
General: we will not discuss any specific mathematics problems, theorems, or formulae, but instead focus on why students find mathematics books so difficult to read.

Activities:
We will read a few passages from mathematics textbooks and journals and other books and journals and discuss what makes them difficult (or not) to read. There will be no manipulative used, but I hope there will be a lot of discussion.

Abstract:
Several years ago I did some research on how students fail to comprehend much of the basic vocabulary of mathematics and how this keeps them from a fundamental understanding of the nature of mathematics. By working with secondary and middle school mathematics teachers, pre-service teachers and college students in general education classes, it has become apparent that many students find that they are unable to read mathematics text. The problem seems to run deeper than the problem with understanding vocabulary. I also have had the experience of teaching calculus on-line. When teaching on-line you normally begin by giving your students a reading assignment, then discussing it in an asynchronous manner. Again, I found many students encountering a roadblock at the very beginning, because they were simply unable to read the textbook. This is problem that runs across all disciplines (student’s reluctance or inability to read and comprehend technical language) but it will be my assertion that the problem is especially acute and difficulty to address when dealing with mathematics text.

It may indeed be that there is something peculiar about the nature of mathematics that makes it very difficult for mathematicians to express themselves in terms that laymen could easily understand, and it may be true that the writing style that most mathematicians implore (extreme terseness for example) does make it very difficult for non-experts to follow their explanations. However, dissecting the nature of written mathematics would not appeal to a general audience. In this talk I would like to focus on the following questions: How much of the above problem is the result of attitudes on the part of students and teachers rather than actual difficulties? Why is teaching students how to read mathematics not being emphasized in the K-12 curriculum? What can we do to convince students, and more importantly teachers, that the ability to read mathematics text for information is as valuable a skill as to ability perform various arithmetic and algebraic operations?

It is my intention to look at various mathematics textbooks and to dissect how well they explain the material and how easy it is for a layman to follow the flow of the writing. I will, however, devote most of the lecture to results from surveys on the attitudes of students and teachers concerning the accessibility of mathematics books. The nature of these surveys is as follows. Students will be asked how often they read their current textbook if at all. If they do not read the textbook very much, students will be asked why this is the case. The results of this survey are not available yet, but I believe we will find that many students do not even open their book and will say that mathematics books are simply incomprehensible. Teachers at various grade levels will be asked how much they refer to mathematics textbooks, what they think about their current mathematics textbook, and whether or not they regularly give reading assignments. Also, they will be asked what importance they assign to the ability to read mathematics text. The results of this survey are not available, but I believe that we will find that many teachers also do not find mathematics textbooks useful as a teaching tool.

By focusing on attitudes, the talk should appeal to a general audience. Since everyone at some point must have attempted to read a mathematics textbook, audience members will be able to contribute their opinions and suggestions concerning the readability of mathematics textbooks. There is not much literature available on this subject, but I will use The National Council of Teachers standards, Connecticut Department of Education Standards, and various position papers prepared by the Mathematical Association of America to support the general concern that mathematicians have about this problem and the suggestions that many educators have made to remedy this situation. It will be my assertion, however, that mathematics educators are not as concerned as they should be, and do not devote enough time and energy to teaching students how to read mathematics

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Student Perceptions of Small Work Groups: What Do They Learn?

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Objectives:
To share new insights into what students believe they learn from their undergraduate small group classroom experiences

Intended Audience:
New and continuing faculty from all institutions and all disciplines

Activities:
My preference would be a poster session where I would discuss my study of 450 undergraduate students who responded to a 127 item survey that asked them to rate each item in terms of what they learned about it as a result of their most positive small group experience in a college classroom. I would then describe my exploratory factor analysis process and the three cohesive and unambiguous components that the technique produced.

Abstract:
Exploratory factor analysis of 459 surveys where students responded to questions about what they learned from their most successful small group classroom experience revealed three learning components: Negotiation Skills, Organizational Skills, and Self Development. Within Negotiation Skills students learned how to better use conflict productively, to value individual differences, and to use these differences to create mutually agreeable decisions. As part of the Organizational Skills component students learned better time management skills, the importance of planning and goal setting, and to set meeting agendas. Self Development refers to learning about themselves, to think in new ways, and acquiring skills they can use after college. The implications of this knowledge for college teachers is then discussed.

Citations:
1. Feichtner, S.B., Davis, E. A. (1985). Why some groups fail: A survey of students' experiences with learning groups. The organizational Behavior Reaching Review, 9, 58-73. 2. Bosworth, K. (1994). Developing collaborative skills in college students. New Directions for Teaching and Learning, v 59, 25-31.

An Informed Reminiscence on the Design and Implementation of an Accelerated Degree Completion Program

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Objectives:
1. By means of presentation, to provide an overview of my personal experiences with one program in particular, and how I came to be involved with it (approx. 5 min.).

2. By means of presentation, to describe my College's accelerated program and its specifics (approx. 5 min.).

3. By means of presentation, to share lessons learned on: (a.) practical resource issues; (b.) to go cohort (team-based) or not; (c.) to "bundle" (computers) or not; the technology v. content choice; (d.) unhinging from conventional day-school Carnegie-based realities and semester calendar; (e.) how to accelerate slow things; course non-equivalencies; what to keep from the day curriculum and what to drop; how to concatenate courses; drop-out and transfer options; (f.) how to staff (full-time v. adjunct); the issue of start-up payments; and more... (approx. 10 min.).

Intended Audience:
Any skeptical academic who is or who is not experienced with this model of higher education, or any evening college administrator or accreditation official, or any higher-level college or university official. Those interested in the Kolb and other learning models. Students of program implementation. Students of change.

Activities:
By means of a brief exercise based on the Kolb learning style model, a demonstration of different ways (e.g., course requirements, teaching styles, etc.) to "equip" an accelerated degree completion program (approx. 20 min.).

Abstract:
A small but focused literature appeared at the turn of the century on new forms of adult higher education emerging during the 1990s known as accelerated or degree completion programs (Taylor, 2000). Although these take many forms, they are principally responses to traditional "night school" programs seen to be unresponsive to adult learner needs and aspirations. Central to the calcification of the status quo are "load factors" that burden students who wish to complete an undergraduate degree in a timely fashion while working full time and who face schooling options that lack a certain student friendliness to make the experience more congenial to the completion of a degree before retirement age. Such factors are, for example, the absence of facilities at night (e.g., labs, computer rooms, dining, parking), time disjunctions between day and night campus rhythms (especially registrars and bookstores), courses scheduled or cancelled at the caprice of faculty, uncertain degree completion time-frames that necessarily result from this, irrelevant curricula and day-based general education requirements (as well as the absence of life credit options), course schedules and in-class durations moored in Carnegie standards, as well as small things like classrooms without tables or with desks bolted to the floor (Paredes & Donaldson, 2001; Peterman, 2000).

I was a regular faculty member in my College's day business program when asked in 1992 to undertake institutional research on alternative programs that might address the declining enrollments (and fortunes) of a night school with over forty years of operation. I came to this with personal experience as a former adult learner myself and with six years experience teaching on an overload basis in an evening program at a major research university beforehand. Once at Muhlenberg, I seized similar opportunities to teach at night.

Ten U.S. schools were visited. Special attention was paid to the then emerging University of Phoenix (a national focus) and Regis College's (Denver, Colorado) state-satellite focus. A Muhlenberg model with a local focus was adopted and began in 1994. It was profitable from the start.

To convince a skeptical full College faculty to approve such a program, and to win over a business department faculty reluctant to undertake launching something so different, were difficult tasks. Abetting this challenge was the decision to root the program in a flexible model of learning, one with which I had great familiarity. Kolb's learning theory became the template and proved a convincing way to guide how to "stock" a program with its essentials. This was both intellectually defensible and of high utility in making distinctions between different options available.

Kolb asserts alternatives to conventional college education's focus on **Abstract** conceptualization (known to us as "thinking") (Heffler, 2001). Relying on amalgams that emphasize concreteness (over **Abstract**ion) and reflection (over conceptualization), Kolb derives three styles from: (a.) experiencing concrete things (connected learning), (b.) observing and reflecting upon things (reflective learning), and (c.) actively experimenting with things (learning by doing) –- all serving as counterbalances to (d.), the traditional reliance on thought to master distant (i.e., **Abstract** or theoretical) esoterica (Loo, 2002).

Different styles of learning, and needs, and expectations, may be brought by active learners to a program. Should term papers be part of the model? Should German be part of the new general education requirement? Should presentations trump examinations? Should people work alone or in groups? Should work done at places of employment count as part of the learning experience? And, how do different classroom approaches best address the mix of needs and styles, or, is this all an exercise in accommodating shifting markets with trendy (but questionable) offerings to attract students and dollars? These and a myriad of additional considerations loomed large for us (and still do).

By some lights, including my own, our program has demanded change. I take solace in this correct diagnosis, less so with the treatments suggested so far. My presentation is designed to share with interested parties the challenges that now face a program featuring moribund characteristics.

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Learning style flexibility: Mixing the right pallet colors for facilitating learning in higher education

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See next section

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Objectives:
By means of experiential learning participants will learn:
- more about their own learning style preferences
- how to apply the principles of learning style flexibility in designing learning opportunities and assessment opportunities
- how to match learning style flexibility, action research and professional portfolio development
- as change agent, how to improve the higher education practice in an innovative way

Intended Audience:
Higher education practitioners (faculty)
Instructional designers

Activities:
- The presentation will be in the participative mode. We believe in practicing what we preach. We advocate facilitating learning in an innovative way, so we need to demonstrate how it is done.
- Using different learning styles according to Herrmann's (1996) whole brain theory involves all participants, accommodates them, and challenges them to work out of their comfort zones. The activities evolve around and will challenge the intellectual self, the safekeeping self, the emotional self, and the experimental self.
- Participants will be offered the opportunity to apply relevant principles to their authentic contexts.- Action research as learning tool is aligned with the notion of learning style flexibility and professional portfolio development. Delegates will be involved in the active application of the principles of action research by collaboratively assessing/action researching the very workshop they are to be attending.
- The activities are a variety of playing games, singing songs, completing work sheets. visuals such as videos, group activities that could be aligned with learning style flexibility and multiple intelligences. - Delegates will be sensitized regarding their own learning preferences, accommodating their students' preferences and developing their potential with the aim of innovative curriculum design, innovative facilitating of learning, innovative assessment of students, and assessment of their teaching practices.
- Delegates will gain practical experience in applying the principles of learning style flexibility and action research in different aspects of their education practices and will receive relevant reading material. They will not only learn about learning style flexibility and action research, but also learn through it.
- The workshop is built on the principles of constructivist learning.

*Games
*Discussions and feedback

*Applying multiple intelligences
*Experimenting
*Worksheets

Abstract:
Any participative learning session concerned with innovative learning style flexibility in higher education should be done to the background of an appropriate theoretical framework. Such a framework should include a focus on innovative teaching and learning in higher education, that encompass four areas of concern, namely curriculum design and development, facilitating learning, assessment practice and self-assessment of one's practice by the academic. According to Ramsden (1999,3) it is essential that "If you really want to improve your own teaching, you must understand what that something is." Therefore a presentation such as this one, with its specific focus, necessitates a closer look into learning style flexibility and teaching and learning in the context of higher education and its application.

The rationale for this participative presentation resides in the imperative all higher education practitioners have, namely to improve their practices in an innovative and accountable way. Participants will learn in an experiential way by means of applying the principles of Ned Herrmann's learning theory (1996) in their own contexts. The way in which the presentation is organized is demonstrative of applying the principles of learning-centeredness, self-regulated learning (Cohen & Manion, 2000), critical reflection (Biggs, 1996; Van Glaserfeld, 2001) and learning style flexibility (Vermunt, 1995; Herrmann, 1996). This is complemented by introducing participants to action research as an applicable and accountable research method that would provide sufficient data and research outcomes that could be used to refine their practices on a continuous basis (Zuber-Skerritt, 1992).

It should be kept in mind that the ultimate value of higher education lies in deep learning per se in all its dimensions. Both the learner and the facilitator of learning become equal partners in terms of the' what' that has to be learned and 'how' it should be learned. Participants are offered the opportunity of focusing more on the 'how' during the presentation.

Participatory action research has been selected as an appropriate research methodology that supports the practitioner in growing professionally. It serves as a practical application of the principles of self-regulated learning that is an appropriate learning approach for students in all disciplines. Participants will be offered the opportunity of learning how to investigate their practices in a scientific way by means of action research that is a "Collaborative, critical enquiry by the academics themselves ... into their practices, into problems of students' learning and into curriculum problems (Zuber-Skerritt, 1992,1).

Developing a professional portfolio is introduced as a tool for supporting academic staff in documenting their action research outcomes. At the same time they learn applying portfolios in their own practices as an innovative way of assessing students and as an innovative tool for learning.

Citations:
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Herrmann, N. 1996. "The whole brain business book." New York: McGraw Hill.

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Breaking Out: The Museum as Classroom in Interdisciplinary Teaching

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Objectives:
This 50-minute interactive presentation will focus on interdisciplinary teaching methods using different types of museums applicable to a variety of disciplines and course subjects. Teaching and learning in a museum environment and interacting with museum collections can effectively engage students in active learning with a strong positive impact on retention of information. Through a variety of teaching methods we will explore connections between museum collections, interdisciplinary application, and experiential learning models. By breaking out of the traditional classroom, the collective and individual learning experience can break out of traditional passive learning modes.

The purpose of this presentation is to demonstrate how the use of the museum as classroom can immerse students in the process of learning, as well as in content and information based curriculum. Both the environment and the use of primary objects encourage a high level of student engagement in the process of learning at the undergraduate and graduate level. This is very different than what some may fondly remember as the "field trip." Although K-12 field trips may stir nostalgic memories, using the museum as a classroom in higher education facilitates a focused approach in learning beyond the textbook. It provides a flexible foundation for experiential learning that engages students in productive study, and if in the process they have fun, the learning experience is memorably enriched beyond the confines of the classroom and textbook. This session will give educators creative strategies to engage students in experiential learning in a museum environment.

Intended Audience:
The audience for this presentation is college and university level faculty and those interested in integrating new resources in existing and new curriculum and program development projects. Faculty teaching in a humanities or science related discipline will find examples directed toward specific academic fields such as history, English, art, biology, and technology. Some methods will offer broad based approaches to support gender awareness, cultural diversity, and personal motivation, with an interdisciplinary focus, while other methods will focus on finding a good match between subject and museum. Linking concepts will be explored in the relationship between objects and values in creative partnerships through critical thinking. Strategies and methods that engage students in surveys, visual mapping, critical thinking, and/or simply the pleasure of learning are not only about breaking out, but about breaking through old learning barriers for new and experienced educators.

Activities:
A broad collection of official museum brochures and collection descriptions form the visual core of this teaching model. Working with this descriptive information in the form of prepared Visitor Map Packets, participants will work in small groups using a matrix designed to explore the best matches between disciplines and museums, with an additional layer of "breaking out" best practices that promote active, retentive learning. The pathways that they choose based on the Exhibit Guide (enclosed in the Visitor Map Packet), will help each group to make connections between museum types and collections, academic disciplines, and new directions for breaking through old learning barriers. This interactive presentation will be a combination of presentation and discussion using visual museum materials, followed by small group work, and concluded by interactive exchange of outcomes based on the small group work. The museum materials are part of my research collection, and the teaching models are based on research and experience. I have used several types of museums extensively to teach different courses, including courses related to gender, history, and culture. The intellectual substance of this presentation is predicated upon many of the root principles involved in the debate about the most effective "processes for facilitating learning" (Rice 1, 2).

Abstract:
The challenges that are faced once you have broken out of the traditional confines of the classroom are more logistical than intellectual. The quality of the learning experience more than compensates for some of the added preparation for conducting class in a museum environment. Because of the interdisciplinary nature of teaching and learning through the use of primary objects, the learning experience tends to be more personal for students because they must use individual sensory connections, which help retain and stimulate intellectual curiosity in ways that texts in traditional classrooms do not. Students engage with objects through their eyes, minds, and hearts and "dig out" what some refer to as the personal narrative (Rice 5). By engaging in multi-sensory exploration of issues, problems, and solutions as presented in museum exhibits, students gain insight not only in the particular focus of their study, but also about the contextual presentation of ideas. They begin to understand that there is no such thing as a neutral installation in a museum exhibit, and hence the information carries with it a level of meaning that we often overlook when reading it off a page from an expert in the field or hearing it from a well respected national figure from a public platform. Breaking out of the classroom enables undergraduate and graduate students to break out of passive learning modes and engage in a holistic learning experience whether they are studying the origin of species or the destruction of a species, a mass production manufacturing process or the creation of piece of art expressing an individual value.

Citations:
Cordell, Linda. "Finding the Natural Interface: Graduate and Public Education at One University Natural History Museum" Curator 43 no2 (Apr 2000): 111-121.

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Gartenhaus, Alan. Minds in Motion: Using Museums to Expand Creative Thinking. Davis, CA: Caddo Gap Press, 1993.

Hein, George E. Learning in the Museum. New York: Routledge, 1998.

Rice, Danielle. "A Conversation on Object-Centered Learning in Art Museums. Curator 45 no4 (Oct 2002): 289-301. [http: //firstsearch.oclc.org.ezproxy. emich.edu/images/WSP/wsppdf 1-10].

Online Support for Learning Community: Models for the Use of Electronic Communication Tools to Enhance Social Inquiry and Knowledge Production for On-campus or Distance Education.

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Objectives:
-The audience will appreciate the possibilities of developing online community that it does not have to be that resource intensive.
-They will consider some models of electronic communication use to support learning community.
-The audience will appreciate the benefits of making student work public and empowering students to moderate their own community.
-The audience will begin to critically evaluate their needs for communication tools and what their institutes may have to offer.
-They will learn about emerging technologies that support learning community.

Intended Audience:
Anybody in higher ed could benefit from this presentation, particularly faculty and program/departmental administrators.

Activities:
I will present for 15 minutes on CMC research and models, including a brief description of some commonly perceived barriers to using CMC successfully and possible solutions to those barriers. The rest of the time we'll break up into smaller groups and discuss instructional strategies with the use of CMC. Each group will share their top 3 strategies at the end of the session.

Abstract:
This presentation is grounded in activity theory. All activity takes place within a socio-cultural context; a main purpose of a community support system is to enhance the visibility of this context, increasing the number of informed, active, cooperative participants and the quantity and quality of their work.

According to Sachs (Sachs, 1995), “It is easier to solve a vexing problem when a worker can bounce ideas off someone else instead of relying only on his or her own experience to arrive at a solution” (p.4). Learning should be supported as a social process, developmental rather than fixed. Clearly, from an activity theory and social learning perspective, the greater the community, the greater the knowledge resources and the greater the learning, and “More than any other issue, successful Web communities are characterized by clarity of purpose” (Kim, 1998). The use of communication tools should not be an evaluated performance outcome, for example. This issue vexes much research/practice in this area and confuses the purpose. In the confusion, the elemental need for simple interpersonal communication for building community is ignored. Besides, instructors typically don’t ‘keep score’ to evaluate participation in their physical courses; their assessment is usually more holistic, so why can’t the same be true for online communication? Inflexible requirements such as ‘you must submit 3 postings to the discussion board a week’ may interfere with learning community.

Communication tools should be provided to enable authentic collaboration opportunities, not to direct artificial ones. If the tools are used for off topic discussions or not at all, they may still be of benefit. Of foremost importance is providing for community as opportunity for learning interactions. Nardi, Whittaker, and Bradner (2000) suggest that simply having the tools available could add to a sense of connectedness among students. They document empirical studies on the importance of informal communication for effective collaboration and call this more social communication ‘outer action,’ that which may lead to interaction, or information exchange. The researchers speak

of awareness moments, as some subjects put it: ‘You feel like you know where other people are, so you feel like you’re not the only one working on a weekend’ (Nardi et al., 2000, p. 85).

In physical environments such as hallways, foyers, and common gathering areas, there are natural opportunities for this connectedness, or outer action to take place (Nicholson, 2002). Nicholson suggests that IM can serve as a ‘virtual hallway’ to “reproduce the role of these common spaces” (p.364). The IM service, he points out, can be used for communication and discussions that may not belong in discussion forums attached to online courses. Nicholson’s findings reinforce those of Nardi et al. (Nardi et al., 2000), that IM ‘enhanced bonds,’ ‘contributed to a sense of support, community and access,’ and made students ‘feel less isolated’ (Nicholson, 2002, p. 369).

This sets the stage for the presentation of some models for using communication tools and establishing learning community, and for group discussion of other strategies.

Citations:

Kim, Y.-G., Lee, C.-H., & Han, S.-G. (2002, June 24-29). Educational Application of Dialogue System To Support e-Learning. Paper presented at the In: ED-MEDIA 2002 World Conference on Educational Multimedia, Hypermedia & Telecommunications. Proceedings 14th, Denver Colorado.

Kuutti, K., & Arvonen, T. (1992). Identifying potential CSCW applications by means of Activity Theory concepts: case example. Paper presented at the CSCW '92, New York.

Nardi, B. A., Whittaker, S., & Bradner, E. (2000). Interaction and outer action: instant messaging in action. Paper presented at the 2000 ACM Conference on Computer supported cooperative work, Philadelphia, PA.

Nicholson, S. (2002). Socialization in the "virtual hallway": Instant messaging in the asynchronous web-based distance education classroom. Internet and Higher Education, 5, 363-372.

Sachs, P. (1995). Transforming work: Collaboration, learning, and design. Communications of the ACM, 38(9), 36-44.

Online Polling: Capturing Student Learning Data and Prompting Student Self-Reflection

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Objectives:
The session seeks to:

- Demonstrate a tool that allows faculty to capture learning assessment data synchronously and asynchronously (in and out of class)
- Enhance the understanding and utility of self-reflective learning assessment as an active learning experience/strategy
- Demonstrate the ease of use and functioning of an online polling tool
- Provide a forum wherein participants may share ideas and experiences with polling tools that are effective across the curriculum

Intended Audience:
The audience for this session should be faculty members who want to adopt innovative online polling strategies in order to capture learning data and enhance student self reflection.

Activities:
Session participants will:

- Participate in an online polling exercise intended to introduce the technology and experience the strategy;
- Discuss the pros and cons of using such online polling to support active learning
- Discuss how such tools might be enhanced to engage students and provide long-term learning support in an interdisciplinary fashion

Abstract:
Electronic polling is useful to engage students and get immediate feedback as to how well students are learning material presented in lecture; such systems are intended to facilitate and encourage instructor-to-student and student-to-instructor interaction [Ward et al. 2004]. Online polling (also known as "Student Response Systems") involves using a handheld or Web-based polling system to allow students to confidentially answer questions that the instructor asks. The responses can be displayed to a screen that all participants may view, thus students are able to see how their responses rate with respect to their peers. Because confidentiality is ensured, students who might otherwise not want to be vocal in class have an opportunity to participate. Electronic polling can be used with any lecture at any time during the semester, and can even be used for online and hybrid online courses if a Web-based system is employed. Our campus is currently using online polling across the campus in an interdisciplinary fashion (in courses ranging from humanities, business, and information technology). This strategy is useful for any size course but is particularly beneficial in large classes, which typically do not allow for all students to answer questions. This strategy is also useful to track learning throughout the semester and view trajectories of learning; since student knowledge is assessed at a more fine-level of granularity (as compared to simply recording numeric grades on assignments), a more accurate view of student knowledge is possible using this proposed model.

Citations:

Vetter, R. http://aa.uncwil.edu/numina/srs/ (accessed May 2004)

Ward, C. et al. Encouraging Active Student Participation in Chemistry Classes with a Web-based, Instant Feedback, Student Response System. http://aa.uncw.edu/chemed/papers/srs/confchem/confchem_srs.htm (accessed May 2004).

How Professors Overcome Student Resistance to Active Learning in Accounting?

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Objectives:
Participants will learn:
The benefits of active learning in Accounting classes.
How to apply active learning techniques in technical courses.
How to implement detailed procedures that have been successful.
About likely student resistance.
How the author has addressed student resistance.
Through an active "brainstorming" session to overcome student resistance.

Intended Audience:
This workshop is directed toward faculty members who use or are considering using active learning in their classrooms. While the benefits of and implementation techniques will be discussed; the primary purpose will be an active discussion about techniques to reduce student resistance.

Activities:
1. In small groups participants will complete a survey of "How to Overcome Student Resistance to Active Learning in Technical Classes." The survey provides an overview of the content information to be covered in the workshop.
2.Each group will share a summary of their responses and we will discuss the possible merits or problems with each suggestion.
3. I will then discuss unique problems in Accounting classes.
4. We will then repeat the same process of group discussions and reports specific to the unique problems.

Abstract:
This presentation is the result of an exhaustive
literature review in the field of active learning and nearly eight years of practical experience in attempting to implement it in my accounting
classes.

I will briefly focus on the learning theory by explaining the concept of active learning and why it is beneficial to students. Merits that will
be discussed include a greater emphasis on critical thinking, second-level learning skills, much greater retention of material learned, and students becoming better life-long learners.

It is essential that the professor provide comprehensive guidance to assist students in becoming primarily responsible for their learning
experience. The presentation will demonstrate detail implementation procedures that have been used in my classes.

The student resistance encountered has been extremely high. I will discuss the many forms of resistance that I have encountered and share
methods that I have employed in an attempt to reduce the resistance.
The results, to date, of my innovations have been mixed. The students that have embraced the pedagogy have reported a much improved learning

experience and advantages in future accounting classes and in their careers. However, many students continue to resist taking primary
responsibility for their learning (active learning), which has resulted in decreasing enrollments and an increasing drop rate.

The primary focus of this workshop will be on motivation theory by inviting discussion directed at how to mitigate student resistance. Attendees will be encouraged to suggest techniques to overcome student resistance and share their own successful experiences in getting students to cooperate and learn actively

Citations:

• Accounting Education Change Commission (AECC). 1990. Objectives of education for accountants: Position statement number one. Issues in Accounting Education (Fall): 307–312.

· Albrecht, W. Steve and Sack, Robert J. 2000. Accounting Education: Charting the Course through a Perilous Future: AAA Web site.

• American Accounting Association (AAA), Committee on the Future Structure, Content, and Scope of Accounting Education (The Bedford Committee). 1986. Future accounting education: Preparing for the expanding profession. Issues in Accounting Education (Spring): 168–195.

• ———, Report of the Changing Environment Committee. 1998. The Future Viability of Accounting Education. Sarasota, FL: AAA.

Teaching for Deep Comprehension Using Meaning Equivalence Reusable Learning Objects (MERLO)

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Objectives:
This session will provide a hands-on introduction to Meaning Equivalence (ME) instruction and assessment methodology. This teaching method encourages students to understand course material at the deep conceptual level, rather than on the level of surface similarity or rote learning (Shafrir et al, 1997; 1999; 2001; 2002; 2003).

Intended Audience:
Faculty members in any discipline.

Activities:
Following a brief outline of Meaning Equivalence, attendees will be led through the construction of a MERLO. Results of MERLO assessments in a course 'History of Western Architecture' at Ryerson University will be discussed.

Abstract:
Meaning Equivalence Reusable Learning Objects (MERLO) are teaching/learning tools that help teachers and learners focus on conceptual content. These objects are technologically scalable (hence open for automation as an evaluation or self-test tool) and can be implemented to encode conceptual content in any discipline. Following detailed concept mapping, target statements that encode conceptual content are composed, together with other statements that may (or may not) look like a target, and may (or may not) share equivalence of meaning with the target. Learners are presented with 5 statements (including an unmarked target) and are asked to mark all statements that share meaning equivalence.

MERLO objects have been used for testing in 'History of Western Architecture' course at Ryerson University for the past two years. In this course we are interested in students' ability to grasp fundamental concepts, and not in the memorization of names and dates (which is, in any case, easily tested by other means). With MERLO, knowing the name or date of a building or the name of its designer is of very limited use in uncovering conceptual equivalences between images. Further, since meaning within Architecture is never simple, well-constructed MERLO are able to bring out deeper levels of understanding. Analysis of the results of testing from the 2003/04 course support the claims that (1) the use of Meaning Equivalence in the classroom helps students learn how to make conceptual connections; (2) students who do well on MERLO tests are strong conceptual thinkers who do well in other courses as well.

In this session, we demonstrate the effectiveness of Meaning Equivalence as a teaching method by leading the attendees through the construction of MERLO. A basic concept in the History of Architecture (such as English Gothic) is chosen as a test case (no prior knowledge is assumed). The concept is explicated and illustrated through the selection of a target image. Using these two tools, a list of sub-concepts, or elements (such as Fan Vaulting), will be derived, as well as a list of more generic, super-ordinate concepts (such as Medieval Architecture). A third list of Red Herrings (such as Victorian Gothic) might be added. Items from these lists are then sorted and ranked according to "value" as a response. Images are then chosen carefully to correspond to the items chosen and incorporated into the MERLO Instructor and Student templates.

It is expected that by the end of the session attendees will understand not only how to construct a MERLO object in whatever discipline they happen to teach, but also a little bit more about the History of Architecture!

Citations:

Shafrir, U., Sigel, I., Seeratan, K. Meaning Equivalence self-scoring tests enhance deep comprehension of conceptual content of learned material. Annual Symposium of the Jean Piaget Society, Chicago, June 2003.

Shafrir, U., Sigel, I., Seeratan, K., Development of representational competence. Invited Symposium, Annual Symposium of the Jean Piaget Society, Philadelphia, and June 2002.

Shafrir, U., Ivanov, V. V., Sigel, I., Renninger, A., DiSessa, A., Roschelle, J., Seeratan, K., Meaning equivalence and representational competence. Invited Symposium, Annual Symposium of the Jean Piaget Society, Berkeley, June 2001.

Shafrir, U. (1999). Representational competence. In I. E. Sigel (Ed.), The Development of mental representation: Theory and applications. (pp. 371-389). Mahwah, NJ: Lawrence Erlbaum Publishers.

Shafrir, U. (1997). Adult literacy and study skills: Issues in assessment and instruction. Technical Report TR-96-13, National Center on Adult Literacy, University of Pennsylvania, Philadelphia.

Create Effective PowerPoint Slides: Animation, Links, Color, and Special Effects

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Objectives:
Participants will understand the use of creating unique PowerPoint presentations for effective teaching.

Participants will learn to utilize the advanced features of PowerPoint to create interesting and interactive slides for promoting student retention of learning.

Participants will actively participate in the creation of a slide show.

Participants will receive a set of handouts and ideas to create their own interactive slides.

Intended Audience:
This presentation is intended for secondary and postsecondary teachers of any discipline. Administrators and other professionals may also enjoy learning how to create effective presentations.

Activities:
The session will include a quick overview of the importance of creating slides that engage the students, including a demonstration of an effective slide presentation. Advanced features of PowerPoint will be shown. Then, participants will interactively guide the creation of an effective slide show. Handouts with the steps for creating the slides will be given.

Abstract:
A goal of every quality educator is to present information to students in a manner that facilitates rather than complicates the student's ability to retain that information. One of the many tools we frequently use in this goal is Microsoft PowerPoint. Most of us know how to make a PowerPoint slide show and display that slide show through a projector. This presentation will teach you how to add impact to your PowerPoint slide shows that will not only keep the student's attention, but also make the information available in a way that will enhance student's ability to retain that information.

Are you thinking that you don't know how to incorporate sound and video into PowerPoint and don't have the time to learn these features? Effective PowerPoint presentations do not have to incorporate sound and video. Sound and video are nice additions that add impact to PowerPoint presentations; however, as will be demonstrated in this presentation, very effective presentations can be created using PowerPoint without audio and video.
Some of the fundamental concepts that will be demonstrated during this presentation include color combinations, font, font sizes, font color, backgrounds, effective indenting, word population per slide, and more.

Citations:

This Place is like a Zoo! University of Central Florida and Brevard Zoo: A new partnership for Undergraduate Education Majors

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Objectives:
Participants will learn about the practical lessons learned by volunteers who participated in the new UCF/Brevard Partnership. Both positive and negative experiences of establishing a new partnership will be shared. Hints will be given as to how a college/university may use these experiences to assist their pre-service teachers gain a new insight as to how non-traditional science settings can make a wonderful place to learn science.

Intended Audience:
Any person interested in the education of undergraduate and graduate education majors. People interested in the improvement of science education

Activities:
Participants will view a presentation which will allow them to see the UCF Interns in action while they work with teachers, students, and Brevard Zoo employees. Samples of activities which are used at the Zoo will assist those who might be interested in establishing their own partnership. An open discussion at the end of the presentation will allow participants to brain storm other sources for excellent partnerships.

Abstract:
The University of Central Florida has just started a new partnership with the Brevard Zoo. This Zoo offers four different types of activities that UCF Junior Interns (Elementary Education, Exceptional Education, and Early Childhood Education Majors) may choose from. The first is called the Zoo School, then the Petting Zoo, the Kyak Trip through the Wetlands and finally the Indian River Lagoon Trips. Each experience is totally different from the others and appeals to different types of students. The presentation will include a visual presentation of students as they are working in the various activities. Samples of the curriculum, feedback from the Interns as to how their experience influenced their outlook on teaching science and other information as to how these activities were chosen will be shared with the group. The final part of the presentation will offer an opportunity for participants to brainstorm other ideas for valuable partnerships and how to establish them.

Citations:
Brevard Zoo - Curriculum used in the various programs at the Zoo.

Teaching in Large Classes – Making Them Active and Small Like

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Objectives:
The attendee will:
1. be aware of the additional needs associated with large classes.
2. learn ways to incorporate small class techniques in large classes.
3. be prepared to work hard in developing courses for large classes.
4. have new tools to use when developing the large class courses.

Intended Audience:
Faculty who feel that their classes are larger than the norm and those who wish to make their large classroom course presentations more interactive and a better learning environment.

Activities:
There will be discussions, role playing and brainstorming to put the learning into practice immediately after being taught. Groups will be formed and a simulated large class will be taught.

Abstract:
Large classrooms are a problem to everyone who teaches in them; some realize this and others do not. The audience being addressed recognizes the need for additional skill development in the operation of large classes, so we will do so and practice some of the concepts.

For years, the idea of making large classes operate like small ones has been offered by a number of authors. In recent years, web sites have been developed to discuss the problems associated with large classes: strategies, preparation, organization, assessment, learning styles and teaching styles, notes, structure and management. The bottom line is the same in every reference: it takes work to make large classes operate efficiently. All point to some basic fundamentals of teaching and all conclude that the success is based on the skills of the teacher and the preparation devoted to making the large class, small. All indicate that failure is possible in large classes.

A 45 minute presentation can do two things: inform the learner about the necessary steps to success; or scare the learner away from the large classes. Large classes present opportunities for success and for failure. This session is designed to provide the learner with the tools needed to make the first steps toward successful teaching in the large classroom setting.

Citations:
1. Lowman, J., Mastering the Techniques of Teaching, San Francisco, CA, Josey-Bass Publishers, 1990.
2. Davis, Barbara Gross, Tools for Teaching, San Francisco, CA, Josey-Bass Publishers, 1993.
3. Felder, Richard, Beating the Numbers Game: Effective Teaching in Large Classes, Proceedings of the 1997 ASEE Annual Conference, Milwaukee, WI, June 1997.

The Use of Concept Mapping to Enhance Critical Thinking in Nursing

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Objectives:
At the completion of the presentation, participants will be able to:
1) Define Concept Mapping
2) Identify 3 uses of concept maps to engage students in the classroom.
3) Evaluate actual student concept maps to determine whether or not students are making important links among concepts in a given course.
4) Discuss the relationship between students' learning styles and their likelihood to use concept mapping as a learning/study strategy.
5) Identify strategies to teach concept mapping to students.

Intended Audience:
Faculty across the disciplines who are interested in assisting students in making links among concepts in a single course or across several courses.

Activities:
1) PowerPoint presentation
2) Actual student concept maps will be distributed to participants for their review. Participants will evaluate students' work and make suggestions on how the concept map could have been more effective. From this discussion, participants will be able to identify strategies for teaching concept mapping to students.

Abstract:
The purpose of this presentation is to share the results of a study conducted in one nursing program's Pathophysiology course. The course faculty evaluated the effectiveness of concept mapping as a strategy to facilitate critical thinking and the linkage of concepts. Concept mapping requires students to draw upon their previously learned knowledge in other courses to enhance their learning in the classroom. Recently, the Department of Nursing at Clayton College and State University implemented a change in the curriculum whereby, pre-health science students must take and pass a pathophysiology course prior to entering the nursing program. The course builds on previous principles from anatomy, physiology and chemistry and focuses on alterations in biological processes resulting in disease. Previously, students took Pathophysiology during the second semester of the nursing program. The curriculum change was made, in part, because of the faculty's belief that concepts learned in this course can help student performance in future nursing courses. Traditionally, the course is taught using a lecture format, thereby, meeting the needs of one particular learning style. By implementing concept mapping as a teaching/learning strategy we hoped to better engage students of different learning styles and, thus improve overall success in the course.

The research questions for this study were: 1)What is the relationship between student learning style and use of concept mapping as a teaching/learning strategy? 2)What is the relationship between ethnicity and use of concept mapping as a teaching/learning strategy? 3)What are students experiences with using concept mapping as a

teaching/learning strategy? 4)What is the relationship between learning style, study strategies, use of concept mapping, and student success in Pathophysiology? Quantitative and qualitative measures were used to evaluate concept mapping as a teaching/learning strategy.

Novak (1977) defined concept maps as tools for organizing and representing knowledge. He based his work on Ausubel (1963)who stated that learning requires three conditions: 1)the material to be learned must be conceptually clear and related to students' prior learning; 2)the learner must possess relevant prior knowledge and 3)the learner must choose to learn meaningfully.

Various disciplines have used concept mapping to assess student learning. Jacobs-Lawson and Hershey (2002)used concept mapping as a way to assess student learning in psychology. Baroody, Bartels and Hoffman (2002)used concept mapping to assess student learning in mathematics. Finally, Francisco, Nakhleh and Nurrenbern (2002) used concept mapping to assess students' knowledge of chemistry.

The literature also suggests that concept mapping has been used to teach classroom content. Odom and Kelly (2001) used concept mapping to teach osmosis and diffusion in biology. Sungur, Tekkaya, and Omer (2001)used concept mapping to teach the human circulatory system. Brown (2002) used concept mapping to teach principles of chemistry.

The nursing profession has also embraced concept mapping. It been used to teach nursing content and evaluate students' critical thinking (Beitz, 1998). Other nurse educators have used concept mapping to assist students in preparing for their clinical experiences (Baugh & Mellot, 1998; Schuster, 2000). Overall, the literature review suggested that concept mapping is appropriate as a teaching/learning strategy regardless of the discipline.

Citations:

Ausubel, D.P.(1968). The Psychology of Meaningful Verbal Learning. New York: Grune and Stratton.

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Reclaiming Your Inner Bruce: Bringing Authenticity into the College Classroom

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Objectives:
Workshop participants will

- Appreciate the need to be true to oneself in their classrooms;
- Understand how being oneself can positively affect the classroom performance of their students
- Share some of their best practices for classroom community building with others;
- Be exposed to some of the best practices of others in the workshop;
- Develop a deeper appreciation of the need to be critically reflective of one's own practice.

Intended Audience:
This presentation is most appropriate for all full-time and adjunct faculty struggling to juggle their competing roles as higher education professionals and longing to return to their root reasons for entering the professoriate..

Activities:
The presentation will start with a dramatic/comedic production of "To Tell the Truth" which will serve both as an ice breaker and to illustrate some of ways in which we as faculty approach our relationships with students.

The presenters employ role playing, humor, contemplative exercises and dialogue to both model for and encourage each participant to explore his/her own inner landscape. The presenters will present who they are and how they build community and trust in their own classrooms. Workshop participants will share their own best practices with each other.

Abstract:
Most teachers choose their vocation for reasons of the heart, because they care deeply about their students and their subject. But the competing demands of the professoriate cause too many educators to lose heart. Is it possible to take heart in teaching once more so that we can continue to do what good teachers always do – give heart to our students?

Parker Palmer (1998) posits that, "… good teaching cannot be reduced to technique, good teaching comes from the identity and integrity of the teacher." But what does it mean to bring my real self into the classroom? How can I discover who I really am? In the midst of pressures to produce scholarship and make substantive contributions to both my campus and my profession, how can I develop the courage to consistently bring my real self into the classroom if I am not sure who my real self is?

Steven Brookfield (1996) challenged those of us in the profession of teaching to become more reflective of what we do in the teaching process. Applying the principles of adult learning, Brookfield thoughtfully guides teachers through the processes of becoming critically reflective about teaching, confronting the contradictions involved in creating democratic classrooms and using critical reflection as a tool for ongoing personal and professional

development. Using numerous examples, Brookfield describes what critical reflection is and why it is so important. He tells how teachers can reframe their teaching by viewing their practice through four distinctive lenses: their autobiographies as teachers and learners, their students' eyes, their colleagues' perceptions, and theoretical literature. He includes specific advice on using practical approaches to critical reflection such as teaching diaries, role model profiles, participant learning portfolios, structured critical conversation. He explains how the literature of educational research and philosophy can be used as an aid to, rather than an inhibitor of, critical reflection. And he discusses how to create a campus culture that supports critically reflective teaching.

Parker Palmer (2000) builds on his earlier theme of personal integrity, urging each of us to find our life's true calling by listening to our inner voice, our inner teacher if you will, and following its teachings to a sense of meaning and purpose. He posits that "every journey, honestly undertaken, stands a chance of taking us toward the place where our deep gladness meets the world's deep need." Palmer feels that cultivating the truth is the authentic vocation of every human being.

Bruce Saulnier (2002) builds on the earlier work of both Brookfield and Palmer by presenting us with one method for examining where one has been and where one is currently in terms engaging in scholarly teaching; i.e., alignment of current teaching methods with the scholarship of teaching and learning. Saulnier also urges us to cultivate our own truth and models the practice of self-reflection by presenting his own journey of discovery and revealing his own inner truths.

This active learning workshop builds on the earlier work of Palmer, Brookfield and Saulnier. The presenters employ role playing, humor, contemplative exercises and dialogue to both model for and encourage each participant to explore his/her own inner landscape. The presenters will present who they are and how they build community and trust in their own classrooms. In doing so they will encourage workshop participants to share their own best practices with each other.

Expected outcomes of this workshop will include a deeper appreciation of the need to be critically reflective of one's own practice as well as a return to the roots of one's own calling to be a teacher. In doing so participants will be modeling for their students what it means to be a self-reflective learner and aid their students in building a true learning community in their classrooms.

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Jack and the Job World: Using Literature and Self-Analysis to Select an Appropriate Career

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Objectives:
Basic knowledge of characters in literature taught in grades K-12.

Ability to psychologically analyze these characters, imagine how they would respond to situations in contemporary times, and what kind of jobs they would hold.

Desire to encourage students to compare themselves to these character types.

Anticipate personality qualities required by various jobs or careers, today and in future.

Guide students to determine if they would have the desirable personality for specific jobs.

Divergent thinking skills.

Intended Audience:
Faculty in Teacher Education

Faculty in Psychology and Counseling

Those interested in school-to-work concept

Activities:
Role play

One group for each of 12 grades

One teacher, 5 - 10 students

Select character(s) from literature used in that grade

Analyze character(s) – personality traits

Determine what kind of job that character/character type might hold today

Have students think whether they are similar to the character

Outcome: see what kinds of jobs/careers those students might find appropriate

Each group will have a member make notes on worksheets provided to group. Following session, presenter will type each scenario and distribute (electronically) to members of audience. Action Research.

Abstract:
Conventional methods of teaching create students who do not possess the expertise needed for real-world thinking and problem solving. "Teaching for analytical thinking means encouraging students to analyze, critique, judge, compare and contrast, evaluate and assess" (Sternberg, 2003). Wisdom empowers students to make intelligent, important decisions. However, Sternberg states "wisdom is not taught in schools" (2003). Wisdom can be taught utilizing any subject area. It is possible to find both wise and foolish judgments in the thinking of historical persons, renowned scientists, and literary characters. Research has been conducted primarily in the historical arena. The W. T. Grant Foundation recently funded a study using American history to illuminate examples of wisdom (2003). The future of the world is predicated on the wise and intelligent application of knowledge.

Psychiatrists have used literature for theory building and the teaching of beginning practitioners. The genres used have been novels, short stories, poems and plays. The educational uses of movies, poetry, and the arts have not been explored as to the relevance of how literature might be useful in understanding the complexities of the human experience (Podrug, 2003). There is a dearth of research on this topic.

Fiction provides a turnkey opportunity for skill recognition. The benefit of reading to young children has been repeatedly studied and is well documented. The use of fiction to build career information skills offers many advantages. It produces a comfortable, non-threatening environment. Yet, fiction is presented in an array of situations, and through third party settings a child can safely examine the merits of skills and abilities that move the story as well as their own lives. Fiction draws the character and the challenges. The obstacles materialize and the character grows with the experience. The reader or listener, in the case of a young child, views the character's adventure from start to finish, which gives a sense of flexibility to the unfinished perspective of everyday life.

To illustrate, consider the fairy tale, Jack and the Beanstalk. In the child's mind Jack is a boy who has an exciting adventure and saves the day. Does the young reader identify with Jack as a child given a simple task to perform? Initially, Jack can be labeled as immature, lazy and self-centered by his widowed mother who is trying to hold the farm together. As a farm boy Jack's choice to accept the beans in trade for the cow is the typical adolescent response in the midst of an emotional struggle with reality while still hoping for a magic solution. The angry reaction of Jack's mother is also typical of the overworked, frustrated parent of teens still caught in a dream world. While parental frustration is negative energy it is real and is often the impetus for reflection that does motivate lasting change.

Fiction quickly provides redemption when the beans are tossed out the window and the beanstalk grows. Jack's decision to climb the beanstalk is a repeat of his risk-taking interests of the original bean purchase. However, the farm boy gathers his skills and knowledge for the climb. Recognition of a strong crop would be a farming trait. He could trust his agility and observe a stalk diameter and leaf placement, which suggests stability for the climb. These could be interpreted as engineering or mathematical traits. Jack's ideal work environment materializes: the clues of his daily reality of farming merge with Jack's physical abilities and his risk-taking personality. Jack repeats his preference for risk taking ventures twice more before the story's end. For the young first time listener of the tale of Jack and the Beanstalk the reader need only to parallel Jack's daring. The question, "What work do you think a good climber would do today?" could be asked. The response would vary with the child's life experience but probable answers would be telephone or cable repairperson, light technician for stage plays, and astronaut.

More importantly, the equation of skills plus abilities equals career choice needs to be planted in the child's mind. Once that concept takes root the child will be able to seek information regarding personal interest and climb toward the golden nest egg. This reinforces the hypothesis that fiction can play an important role in the development of career information behavior and selection.

Citations:
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Class of the Living Dead: The Professor's Guide to Surviving the Three-Hour Class

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Objectives:
A) Participants will identify the components of their courses
B) The presenter will assist in the development of course formats that meet the demands of participants' disciplines
C) Groups will brainstorm for various methods of delivery and student-centered instruction

Intended Audience:
Instructors or curriculum designers who want to increase attention and transfer in their courses.

Activities:
Participants in this interactive session will identify and ultimately design a daily format for their course that increases student attention, interaction, and retention. Through a brainstorming exercise attendees will develop lists of potential activities which fit into their pre-established daily format.

Abstract:
Frightening. Simply horrifying! A sea of glazed eyes, a chorus of groans, lifeless postures, all indicators of … Class of the Living Dead! Yes, just when you thought you had them on the edge of their seats, you lost them. Not to worry! You'll have their attention again when you mention the information will be on the final. No doubt a chorus of questions will even follow. But, do we have to stoop to such measures to keep our students awake… alive?

The goal of instruction is the acquisition of skills and knowledge by students. Increasingly, institutions are also focusing on the ability to transfer those acquired skills and knowledge to life outside of the school. Transfer occurs when students can successfully relate what they have learned in school to a new situation. In order to accomplish this, however, students must initially attend to the information presented in the classroom. Implementing various methods of instructional delivery increases attention and impacts the likelihood of transfer.

Instructional strategies can be divided into two major categories: direct instruction, a teacher-centered strategy, and student-centered instruction, which focuses on guiding students to construct their own understanding. Traditionally, models of teacher-centered instruction have prevailed in the college classroom. However, current research indicates student-centered instruction that considers students' prior knowledge, learning styles, affective thoughts and social or cultural environment maximizes effectiveness.

Class of the Living Dead: The Professor's Guide to Surviving the Three-Hour Class will assist instructors in creating a routine format for their course with a variety of student-centered instructional options to maximize attention, retention, and transfer.

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Online Learning Communities: Implementation Against the Odds

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Objectives:
1. List strategies for implementing online learning communities to foster student-centered learning.
2. Discuss the use of facilitation and assessment strategies that support a learner and learning centered philosophy.
3. Create a plan for developing online learning communities in your own setting.

Intended Audience:
Faculty from any discipline, faculty developers, teaching assistants.

Activities:
Icebreaker, small group discussion, large group discussion, participative lecture (minimal), several interactive exercises.

Abstract:
Online learning communities, whether in an online or blended course, can support a learner and learning-centered model.(Palloff & Pratt, 1999)Faculty may encounter challenges with not only workload and time constraints, but also with developing a facilitation persona for the online environment. (Salmon, 2000)

This interactive session will explore study results in developing online learning communities in two settings: small classes in curriculum design, and a very large blended class in the sciences. In each case, both challenges and successes will be highlighted, and you will be invited to share your own best practices and best processes.

Citations:
Palloff, R.M., & Pratt, K. (1999). Building learning communities in cyberspace: Effective strategies for the online classroom. San Francisco: Jossey-Bass.
Salmon, G. (2000). E-moderating: The key to teaching and learning online. London: Kogan Page.

Successful Curriculum Integration of Technological and Information Literacy Skills

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Objectives:
Through collaboration, our presentation will demonstrate the following:

A. How to integrate information literacy skills components into course curricula
B. How to engage participants in an active-learning exercise in both large and small classes via peer-to-peer eaching
C. How to effectively utilize electronic databases and search engines to identify and select peer-reviewed research
D. How to promote critical thinking skills necessary for selection, evaluation, application, and integration of published research findings
E. How to reduce technological anxiety of participants, and increase familiarity with databases
F. How to replicate this comprehensive model for adaptation into any course curricula

Intended Audience:
We believe this presentation is appropriate for faculty and administrators, professional development personnel, and instructional technologists.

Activities:
Types of activities that will be used include direct instruction, cooperative learning groups, and database exploration.

If location is a computer lab setting with Internet capability, activities will include hands-on database searching. If unavailable, these activities will be simulated.

Direct Instruction – objectives: A,B,C,& F

Through Direct Instruction, the audience will learn how to integrate information literacy skills components into any course curricula, how to utilize active-learning exercises regardless of class size via peer-to-peer teaching, and how to insure students successfully utilize subject specialized databases and retrieve, along with evaluate scholarly research.

Database Exploration – objectives: C & D

Participants will have the opportunity to compare searching techniques and retrieved citation results between two subject specific databases, in performing a hands-on computer activity. The exploration activity also introduces the critical thinking component necessary for effective retrieval and evaluation of **Citations** retrieved.

Cooperative Learning Groups – objectives: B,D,& E

The participants will be divided into groups and assigned to one of four (4) job functions of Navigator, Helmsman, Recorder, and Reporter. Each group will be assigned a specific topic to search and retrieve pertinent **Citations** utilizing the online databases of ERIC and PsycINFO. Selected topics are based on course content and derived from subject areas highlighted in the course syllabus.

Enhancement of critical thinking skills occurs during the selection, evaluation, application, and integration of research findings and course content. Based on these hands-on activities, the participants will develop an increased familiarity with databases, resulting in a reduction of technological anxiety.

Abstract:
Participants at our session will learn about the model we developed for integrating sophisticated research skills, including the retrieval and evaluation of scholarly articles from subject-specialized databases, and the processes involved in synthesizing and comparing research findings, within the course curriculum for EDU 224, Adolescent Development. Given the unlimited access to information from a vast array of resources, students in higher education need to be taught the proper usage of Internet resources and online databases, as essential tools for research development. The appropriate use of computer applications, data from the Internet, and apparent limitations must be stressed. Effective utilization of electronic databases and search engines to promote familiarity with scholarly research in peer-reviewed or refereed journals is paramount to information literacy.

Through the collaborative efforts between an Education faculty and a Library Instruction faculty, we were able to integrate the Information Management Competency components now required by the State University of New York (SUNY) Board of Trustees as of 2001,
into the curriculum of Adolescent Development, via a Technology Workshop.

Adolescent Development is a three-credit 200 level psychological foundations course offered by the College of Education and is a requirement for Childhood Education majors with Middle School Extension (Grades 1 – 9) and majors in Adolescence Education (Grades 7–12). The primary focus of the Adolescent Development course is the physical, mental, and emotional influences on the human growth periods in terms of habits, interests, and social adjustment. Factors in the home and school that influence adolescent behavior and personality, individual differences, learning, and peer influences are also addressed (Cobb, 2001). Applications of theory to classroom situations are stressed. This course meets the appropriate standards of the National Council for Accreditation of Teacher Education (NCATE) and the Association for Childhood Education International (ACEI).

Teacher candidates enrolled in Adolescent Development are expected to successfully complete a Research Integration Portfolio Project. This written project is designed to provide a structured opportunity for measuring their ability to create a sophisticated search strategy, choose the appropriate subject specific database, evaluate retrieved **Citations** as to relevance to their chosen topics in Adolescent Development, retrieve and review scholarly articles published in peer-reviewed or refereed journals, and synthesize, compare, and integrate research results with course content, and address the implications of findings for teacher-student interactions, instructional planning or classroom management/discipline.

Setting these skills as our objectives, our goal in constructing the Technology Workshop was to instruct teacher candidates in the most efficient methods of library research and computer applications that will enhance their academic studies, thereby upgrading their information literacy and critical thinking skills. Our library's philosophy of instruction is based on the Association for College and Research Libraries' (ACRL) Information Literacy Competency Standards for Higher Education (2000), which advocates that students acquire these competency skills.

By combining lecture, with hands-on activities within cooperative groups, and peer-to-peer teaching, we found that this method encourages the development of critical thinking skills, which G. Ivan Hannel (1998) states is to "have students teach back to the teacher". In the case of active learning, Conger (2001) believes that, "When students own the knowledge and develop skills rather than memorize… they accept responsibility for their learning process."

According to Gradowski, Snavely, and Dempsey (1998), "active learning promotes better understanding of concepts due to the various learning styles students possess, and enables students to combine new concepts with their current knowledge base, fostering better retention of the newly acquired information." The teacher candidates learned, cultivated, and mastered the skills required for library research, computer applications, and information literacy.

Therefore, our presentation focuses on how we addressed the skill development necessary for teacher candidates to successfully complete the Research Integration Portfolio Project.

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We're not passengers. We are crew! Engaging Learners for a Shared Voyage of Discovery

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Objectives:
A) Engage audience with a brief story of intrigue
B) Capture participants' tales of prior learning journeys
C) Enhance understanding of metaphor with a sampling of theory
D) Explore strategies and possible interdisciplinary applications
E) Provide crew with a treasure chest of best practices and handouts

Intended Audience:
This workshop is intended for adventuresome educators with an interest, itch, or "wild hair" for trying something simple, yet new, to invigorate your next semester or conference presentation!

Activities:
For safe passage, please be open to:
1) Listen to a story and participant comments
2) Volunteer (if you wish) for a ten-minute activity
3) Create and share alternative suggestions for practitioners

Abstract:
"Just sit right back and you'll hear a tale, a tale of a faithful trip…
that started some ten years ago with this useful pedagogical trick!"

Having a guiding theme in your classroom can help communicate and clearly connect intended learning goals with leaningful student involvement. In this workshop, you will learn ways to frame your course syllabus or presentation with a strong pre-experience metaphor (Gass, 1995). In addition, we will examine our roles as "good company for the journey" (Baxter-Magolda, 2004), and survey the latest educational research findings on group learning. We will also map out how to incorporate new strategies to foster significant learning experiences.
Come explore one enjoyable approach to help prepare learners to take the helm of their own educational journeys!

Citations:
Gass, M., A. (1995). Book of Metaphors (Vol. 2). Dubuque, Iowa: Kendall/Hunt.
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Come on, can you please test our knowledge again today?! Welcoming Existent Student Motivation to Formative-Assessment Practice

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Objectives:
A) Discuss why and how we currently assess student understanding
B) Share alternative forms of instruction and assessment
C) Explore collaborative assessment options for students and professor

Intended Audience:
This workshop is intended for practitioners interested in some creative and adaptive forms of classroom assessment beyond the traditional paper & pencil quizzes, reaction papers, and exit slips. Those with a home collection of 'trivial-pursuit-like games' will also feel most welcome in this workshop.

Activities:
This workshop will commence with an interactive activity for all attendees wishing to participate. A presentation of recent 'best practices' will be followed by a group strategy-generating discussion of take-home ideas.

Abstract:
"Next question, for Contestant #24…O.K. students, now wait for your turn!"

Four years ago, I tried something that has noticeably increased my class attendance, invigorated my teaching, and engaged undergraduate students in a refreshing manner. As John Dewey (1938) once suggested, no subject has educational value until it is adapted to the learner. Well I've experimented with taking the experiential games of "Jeopardy" and "Survivor" to a very different "minds-on" level, and with rather positive results.

Formatting assessment efforts after activities congruent with the students' popular world of quiz shows, Trivial Pursuit, and radio show puzzles have been met with class excitement, greater participation, and improved transfer of course-related content. Placing the educational process of assessment in the metaphoric framework of games can cultivate a learning environment of enjoyment, healthy competition, critical and creative thinking, and study discipline (Schwartzman, 1997).

This workshop will share some exercises and techniques for active learning and active assessment that are both flexible and adaptive across academic disciplines. Special attention will be given to formats such as the game show/talk show approach (Donaghy, 2000), small group interviews and discussions (Appelrouth, 2001; Brookfield & Preskill, 1999), and the demonstration of conceptual understanding through student-generated cultural examples (Bluestone, 2000; Wright, 2000).

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Improving Students' Comprehension of Textbooks through Text Structure Awareness and Graphic Postorganizers of Reading

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Objectives:
A considerable body of research literature has shown that (1) the recognition of text organization is an aid to the comprehension of text and the recognition of text structure can be taught, (2) graphic organizers aid in the recall of text and students can be provided with pre-reading graphic organizers or can be taught to construct post-reading graphic organizers, and (3) combining text organization knowledge and graphic organizers benefits both retention and comprehension.

The active involvement of students in the above combined strategies rather than the passive providing of postorganizers to students for study helps students be self-regulated in their learning and helps them build a knowledge base for more advanced courses.

Intended Audience:
Teachers and C&I designers

Activities:
Workshop
The workshop begins with a review of the major instructional strategies that are useful in helping middle school to college age students learn from textbooks. (15-20 minutes with active discussion). This is followed by a description of the characteristics of a self-regulated learner (10 minutes). Self-regulated learners are the most successful college students.

The workshop participants are then presented with the materials (examples and non-examples) describing the five text structures used most often in science and science-related textbooks. Guided practice is provided in the form of several passages of text for the participants to identify (20-30 minutes). When the participants have a mastery of the five text structures, the materials illustrating the techniques of constructing graphic postorganizer of the five text structures are presented. The techniques of constructing graphic postorganizer of the five text structures are described and discussed (20-30 minutes). Again guided practice is provided in the form of several passages of text for the participants to identify as to text structures and for practice in constructing graphic postorganizers (20-30 minutes). A lively discussion ensues.

Abstract:
Student-centered, generative activities related to the reading of textbooks can be important in the recall and retention of science knowledge. The generative activities undertaken by the students in determining the text structure or in constructing a graphic postorganizer have been shown to be important means of selection, analysis, and interpretation of textbook information. My study has shown gains in recall and retention due to training in recognition of text structures and the generation of graphic postorganizers. The combination of providing students with training in recognition of five common science textbook text structures (cause and effect, classification, enumeration, generalization, and sequence) and training in the techniques of constructing graphic postorganizer of the aforementioned text structures can increase recall and retention above techniques (such as underlining, rereading or highlighting) used by untrained students. The study has shown that students can be trained to recognize text structure and to put it into graphic postorganizer form. However, it was found that to be successful the student must be actively involved.

There is little evidence that current reading strategies are used in the elementary science classroom (Shymansky, Yore, and Good, 1991) or in the secondary science classroom (Yore and Denning, 1989). However, surveys show that science teachers are anxious to learn about techniques and strategies to help students learn from reading in the science classroom (Digisi, 1992).

Numerous books have been written for teachers to train students to construct graphic organizers (Black & Black, 1990; Black & Parks, 1990) and many current textbooks on teaching content area reading encourage the use of graphic organizers. Readence, Bean, and Baldwin (1985) suggested that teacher-constructed pre-reading graphic organizers that reflect the text structure of the passage may facilitate comprehension by alerting students to the author's main ideas. Alvermann (1986) suggested that graphic organizers be used as cueing devices for comprehending and remembering main ideas. Crawley and Mountain (1988) proposed that pre-reading graphic organizers be used as advance organizers and post-reading graphic organizer be used as self-test of reading comprehension. Moore, Readence, and Rickelman (1989) suggested that the key terms in a passage be arranged by the teacher into a pre-reading graphic organizer that parallels the text structure. They also recommended that partially completed graphic organizer that reflect the text structure of the passage be made available to students as a post-reading comprehension strategy. Tierney, Readence, and Dishner (1990) recommended that teacher-constructed partially completed graphic organizers be used as a pre-reading class participation activity. My study recommends that students can and should be trained in the post-reading comprehension strategy of the construction of graphic postorganizer of text structure; that students should be actively involved in the construction of their own graphic postorganizer; and that science teachers anxious to learn about techniques and strategies to help students learn from reading in the science classroom should be encouraged to do so

Science educators should want students to be more self-regulated in their learning. Mayer (1992) has suggested that educators introduce learning strategies that allow students to be more self-regulated. Wandersee (1990) has invited science educators to "conduct studies that investigate the graphic representation of scientific knowledge" (p. 923). Linn (1992) recently recommended that we "create materials that help students view themselves as competent science learners" (p. 836). Yore and Shymansky (1991) suggest, and the author concurs, that "science reading instruction needs to be an integral component of elementary and secondary science teacher education programs" (p. 35).

Students in my study stated many times that the combined strategies helped them make sense of their reading, helped them find gaps in their knowledge, and made them feel more confident in their knowledge and less anxious about examinations. One student wrote, "I am a visual and verbal learner, so graphic organizers taught in the study skills class are very effective to help me see how all the information relates. I get a better understanding of the big picture". Another wrote, "Taking this course helped me with my anxiety over test taking and has given me ways to study when before reading was about all I could do". The strategies are not content dependent. Many students commented that they transferred the strategies learned to other science and non-science classes. The students demonstrated, although anecdotally, that they "took home" and made the strategies their own.

Citations:

Alvermann, D. E. (1986). Graphic organizers: Cueing devices for comprehending and remembering main ideas. In J. F. Bauman (Ed.), Teaching main idea comprehension. (pp. 211-226). Newark, DE: International Reading Association.

Black, H., & Black, S. (1990). Organizing thinking: Graphic organizers (Book I). Pacific Grove, CA: Midwest Publications.

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Crawley, S. J., & Mountain, L. H. (1988). Strategies for guiding content reading. Boston: Allyn and Bacon.

igisi, L. L. (1992). Reading comprehension and metacognition in science: Status, potential and future directions. Paper presented at the Annual Meeting of the National Association for Research in Science Teaching, Boston, MA. (ERIC Document Reproduction Service No. ED 356 132)

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Mayer, R. E. (1992). Cognition and instruction: Their historic meeting within educational psychology. Journal of Educational Psychology, 84, 405-412.

Moore, D. W., Readance, J. E., & Rickelman, R. J. (1989). Prereading activities for content area reading and learning (2nd ed.). Newark, DE: International Reading Association.

Readance, J. E., Bean, T. W., and Baldwin, R. S. (1985). Content area reading: An integrated approach (2nd ed.). Dubuque, IA: Kendall/Hunt.

Shymansky, J. A., Yore, L. D., & Good, R. (1991). Elementary teachers' beliefs and perceptions of elementary school science, science reading, science textbooks, and supportive instructional factors. Journal of Research in Science Teaching, 28, 437-454.

Partnering for Faculty Owned Assessment

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Objectives:

- To discuss current trends in assessment
- To explore common weaknesses in assessment trends
- To explore common strengths in assessment trends
- To uncover methods to make assessment become faculty owned
- To demonstrate how diverse campus organizations can play a role in campus assessment
- To unearth strategies for establishing, maintaining, and sustaining campus assessment

Intended Audience:
Faculty and administrators with an interest in assessment

Activities:
1. Introductions. Background. Overview of session (5minutes)

2. Session leaders will explain assessment on their campus and discuss their plans for working cooperatively. (10 Minutes)

3. Case Study: Introductions to the case study and its main issues. Participants will form small groups and read a short case study on assessment. The case focuses on a fictional campus beginning an assessment program. Participants will be asked to read and study the case, seeking methods and strategies to solve the problem of how to best bring assessment to the campus, how to sustain it, and how work together. Case issues involve establishing cooperation between different campus constituents with different agendas, building trust within and beyond disciplines, and political and practical realities of instituting campus-wide assessment mandates. (25 minutes)

4. Groups will report back and begin a discussion of participants' ideas and concepts. (10minutes)

Abstract:
Summary
This session will first provide some background on assessment (Cross and Angelo). It will then explain the assessment efforts on the participant's campus. It's primary focus, however, is to have the participants explore assessment problems and challenges through a case study on campus wide assessment efforts.

Participants will be asked to read and study the case, seeking methods and strategies to solve the problem of how to best bring assessment to a campus, how to sustain it, and how work together. A series of questions will prompt group thinking and the session leaders will guide the group discussions.

The case will ask participants how to establish cooperation between different campus constituents with different and often competing agendas. It will ask participants how to build trust within and beyond disciplinary stereotypes and boundaries. It will require thinking about the political and practical realities of instituting campus-wide assessment mandates.

Participants will work in small groups, report back to the larger group and a general discussion (lead by the session leaders) will begin. Participants will be encouraged to record what they have learned and how they plan to use it on their own campus in the form of a take away sheet.

Citations:

Angelo, Thomas and Cross Patricia. Classroom Assessment Techniques. 2E. Jossey Bass. San Francisco, 1993
Braskamp, Larry and Ory, John. Assessing Faculty Work. Jossey-bass, San Francisco, 1994

Maki, Peggy
Moving From Paperwork to Pedagogy: Channeling Intellectual Curiosity into a Commitment to Assessment. (AAHE Bulletin May 2002)

Owang, Lily
Guided by Your Mission: Let Institutional Understanding Steer Accreditation Self-Studies. (AAHE Bulletin May 2002)

Rodrigues, Raymond J.
Want Campus Buy-In For Your Assessment Efforts? (AAHE Bulletin September 2002).

Faculty Mentoring Programs: Diamonds in the Rough?

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Objectives:
As a result of this presentation, participants should be able to:

Understand faculty mentoring programs including the theoretical assumptions, the practical applications, and goals.

Identify ways to evaluate faculty mentoring programs.

Utilize skills to influence the creation or improvement of the evaluation approach to faculty mentoring programs at their college/university.

Intended Audience:
This program is appropriate for those (faculty or administrators or faculty development program directors) that are interested in or have responsibility for the development or operation of faculty mentoring programs.

Activities:
Following introductions and the plan for the session, participants will be asked to individually complete a 'one minute paper' about mentoring at their school including questions such as: the definition of mentoring; whether or not a mentoring program is in place; is the mentoring program formal or informal; who is responsible for the mentoring program; the goals of the program; and how the mentoring program is evaluated.
Next, participants will be asked to get into small groups (3-4 per group) and to share their information with those in the group. One member of each group will be asked to summarize and present the information. The point of this exercise is to identify the commonalities and differences of mentoring programs as well as to underscore the lack of formal evaluation of such programs.
As the group information is presented, the presenters very briefly will link this information to the results of their research on mentoring programs.
Participants will be asked again to work in groups to generate recommendations for improving the evaluation component of their faculty-mentoring program. One member of each group will be asked to summarize and present the recommendations of the group.
Finally, participants will be asked to identify one 'gem' that they are taking back to their schools as a result of this session.

Abstract:
Faculty mentoring may be described as the development of a relationship between 'veteran' and 'new' faculty for the purpose of socialization and/or career development (St. Clair, 1994). Other comparable terms include coaching,

partnering, peer consultant, guide advisor, motivator and facilitator (Galbraith & Cohen, 1995; Gunn, 1995). Mentoring activities may focus on socialization of the new faculty member to the culture of the college/university (Cawyer, Simonds & Davis, 2002), improvement of teaching competencies (Luna & Cullen, 1995), or developing research and scholarship skills (Wunsch, 1994).

Much is written about faculty mentoring including the types of programs (Beans, 1999), characteristics of mentors (Menges & Associates, 1999), and benefits of mentoring programs (Caldwell & Carter, 1993). There are even websites and journals devoted to this subject area (Kerka, 1998). Mentoring has advanced beyond the confines of Academe and has been utilized in organizations to upgrade skills of employees, enhance recruitment and retention, and increase job satisfaction (Jossi, 1997).

In Academe, faculty mentoring programs have been used generally to attract, retain and promote new faculty and to improve individual and institutional performance and effectiveness (Luna & Cullen, 1995). Some colleges/universities have formalized faculty mentoring programs that may be housed in a Faculty Development Program, while a larger number have informal programs, in which the responsibility for implementing such a program is left to the Department Chair. The goals of faculty mentoring programs seem to be similar across colleges/universities while the structures vary. In addition, the benefits appear to be similar.

Not only have the 'new' faculty members been recipients of benefits such as guidance and support, 'veteran' faculty also have experienced renewal and new enthusiasm from their investment. The college/university also benefits from implementing a mentoring program. "Mentoring enhances productivity, addresses collegiality, and could do more to recruit, retain and advance faculty" (Murray, 1991, p. 71). Further, "Mentoring strengthens the organization and supports the institution's vision, and organizations with mentoring programs exhibit increased effectiveness and collaboration" (Murray, 1991, p. 71).

While the aims of mentoring programs are laudable, and benefit both the faculty members and the colleges/universities, the documentation of the effectiveness of faculty mentoring programs remains limited. "A dearth of information exists regarding evaluative outcomes for mentoring faculty, and the mentoring research in postsecondary and higher education has revolved primarily around whether mentoring relationships have existed for protégés, either as students or as professionals, and what benefits have been accumulated" (Luna & Cullen, 1995, p. 13, 14). Further, Luna and Cullen (1995) suggest that evaluation and modification of the faculty mentoring program is one aspect that should be included in such programs.

In an effort to understand the effectiveness of faculty mentoring programs, an exploratory investigation was conducted. Preliminary results indicate a wide range of indicators of effectiveness, most of which include opinion or satisfaction with the mentoring experience. There is a need for clear and measurable outcome indicators of the effectiveness of mentoring programs.

This interactive presentation seeks to generate a dialogue about the effectiveness of faculty mentoring programs that goes beyond the use of opinion as the primary outcome indicator.

Citations:

Beans, B.E. (1999). Mentoring program helps young faculty feel at home. APA Monitor, [On-line] 30(3), Available: http://www.apa.org/monitor/mar99/mentor.html

Caldwell, B.J., & Carter, E. (Eds.). (1993). The return of the mentor: Strategies for workplace learning. Washington, DC: Falmer Press.

Cawyer, C.S., Simonds, C., & Davis, S. (2002). Mentoring to facilitate socialization: The case of the new faculty member. International Journal of Qualitative Studies in Education, 15(2), 225-242.

Fullerton, H. (Ed.) (1996). Facets of mentoring in higher education. SEDA Paper 94, Birmingham: SEDA Publications

Galbraith, M.W., & Cohen, N.H. (Eds.) (1995). Mentoring: New strategies and challenges. New directions for adult and continuing education, 66, San Francisco: Jossey-Bass.

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Jossi, F. (1997). Mentoring in changing times. Training & Development, 51(8), 50-54.

Kerka, S. (1998). New perspectives on mentoring. ERIC Digest No.194. Columbus: ERIC Clearinghouse on

Kramm, K.E. (1985). Improving the mentoring process. Training and Development April, 40-42.

Designing and viewing a professional development videotape on "Teaching and Learning with Case Studies: Facilitating Case Discussions and Engaging Students"

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Objectives:
Knowledge:

1. Receive a brief overview of the steps involved in developing and producing a professional development videotape
2. Receive an introduction to teaching and learning with case studies - a student-centered constructivist approach to teaching and learning
3. Learn a 5-step process of case analysis, based on the work of John Dewey
4. Observe a case discussion in action
5. View 20 interactive strategies for facilitating case discussions
6. View case study resources

Skills

Have the opportunity to expand teaching pedagogies by exposure to the case method and strategies for facilitating case discussions and engaging students

Attitudes

Develop sensitivity to listening to student responses and in guiding and encouraging student-centered instruction and excellence through the case method.

Intended Audience:
This session would be appropriate for faculty interested in an introduction to teaching with case studies as well interactive strategies for facilitating case discussions.

Activities:
This video introduction to case studies has been shown to be effective and popular with both students and instructors. The 5-step process for case analysis, and the facilitation techniques demonstrated, can also be applied across content areas and disciplines.

HIGHLIGHTS

View an actual case study discussion in progress.

Learn a five-step process for case analysis (McNergney, Herbert, & Ford, 1994)
1.Identifying the issues and facts in a case
2.Identifying differing perspectives and values
3.Identifying professional knowledge needed to inform actions
4.Formulating and prioritizing actions, both short-term and long-term
5.Considering the consequences of such actions, both positively and negatively

View a video clip from “What to Do About Raymond” (Rowley & Hart, 1995). From the video series, Becoming a Star Teacher. Video highlights issues of communication, behavior management, engaging students in relevant material, extra credit, parental involvement, and suspension.

Learn twenty techniques for facilitating case discussions – modeled and demonstrated
· Setting the agenda
· Interviewing
· Follow up
· Role Playing
· Probing
· Elaboration
· Asking for information
· Devil’s Advocate inquiry
· Open-ended questioning
· Active listening
· Alternative perspective
· Drawing out students
· Clarification
· Reinforcing appropriate use of resources
· Polling
· Redirecting
· Compare and contrast
· Positive feedback
· Summarizing
· Closure

Participants will have the opportunity to share the strategies that they find successful when employing problem-based learning and/or case study analysis in the classroom.

Abstract:
The presenter has been teaching with case studies since 1989, and has edited a book, produced a video, and authored or co-authored numerous book chapters on the subject, as well as refereed articles (see references). She has also received numerous awards for her teaching and scholarship with case studies.

Session participants will:

· Receive an introduction to case studies
· Learn a 5-step process of case analysis, based on the work of John Dewey
· View a clip of a video case study dilemma
· Watch excerpts from an actual case study discussion, based on that video dilemma
· Review the 5-step process of case analysis, as the instructor leads the students through each step of the process
· Learn 20 techniques for facilitating case discussions, modeled by the instructor
· Enjoy the rich interplay between the instructor and students in analyzing the case
· Learn the benefits of teaching with cases to improve student competence, problem-solving abilities, and professionalism
· Receive resources and references on teaching with case studies
. Learn how a professional development video was developed

Citations:
Selected Professional Publication

A. Book

Sudzina, M. (Ed.). (1999). Case study applications for teacher education: Cases of teaching and learning in the ontent areas. Boston: Allyn & Bacon. (http://abacon.com/sudzina/index.html)

B. Book Chapters

Sudzina, M. (2003). Creating and producing a videotape on facilitating case discussions. In H. Klein(Ed.), Interactive innovative teaching and training, including distance and continuing education. Madison, WISC: Omni Press.

Sudzina, M., & Sudzina, C. (2003). Insights into successfully teaching with cases on-line: The view from both sides of the 'net. In H. Klein (Ed.), Interactive innovative teaching and training, including distance and continuing education. Madison, WISC: Omni Press.

Sudzina, M. (2000). Innovative resources and strategies for applying cases to teacher education. In H. Klein (Ed.), Complex demands on teaching require innovation. Madison, WISC: Omni Press.

Sudzina, M. (1999). Guidelines for teaching with cases. In M. Sudzina (Ed.), Case study applications for teacher education: Cases of teaching and learning in the content areas. Boston: Allyn & Bacon.
Sudzina, M. (1999). Organizing instruction for case-based teaching. In R. F. McNergney, E. R. Ducharme, & M. K. Ducharme (Eds.), Educating for democracy: Case-method teaching and learning. Mahwah, NJ: Erlbaum.

Sudzina, M. & Kilbane, C. (1994). New contexts for educational case study applications: From the classroom to competition and beyond. In H. E. Klein (Ed.), Learning the doing - doing the learning: The art of interactive teaching. Needham, MASS: World Association for Case Method Research and Application (WACRA).

Sudzina, M. & Kilbane, C. (1992). Applications of a case study text to undergraduate teacher preparation. In H. E. Klein (Ed.), Forging new partnerships with cases, simulations, games and other interactive methods. Needham, MASS: WACRA.

C. Videotape

Sudzina, M. (Speaker) (2002; 2004). Teaching and learning with case studies: Facilitating case discussions and engaging students. Author and producer of a 29 minute professional development videotape funded, in part, by the University of Dayton Fund for Educational Development.

D. Articles

Sudzina, M. (in press). Teaching on-line: The journey of an early adopter. Journal of Excellence in College Teaching.

Sudzina, M. (1997). Case study as a constructivist pedagogy for teaching educational psychology. Educational Psychology Review, 9(2), 199-218.

Grant Activity

Sudzina, M. (2002). The creation of a professional development videotape to highlight successful strategies for teaching with problem-based learning and case studies to enhance student learning. Author and producer. Fund for Educational Development, The University of Dayton. Funded.

Cooperative Group Learning: Who, What, When, Why, and How?

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Objectives:

1. Participants will engage in cooperative learning activities that will enable them to experience the individual and group dynamics that lead to successful cooperative group learning

2. Participants will gain an understanding of the theoretical components that support cooperative learning activities

3. Participants will understand the structural and physical components that lead to the effective development of cooperative learning activities

4. Participants will identify the affective components that lead to effective cooperative group learning

5. Participants will identify the specific group member roles and responsibilities that lead to productive cooperative learning.

6. Participants will identify strategies for the assessment of cooperative learning activities

Intended Audience:

This session is designed with the intent to target an array of participants from various academic, administrative, and professional disciplines. It is especially attractive to those participants who wish to incorporate cooperative and collaborative learning strategies into their classrooms. Cooperative group learning transcends specific content boundaries, as its broad components are specifically designed for individual adaptation to specific content areas and academic disciplines. Therefore, diversity in discipline and profession is actually an invited component for this session.

Activities:

Throughout the presentation, participants will engage in a series of sequential, authentic-based activities that lead to a natural construction of effective cooperative group learning. Participants will initially engage in a large group, "relationship building", activity that addresses the initial affective components of group cohesiveness. Participants will then engage in a large group discussion regarding the specific components that produce effective cooperative learning. Following the discussion, participants will then transition to small groups using a problem based learning activity. Each, small group member will then assume a designated group role for the completion of the cooperative learning activity. Each small group will develop strategies using their individual role responsibilities for material negotiation and merge of their product with products from other small groups. Once the strategies are in place, each small group will merge into a larger group until there is one complete group and the product is completed.

Abstract:

This presentation will introduce participants to the instructional benefits of cooperative group learning, as well as assist participants in the development of effective cooperative learning activities. Cooperative group learning is a powerful, yet fundamental instructional technique that has been supported by both historical and contemporary learning scholars. Dewey (1916) advocated for classroom cooperative group learning, as he likened its inherent socialization characteristics to those displayed in a democratic society. Like Dewey, Lewin (1944) attested to the democratic promises of group learning. He however, added an additional benefit, as he advocated for self and group analysis within experiential group activities. He believed that future opportunities for creativity, learning, and social skill attainment could be enhanced through group analysis and discussion. Commensurate with Dewey's(1916) social connection to learning and Lewin's (1944) proposals for active self and group evaluation, Vygotsky (1962), in his analysis of cognition, proposed that learning occurs as information is shared between cooperative individuals and

as information is disseminated from the more experienced to the less experienced. In accordance with the suppositions of these historical scholars, more recent instructional and learning researchers have added to the benefits attained from cooperative learning and have attested to its inherent affective, motivational, social and academic gains and promises (Cohen, 1994, Johnson & Johnson, 1997, Slavin, 1990).

Inherent within the structure of cooperative group learning are the fundamental components that bridge instruction with academic and social learning. Appreciation for and enrichment in diversity are just two of the many dynamic instructional components that are inherently linked to cooperative learning (Jackson, 1992). Application, transfer, and critical analysis of learning concepts are also positive instructional characteristics that are cited as outcomes of cooperative learning (Kagan, 1993, Johnson & Johnson, 1997). In addition to its cultural and academic promises, cooperative group learning also provides a valuable means for the natural delivery of social skills instruction. Although ideally, cooperative learning groups should be structured so as to represent diversity in race, gender, culture, and language, positive outcomes have been shown to develop from more homogeneous groups that represent diversity in opinion and perception. Within these small groups, students are exposed to situations that provide natural opportunities for the development and on-going practice of intra-group support, interdependence, responsibility, conflict resolution, and mutual respect (Slavin, 1990; Johnson & Johnson, 1997).

Within this workshop, participants will examine the basic, but vital components that structure effective and productive cooperative group learning. Contemporary group research has suggested that interdependence, physical interaction, individual responsibility, social skills, and group evaluation are the definitive components that enhance group productivity and effectiveness (Johnson & Johnson, 1997). Specific group role responsibilities, as well as, fundamental physical and structural components will also be discussed. Each of these components will be examined in a systematic and sequential manner. This process will enable participants to gain an understanding of the theoretical and quantitative research findings that support the use and delivery of cooperative group learning activities. In addition to the theory and research discussions, participants will also engage in activities that promote understanding through the interaction with authentic cooperative learning activities.

Citations:

Cohen, E.G. (1994). Designing group work:
Strategies for the heterogeneous classroom. New York: Teachers College Press.

Dewey, J. (1916). Democracy in education. New York: Macmillian.

Jackson, S. (1992). Team composition in organizational settings: Issues in managing an increasingly diverse work force. In S. Worchel, W. Wood, & J. Simpson (Eds.), Group process and productivity (pp. 138-173). Newbury Park, Ca: Sage.

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Kagan, S. (1993). Cooperative learning and second language. In D.D. Holt (Ed.), Cooperative learning: A response to linguistic and cultural diversity (pp. 9-19). Washington D.C.: Delta Systems and Center for Applied Linguistics.

Lewin, K. (1944). Dynamics of group action. Educational Leadership, 1, 195-200.

Slavin, R.E. (1990). Research on cooperative learning: Consensus and controversy. Educational Leadership, 47, 52-54.

Vygotsky, L. (1962). Thought and language. Cambridge, MA: MIT Press

Measure for Measure: Process-Oriented Techniques for Teaching and Evaluating Research Paper Writing Skills in Non-Writing Courses

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Objectives:
To provide an opportunity for participants to:
1. Clarify their goals for requiring a course research paper
2. Reflect on how students versus instructors typically view research paper writing
3. Develop teaching strategies and techniques that benefit both students and teachers in the research paper writing process

Intended Audience:
College and university professors interested in developing teaching effectiveness and enhancing student success in research paper writing skills in non-writing courses

Activities:
1. Students' versus educators' perception of the research paper process
   A. Participant one-minute writing exercise
   B. Group discussion of the goals of requiring a research paper
2. Presentation of challenges and premises involved in teaching and evaluating research paper writing skills in non-writing courses
3. Discussion of techniques for teaching and evaluating research paper writing
   A. Process-oriented writing exercises
   B. Process-based grading of papers
   C. Follow-up evaluation

Abstract:
Research papers are commonly required throughout a range of college classes, from freshmen writing courses to capstone courses in most academic disciplines. Nonetheless, many students and instructors approach the research paper requirement with a combination of trepidation and antipathy. Instructors of non-writing courses cite philosophical and practical objections to the value of the research paper requirement, including deficient student analytical and writing skills, inadequate library resources, rampant plagiarism, and inadequate time to provide effective writing feedback (Larkin, 2000; Schwegler & Shamoon, 1982). Instructors face other challenges in requiring research papers in non-writing courses, including working with students who use English as their second language and teaching students how to appropriately utilize electronic databases and internet information (Klein, Yarnall, & Glaubke, 2003). Furthermore, while most instructors of non-writing courses see the research paper as an analytical and argumentative exercise, most students view research writing as factual and informative, and as a prescriptive process (Larson, 2000).

The session facilitator approaches the instruction of research paper writing skills with the premise that a research paper component in a non-writing course is not intended to improve students' writing per se, but to help students master the content and skills of the course. Using research papers to evaluate how well students ask course-related research questions, evaluate relevant academic research, and draw conclusions nonetheless reflects their mastery of writing and analytical skills (Walvoord & McCarthy, 1990). Writing reflects thinking skills, and writing well takes time, practice, and opportunity for reflection on the process (Sommers, 1980). Thus, when instructors in non-writing courses provide explicit guidance for developing, writing, and revising a course research paper, students are better able to see the connection between writing and thinking in the discipline.

Both instructors and students can benefit from applying explicit instructional goals and strategies to the research paper writing process. A process-oriented approach to instructing research paper writing fosters sustained intellectual effort in comprehension, application, and synthesis of course material and allows students to more clearly understand the analytical steps involved in the research writing process (Kloss, 1996 ; Procidano, 1991; Rileigh, 1998). Developing good assignments and clear evaluation criteria also allows instructors to integrate course content into writing assignments, to develop pragmatic, efficient methods for giving constructive feedback, and to eliminate plagiarism and derisory final papers which are essentially first drafts (Bean, 2001; Weaver, 1998).

This session highlights the research literature on the development of research paper writing skills and identifies useful techniques for instructing students on writing in the disciplines. The facilitator will build upon her experience and a review of the relevant literature to discuss ways to improve instructional practices in teaching and evaluating research writing. First, the facilitator will address the importance of having students complete the research paper in a process-oriented fashion. Examples provided for discussion include using paper completion checklists, utilizing designated writing exercises, requiring multiple drafts, and facilitating peer review. Second, the facilitator will discuss techniques for efficiently and effectively evaluating drafts and grading final papers. Examples of graded student papers will be reviewed for participant feedback. Third, the facilitator will describe the value of conducting follow-up evaluation of students' learning, using a prepared evaluation survey to advance discussion. Opportunities for discussion and use of examples in the session will provide participants with ideas and reference materials for implementation in their own courses requiring research papers.

This session is directed toward college and university faculty who are interested in developing teaching effectiveness and increasing student success in research paper writing skills. The facilitator's aim is to foster participants' familiarity with a set of instructional practices to improve the teaching of research paper writing in non-writing courses.

Citations:

Bean, J.C. (2001). Engaging ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom. San Francisco: Jossey-Bass.

Klein, D.C., Yarnall, L., & Glaubke, C. (2003). Using technology to assess students' web expertise. In Harold F. O'Neil & Ray S. Perez (Eds.), Technology applications in education: A learning view (pp. 305-320). Mahwah, New Jersey: Lawrence Erlbaum Associates.

Kloss, R.J. (1996). Writing things down vs. writing things up: Are research papers valid? College Teaching, 44(1). 3-7.

Larkin, G. (2000). The value of the research paper in the nineties and beyond. In J.E. Ford (Ed.), Teaching the research paper: From theory to practice, from research to writing (pp. 113-129). Lanham, Maryland: The Scarecrow Press.

How Mediation Can Help Students Learn to Learn

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Objectives:
Participants will be able to
1. Define the Mediated Learning Experience according to Reuven Feuerstein (MLE).
2. Know why it is important in helping students learn to learn.
3. Become familiar with the characteristics and parameters of MLE.
4. Take away ideas for implementing MLE with their own children or college students.

Intended Audience:
Any person who assumes the role of a teacher, either to his/her own children or to a classroom of students can benefit from attending this workshop to learn more about how to implement the Mediated Learning Experience. Teachers of remedial students probably will see the most apparent benefit, but gifted students often need this type of interaction in their learning experiences because though they are gifted in one area, they are often lacking in another.

Activities:
1. After hearing an explanation of what the Mediated Learning Experience is, how it works, and why it is needed, workshop participants will meet in small groups to discuss specific applications for their own students using the parameters of the MLE.
2. Participants will be given handouts about the MLE to guide them in their discussion.

Abstract:
Research* indicates that for a student to be "ready to learn," four factors influence that readiness:
1) the student's disposition for learning
2) adequate cognitive functioning
3) adequate knowledge base
4) adequate study skills
As the student progresses through the informal and formal intelligence-enriching experiences (most often referred to as "school"), each of these four factors can be modified so as to increase the student's propensity for improvement. This positive change is brought about through an intervention process known as Mediated Learning Experiences—essentially the intentional planned interaction between the learner and the teacher so as to help the student focus his/her interpretation of the learning stimuli. The mediator selects, organizes, and schedules the stimuli to turn them into planned determinants of behavior instead of randomized stimuli. The two main goals of mediated learning are 1) to foster a disposition for learning and 2) to identify and correct cognitive deficiencies (factors 1 and 2 that influence learning readiness).

As their learning progresses, students exhibit various weaknesses, or deficiencies, in their learning behavior. Such areas of possible deficiencies in college students are
-- the ability to bridge the immediate encounter to broader issues of experience
-- the motivation to learn
-- behavior control (reflective/impulsive)
-- degree of self trust and belief in their ability to achieve
-- degree of anxiety in approaching new material

Each of these characteristics is measurable and thus can be modified with planned intervention by the teacher using the parameters of mediated learning.

*The information in this presentation is published in the research findings of Dr. Reuven Feuerstein of Jerusalem, Israel, Dr. L.H. Falik of San Francisco, California, and Dr. Martha Wood of Forest Park, Georgia. Dr. Feuerstein is recognized for his work during the past forty years in intelligence theory and training; Dr.Falik and Dr. Wood are Educational Consultants who trained under Dr. Feuerstein and now train teachers in the U.S. under Feuerstein's umbrella institute of the International Center for the Enhancement of Learning Potential.

Citations:

The International Center for the Enhancement of Learning Potential (ICELP). Feuerstein's Theory & Applied Systems: A Reader. Jerusalem, Israel. 2003.

Wood, Martha M. Cognitive Enrichment Through the Implementation of Feuerstein's 'Instrumental Enrichment' Teacher Training, Level 1. Lake City, GA: Southeastern Center for the Enhancement of Learning. 2003.

Personal Priorities: Their Usefulness for Teaching and Learning

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Objectives:
Participants will:
-examine the meaning of "life style" according to the Adlerian Psychology perspective
-engage in a "personal priorities" interactive exercise
-discuss the implications of the "results" for their roles as instructors and their approach to teaching e.g. their strengths and possible areas to be strengthened
-formulate ways this exercise could be used with students to meet certain learning objectives within their courses

Intended Audience:
Although a faculty member in any discipline could participate, it is most appropriate for faculty teaching in disciplines such as education, sociology, psychology, social work, child and family studies.

Activities:
Following a brief introduction to relevant Adlerian concepts, participants will engage in an exercise, "Personal Priorities." This exercise will begin with participants self-selecting into four small groups based upon their "priority." The small groups will identify common characteristics and will respond to such questions as: "How does being precise...idealistic...affect your performance as an instructor?" Following the discussion, the participants will discuss the implications of their "personal priorities" for interpersonal relationships, especially relationships with students, and their role as instructors, the strengths and weaknesses they have, and the usefulness vs. uselessness of certain behaviors in which they engage. Although the content may seem "heavy," this is a very energizing, fun exercise that is facilitated with humor and from a strengths perspective.

Abstract:
According to Alfred Adler there are two basic human dynamics: social interest and a striving for significance. In our attempts to express social interest and to strive for significance, we are moving through life in certain ways. The way in which we move through life is referred to by Adler as "life style." Our life styles are the essence of who we are; they are based on a series of conclusions about ourselves, other people, life, and the world in which we live. It directs us in terms of what is wrong or right for us, what we should and should not do, and how we interact with others (Manaster and Corsini, 1995). Thus, our life styles affect such things as our relationships with one another, our attitudes toward life and learning, and our acceptance or rejection of certain behaviors. This workshop will engage participants in a "Personal Priorities" exercise which will help them gain a better understanding of their own life styles, and to explore how their unique styles impact their approach to teaching, their expectations of students, and their typical ways of interacting with others (Eckstein, 1996).

In pairs or trios participants will then discuss which of their qualities are useful to them in the classroom and identify new behaviors and strategies that could enhance their effectiveness as instructors. After this discussion, participants will focus on ways the exercise could be used in their courses to meet designated learning objectives. Although the exercise can be used in a variety of ways, this instructor will describe how she has used it to help students increase their self awareness related to being a professional practitioner, explore their strengths and areas for improvement as leaders, and to personalize theoretical material. The final "task" for participants will be to identify an action plan i.e. one or two improvements they would like to make and how they would accomplish the goal/s.

Citations:

Eckstein, Daniel. (1996). The theory and practice of life style assessment. Dubuque, IA: Kendall-Hunt Publishing Co.

Manaster, G.J. and Corsini, R.J. (1995) Individual psychology. Chicago: Adler School of Professional Psychology.

Teaching to the Different Generations of Students: Baby Boomers, GenXers, NetGens, and Millennials

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Objectives:
At the completion of this presentation, participants will be able to:
recognize the characteristics of andragogy (adult learning);
identify the different "generations" of students in our classes;
identify the characteristics of each of these "generations";
understand the generational issues reflected in our classrooms;
discuss what impact these different "generations" have on our classes;
apply these differences to the possible teaching and learning strategies in the classroom.

Intended Audience:
Faculty and faculty developers

Activities:
Discussion
PowerPoint presentation
Brainstorming
Scenario possibilities for a one-hour class

Abstract:
Generational issues are, in fact, part of higher education teaching. Adult learning (andragogy) has its own unique characteristics, but within our adult student population we have a number of groups (generations). We have the baby boomers, the mature population, the Generation X and Gen "Y" people, and the Millennials. We'll look at trends of the information-age mind set as well as the skills our students now have compared to those skills of their teachers. Knowles, Wendover, Raines, Levin and Arafeh, and Levine and Cureton tell us it is a very different world in which we now teach. Students don't consider computers "technology," but rather just what they use to go about living. There's a zero tolerance for delays. Today's "traditional age" student spends at least 11 hours per week online, and 84% of the students own their own computer. So, what's all this mean in the classroom?

Citations:
Knowles, Malcolm. Adult Learning. (1980).

Laird, D. (1985) Approaches to Training and Development (2nd). Addison-Wesley.
Levine, Arthur, and Jeanette S. Cureton. (1998). When Hope and Fear Collide: A Portrait of Today's College Student. Jossey-Bass.

Levin, Douglas, and Sousan Arafeh, "The Digital Disconnect: The Widening Gap between Internet-Savvy Students and Their Schools," August 2002, http://www.pewinternet.org/reports.

Raines, Claire. "Managing Millennials." (2002). http://www.Generationsatwork.com/articles/millenials

STARLINK, Texas Association of Community Colleges. "Educating the NetGen" videotape. (down linked January 2004).

Wendover, Robert W. "From Ricky & Lucy to Beavis & Butthead: Counseling the Other Generations" EAP Association Exchange, September-October 2001, v31, i5, p. 26.

The Gateway to Educational Materials (GEM) Consortium Project <www.thegateway.org>

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Objectives:
The Gateway.org <www.thegateway.org>. By searching and/or browsing this catalog of meta-data records, educators can find teaching resources more efficiently and with more precision. The Gateway to Educational Materials is a Consortium effort to provide educators with quick and easy access to thousands of educational resources found on various federal, state, university, non-profit, and commercial Internet sites. GEM is sponsored by the U.S. Department of Education's Educational Digital Library Initiatives.

Intended Audience:
Educators of all levels. A growing number of states and organizations are using GEM, including PBS, Michigan Teachers Network, Align to Achieve, and a project supported by the Office of Educational Technology -- the Partnership for 21st Century Skills. Several of these organizations are mapping instructional resources to state academic standards using GEM. The aim is to allow educators (of all levels)to identify instructional resources for areas where academic improvement is needed.

Activities:
This session describes the background, research foundations, and future efforts of the Gateway to Educational Materials (GEM) Project <www.geminfo.org>. GEM is sponsored by the U.S. Department of Education with the goal of providing efficient and effective access to collections of educational materials distributed across the Internet. Excellent handouts available.

Abstract:
The Gateway to Educational Materials : GEM (U.S. Department of Education initiative), is a consortia effort to create an operational framework providing teachers with easy, precise access to Internet-based lesson plans, curriculum units and other quality educational materials, already available on various federal, state, university, non-profit, and commercial Internet sites.

It has long been recognized that traditional searching technologies do not meet the needs of users, particularly when they are searching for materials in distributed collections, such as those found on the Internet.

GEM solves this resource discovery problem through the use of meta-data. Based on research on how teachers look for educational resources, GEM developed a set of 23 elements, using the Dublin Core as a base referent. Software developed by GEM allows users to create meta-data records that describe and point to the educational resources.

These records are then collected together at a central location, forming The Gateway, where educators can search for resources.

In its first year, GEM established and developed the architecture, software, and training materials necessary to build and maintain GEM. Currently, GEM is making improvements in software and soliciting high quality resource collections for The Gateway.

Current goals and enhancements will be based on ongoing research and evaluation, and include:

- the ability to search by state and national curriculum standards
- expanding elements and vocabularies in postsecondary levels of education
- continuing research in cross-domain searching and systems interoperability

Citations:
More than 40,000 resources are now available through the Gateway, and over 700 organizations have joined the GEM Consortium:

http://geminfo.org/Consortium/members.html#Collection

Effectively Blending Face-to-Face and Online Learning: Touring a Project-Based Hybrid Course

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Objectives:
Knowledge – participants will:
• learn definitions of blended/hybrid learning
• acquire an understanding of the effective application of online tools; including the use of online tools used for communication and collaboration
• increase their familiarity with project-based online activities

Skills – participants will acquire skills enabling them to:
• design blended/hybrid learning courses
• design projects that require students to learn and apply new computer technology skills
• design projects that require students to use higher order learning skills
• make software and course delivery system decisions

Attitudes – participants will be given opportunities to:
• see the effectiveness of varying degrees of blending online tools with face-to-face learning environments
• increase their awareness and determine the benefits of this pedagogy

Intended Audience:
1. College/university faculty who have considered using online tools and environments to enhance the face-to-face classroom experience;

2. College/university administrators who have considered the strength of supplementing face-to-face courses with online elements and need to increase their knowledge of faculty, student, and technology support;

3. College/university instructional technologists and instructional designers who would like to see one application of he blended environment and the needed support and development issues;

4. College/university students who are interested in the impact of blended learning environments on their educational experience.

Activities:
Participants will be discussing, questioning, and interacting with the presenter. With the use of a wireless mouse, participants will have opportunities to navigate through the course modules on the instructor's website. The emphasis will be the design of activities that utilize the strengths of the blended learning environment.

Using the presenter's course as a model, the audience will collaborate on the development of a simple activity and then apply blended environment principles.

Participants will be given a handout to overview the presentation and provide access to online resources.

Abstract:
The enhancement of face-to-face classroom with online tools is an exciting venture for both students and teachers. The course 'Instructional Media and Technology' is a graduate course that targets a variety of computer technology

skills, addresses issues of technology use in the teaching/learning environment, provides opportunities for building community, and allows students to experience the ease of creating powerful interactive technology rich lessons.

The course meets face-to-face four times throughout the semester, so the instructor's website is used to deliver the course modules and WebCT is used for synchronous and asynchronous communication and collaboration. This presentation will concentrate on the application of project-based learning within the blending environment.

By providing adult students with the online option, we are respecting their needs as busy professionals and f ollowing basic adult learning principles. Alfred Knowles, in discussing the theory of andragogy, states that adults are self-directed learners and as such should be given opportunities "to identify human, material, and experiential resources for accomplishing various kinds of learning objectives; to design a plan of strategies for making use of appropriate learning resources effectively; and to collect evidence of the accomplishment of learning objectives and have it validated through performance" (Knowles, n.d.).

This course is designed to meet these and other needs of adult learners. Relationships between and among the instructor and students are reinforced by supplementing online interactions with in-person meetings. Dziuban and Moskal (2001) found that blended courses produce comparable or superior success to face-to-face or fully online courses. With this in mind, it is important to examine the components of blended/hybrid learning.

Aycock, Garnham and Kaleta (2002) report several principles for creating hybrid courses, many of which have been applied to the development and design of this course: redesigning a face-to-face course for a blended environment is time-intensive; start small and keep it simple; hybrid courses facilitate interaction between and among students and their instructor; include an orientation to the online element to assist students in developing the needed technology skills; and the emphasis is on pedagogy, not technology."

The instructional design and implementation of 'Instructional Media and Technology' have resulted in students gaining an appreciation for the online learning environment and embracing the possibilities that their new technology skills provide. Student grades have been consistently high and attrition has not been an issue. This course has become wide-reaching, drawing graduate students from numerous disciplines across the Illinois State University campus.

Citations:

Aycock, A, Garnham, C. & Kaleta, R. (2002, March) Lessons Learned from the Hybrid Course Project. Teaching with Technology Today, 8,(6). Retrieved May 25, 2004 from, http://www.uwsa.edu/ttt/articles/garnham2.htm

Dziuban, C. & Moskal. (2001). Evaluating distributed learning at metropolitan universities. Educause Quarterly, 4. Retrieved May 25, 2004 from, http://www.educause.edu/ir/library/pdf/EQM01412.pdf

Knowles, M. (n.d.). Lifelong learning: A dream. Retrieved May 25, 2004 from, http://www.newhorizons.org/future/Creating_the_Future/crfut_knowles.html

When Reconstructionism meets Research Writing Across the Curriculum: Optimizing connections in the university curriculum

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Objectives:
After attending this session, participants will be able to

1. Reflect on their philosophies and methods of planning, instruction and assessment, and relationships between them.
2. Describe viable library research topics in their content area.
3. Team teach the library research and writing process for their discipline with research librarians.
4. Evaluate student work as a function of both process and product artifacts.
5. Incorporate process analysis as a planning, instruction, and assessment tool in courses they teach.
6. Incorporate research essays as a component of courses they teach.
7. Develop student research assignments that are consistent with constructivist principles.

Intended Audience:
This presentation is geared toward practicing instructors and research librarians, particularly at the college level though not restricted to it.

Activities:
Our presentation will use an active learning and reflection tool for instructors concerning methods, expectations, and current and desired student success levels, particularly in student research assignments. This instrument will generate active individual participation and reflection, then small and large group discussion, while concomitantly laying the foundation for presenters' description of an integrated research initiative involving students in all disciplines, their instructors, and research librarians.

Abstract:
Summary: This presentation is designed to provide a rationale, demonstration, and analysis of a constructivist approach to research paper writing across the curriculum at the college/university level, and emphasize collaboration with information specialists (librarians) as a well-developed institutional resource. The session gives participants a hands-on review of key aspects of their own curriculum design and assessment practices. The presentation features a description and simulation of a team teaching instructional strategy where the research librarian and course instructor pool knowledge and resources to create a library database specifically geared to the exigencies of specific paper assignments. It will be demonstrated that this approach to the research process works well across the curriculum. This session shows instructors the importance of process to the research writing experience, and a rubric for the assessment of both students' research processes and final papers. Additionally, the added value of directly involving the library in the research process for both instructors and students will be illuminated. The presentation begins with a participant self-assessment and discussion, features access to and an exploration of one library/discipline research website, and concludes with participant questions, answers, and ideas.

Citations:
Ideas presented in this summary and presentation are consistent with active learning values as demonstrated in texts including the following:

Bodrova, Elena; (2003) Vygotsky and Montessori: One Dream, Two Visions. Montessori Life, v15 n1 p30-33

Dewey, John. Democracy and education : an introduction to the philosophy of education. New York : The Free Press; 1966.

Dickstein, Ruth; McBride, Kari Boyd; (1998) Listserv Lemmings and Fly-brarians on the Wall: A Librarian-Instructor Team Taming the Cyberbeast in the Large Classroom. College & Research Libraries, v59 n1 p10-17.

von Glasersfeld, E. (1995). Radical constructivism: A way of knowing and learning. London/ Washington, DC.: Falmer Press.

von Glasersfeld, E. (1997) Amplification of a constructivist perspective. Issues in Education, Vol. 3 Issue 2, p203,

GOODLAD, JOHN I. (1966) THE DEVELOPMENT OF A CONCEPTUAL SYSTEM FOR DEALING WITH PROBLEMS OF CURRICULUM AND INSTRUCTION.; California Univ., Los Angeles., 1966.

Goodlad, John I. (1994) Educational renewal : better teachers, better schools / San Francisco : Jossey-Bass.

Henson, Kenneth T. FOUNDATIONS FOR LEARNER-CENTERED EDUCATION: A KNOWLEDGE BASE. (2003) Henson, Kenneth T. Education, Vol. 124 Issue 1, p5.

Jaramillo, James A. (1996) VYGOTSKY'S SOCIOCULTURAL THEORY AND CONTRIBUTIONS TO THE DEVELOPMENT OF CONSTRUCTIVIST CURRICULA. Education, Fall96, Vol. 117 Issue 1.

Kroll, Linda. (2004) Constructing constructivism: how student-teachers construct ideas of development, knowledge, learning, and teaching. Teachers & Teaching, Vol. 10 Issue 2, p199.

Phillips, D.C. (1997). How, why, what, when, and where: Perspectives on constructivism in psychology and education, Issues in Education, 3(1): 151-194.

The "Art" of Comprehension

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Objectives:
Jerome Bruner states in his article, Reading for Possible Worlds, that reading a text is a way of "making interpretive leaps into possible worlds" (2000, p.31). These interpretive leaps are essential to making meaning or sense of text. Bruner's hypothesis that "good" or "deep" reading evokes varied responses is grounded in earlier research (Beach, R., 1993; Rosenblatt, L., 1978; & Wells, G., 1986), on reading comprehension and reader response theories. It is through these responses that readers and educators are able to connect the "affective and the efferent" stances of reading (Rosenblatt, 1978).

Written responses in traditional formats such as summaries and book reports often only tap into the literal parameters of meaning. Allowing readers to vary their responses through games, songs, art, and other alternative forms enables them to utilize all three parameters of the learning process: cognitive, affective, and textual. Using alternative responses helps teachers and readers to better understand the reading process and to more effectively assess comprehension of text.

Intended Audience:
Teachers, educators any level.

Activities:
-Participants will draw or paint a response to a story. (Create an art piece).
Show examples on power point.

Abstract:
Jerome Bruner states in his article, Reading for Possible Worlds, that reading a text is a way of "making interpretive leaps into possible worlds" (2000, p.31). These interpretive leaps are essential to making meaning or sense of text. Bruner's hypothesis that "good" or "deep" reading evokes varied responses is grounded in earlier research (Beach, R., 1993; Rosenblatt, L., 1978; & Wells, G., 1986), on reading comprehension and reader response theories. It is through these responses that readers and educators are able to connect the "affective and the efferent" stances of reading (Rosenblatt, 1978).

Written responses in traditional formats such as summaries and book reports often only tap into the literal parameters of meaning. Allowing readers to vary their responses through games, songs, art, and other alternative forms enables them to utilize all three parameters of the learning process: cognitive, affective, and textual. Using lternative responses helps teachers and readers to better understand the reading process and to more effectively assess comprehension of text.

Citations:
Beach, R., (1993). A teacher's introduction to reader response theories. Urbana, IL: National Council of Teachers of English.

Bruner, J., (2000). Reading for possible worlds. National Reading Conference Yearbook, 49, pp 31-40.

Rosenblatt, L., (1978). The reader, the text, the poem: The transactional theory of the literary work. Carbondale: Southern Illinois University Press.

Wells, G., (1986). The meaning makers: Children learning language and using language to learn. Portsmouth, NH: Heinemann.

A Real World Experience:
Experiential-Learning for Undergraduates

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Objectives:
This presentation will:
• Discuss the implementation of an experiential component to a senior level course
• Provide an opportunity for attendees to gain an understanding of the advantages and disadvantages of the experiential component
• Share the lived experiences of the students participating in experiential-learning experiences and examples of successful experiential experiences
• Encourage participant involvement in the discussion of additional experiential opportunities in the classroom
• Share the students perceived impact on his or her future after participating in a course conducted using an experiential-learning approach
• Enhance the attendees' understanding of experiential learning

Intended Audience:
This presentation/workshop will be insightful and is appropriate for instructors from all disciplines interested in adding an experiential learning component to their course of instruction.

Activities:
This presentation will share the development and findings of a phenomenological study looking at the experiential-learning experiences of undergraduates in three different programs.

Abstract:
Experiential-learning is learning by "doing" – learning through an experience. This method of learning has been around for ages; yet, we do not use this method as a valid training tool to its full potential. With the increase in class size and the demands on the economy, schools are finding it more difficult to provide a "real world" experiential experience.

John Dewey's Experience and Education published in 1938 serves as a model and inspiration for progressive educators in the 1930s. We saw a resurgence of this in the 1960s by those who wanted to introduce more experiential-learning into the educational system. (Kraft, 1995)

Today, many students seek ways to enhance their learning, add creditability to a resume, and look for ways to enhance their job prospects by gaining experience in the professional world prior to graduation. Many colleges and universities may also provide this experiential-learning experience through the co-ops and internship programs partnering with many for profit and not-for-profit organization.

In the year 2000, there were over 3900 institutions of higher learning in the United States. Many of the students at these institutions seek ways to enhance their learning and job prospects by gaining experience in the professional

world. This experience can come in the form of an internship or cooperative opportunity with an existing business. However, not everyone has the opportunity, or desire, to spend the additional time such an internship or co-op program would add to their years of education.

An alternative option for students to gain an internship-type experiential-learning opportunity is by enrolling in a course with an experiential-learning approach. But, before we go off and start such a class, one should heed the advice from John Dewey, the genesis of the modern day experiential-learning theorist.

"Knowledge must be linked to experience, not set apart in "**Abstract**, bookish" forms divorced from life. It must be grounded in "the depth of meaning that attaches to its coming within urgent daily interest." Nevertheless – and here is Dewey's caveat to educators – "mere activity does not constitute experience." Rather, experience involves both "trying," and active component, and "undergoing," a passive one. (Hutchings & Wutzdorff, 1998)

Insights into HR Applications: An Experiential Approach provides an example of a course providing a "real world" experience utilizing the students' learned skills, education, and experience toward solving actual business human relations/human resource issues. The students are part of a consulting team partnering with the professor, meeting with the client and addressing human resource, training, and developmental issues through research, discussions and collaborative problem-solving.

These classes consist of research process and exposure to a sector of an organization in which the student will complete a needs analysis, SWOT analysis, GAP analysis, conduct follow-up, make recommendations, and deliver a product addressing the problem(s).

Student responses will be shared with the participants and the research findings from the studies will be presented. Also in this session, we will look at these comparisons and at the applications toward teaching. It will also provide ample opportunities to address any questions and insights as a result of the presentation.

Citations:

Distribution of Higher Education Institutions by 2000 Carnegie Classification. (2003, January 2000). Retrieved December 16, 2003, from http://www,carnegiefoundation.org/Classification/CIHE2000/Tables.htm.

Hutchings, P. & Wutzdorff, A. (Eds.). (1998). New Directions for Teaching and Learning (Fall 1008 ed. Vol. 35). San Francisco: Jossey-Bass, Inc.

Kraft, R.J. (1995). A Century of Experiential-learning. In R.J. Kraft & J. Kielsmeier (Eds.), Experiential-learning in Schools and Higher Education. Boulder: Association for Experiential Education.

Rants, Ramblings, and Arguments: Analyzing Letters to the Editor

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Objectives:

·To illustrate, through active learning, how letters to the editor can help teach critical thinking skills, particularly the analysis and understanding of argument;

·to provide a template, or guide, for identifying and analyzing argument in letters to the editor (and other forms of writing);

·to show how the template can be used to construct original arguments across the disciplines.

Intended Audience:
Audience

This presentation intends to help instructors in a number of disciplines—particularly, those who teach critical thinking, English composition, and communication courses—to use readily accessible public writing to teach students the basics of clear argument (when argument is present, what its main parts are, and whether it is sound).

Activities:

Participants in this session will
·read and examine a variety of letters to the editor;
·read and discuss a template that students use to analyze argument in letters to the editor;
·use the template as a guide to determine if a letter contains an argument;
·paraphrase each letter to determine if the premises and conclusion necessary for an argument—whether sound or not—are present;
·discuss the effectiveness of the letters in asserting opinion that is supported by distinct reasons;
·practice constructing short arguments using the template.

Abstract:
Summary and Background

Over the past few decades, researchers such as Cotton (1991) and Paul (1992) have emphasized the necessity of instruction in critical thinking at the elementary, secondary, and post-secondary levels. Developing higher-order thinking skills, most educators believe, can help students improve their academic performance and enhance their social and civic awareness. Many colleges and universities have made critical thinking a campus-wide learning outcome by requiring introductory course work and addressing this outcome across the curriculum. A requisite part

of this emphasis on critical thinking in the higher education curriculum is argumentation. Indeed, for students to become independent thinkers, they need instruction in formal logic and argument (Gocsik, 1997).

In their Critical Thinking 1101 courses at Clayton College & State University, the presenters often use media resources for argument analysis. Public discourse contains arguments (and attempts at arguments) on an array of topics and in various formats. Letters to the editor—topical writings available each day in print or online—provide an ongoing forum for public opinion (Ramage, Bean, and Johnson, 2004, p. 33). Because these letters make assertions, and often do so forcefully, the typical reader equates these opinions with argument. These letters, however, diverge markedly in their content, structure, clarity, and focus: some are impassioned rants, some are ramblings, and some are fairly reasoned discourse. To distinguish those letters that are arguments from those that are non-arguments, students must understand exactly what the writer claims and how the writer supports the claim. If students can paraphrase the premises and conclusion, then the letter is indeed an argument. Once students identify this basic argument structure, they can determine if the conclusion—the writer's ultimate claim or point—actually follows logically from the premises.

In this session, the presenters provide a template that serves as a framework for analyzing letters to the editor. This session will also include discussion of the template's usefulness in analyzing argument in other forms of writing and constructing original arguments across the disciplines.

Citations:
Selected References

Cotton, K. (2001). Teaching thinking skills. School Improvement Research Series. Retrieved Apr. 24, 2004, from Northwest Regional Educational Laboratory Web site: http://www.nwrel.org/scpd/sirs/6/cu11.html

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Group Projects: Moving Beyond the Classroom with Experiential Learning

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Objectives:
Conference participants will:
1. Heighten their awareness of strategies to facilitate student engagement
2. Explore ways to integrate group dynamics into the teaching-learning process
3. Gain ideas for engaging students in dialogue, moving the teaching-learning experience from a passive to an active process
4. Return to the classroom with concrete suggestions for projects and tools to evaluate student learning

Intended Audience:
Faculty members interested in designing teaching-learning strategies to promote activity and dialogue which moves learning beyond the classroom walls. Participants will be exposed to a group project model with concrete tools to apply to their discipline-specific needs

Activities:
1. Brief presentation of an overview of a group project model
2. Envisioning ways that group projects could be integrated into faculty's discipline-specific teaching-learning experience
3. Provide handouts summarizing the group project model and project evaluation tools

Abstract:
The advent of technology in our classrooms coupled with diverse student bodies can readily lead to passive learning situations. Teachers can find it difficult to consider as many as four generations of multicultural students in a classroom when attempting to plan strategies that will facilitate the learning of all. At times, it is easier to take the path of least resistance and lecture! However, current teaching-learning literature emphasizes that active teaching strategies more readily facilitate life long learning. Engaging students in the learning process and helping them recognize their responsibility for their learning can be challenging. Learning theory tells us that learning takes place when a new experience is connected to previous learning. The presenters found that utilizing a group project to bring learning alive allows this transition to occur. We will present our group model project and discuss how it plays out over the semester to stimulate active learning and create opportunities for dialogue. We will give concrete examples of how this project works to shift responsibility for teaching-learning to the individual student. This group project model recognizes student diversity and utilizes it to enhance student engagement and group performance. While this is a challenge for the teacher, it is also a rewarding opportunity to facilitate an education for diverse groups of students.

Citations:
Angelo, T. A., & Cross, P. K. (1993). Classroom assessment techniques: A handbook for college teachers (2nd ed.). San Francisco: Jossey-Bass

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Lessons Learned in Administering Large Classes

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Objectives:
To know what is available to help manage both large and small classes.

Build the basic knowledge skills in how to use the web to assist in content delivery, i.e., what works and what doesn't.

- How to motivate students to read materials before attending class.
- How to motivate students to work with class materials, i.e. new ways to study.
- How to motivate students to converse among themselves about your class!

Why would teachers want to use these materials?

- Students LOVE it!
- Students learn more.
- The teacher spends more time teaching and less time assessing skills.

Intended Audience:
Teachers and those studying Computer Assisted Instruction (CAI) Design.

Activities:
Audience members are asked to discuss problems encountered in class administration. After some presentation, audience members work from prepared lists to find ways to use these technologies.

The presentation will include a demonstration of WebCT and CAI software that incorporates PowerPoint, notes, video and graphics.

Abstract:
This presentation is part of an excellence in teaching program seminar at the University of Nevada called "Handling Hordes: Teaching Large Classes Effectively." It brings the experience of teaching over a dozen class sections of 150 to 200 students. The presentation teaches instructors to reduce their administration time by 50% to 80%. It is chock full of ideas on how to handle more students with less help from teaching assistants. Instructors learn how to spend more of their time with the students and less time dealing with paperwork. Students become teachers in their own right. They share knowledge with each other. A community is built within a class section – all with the help of available (and often inexpensive) courseware.

Citations:
Handling Hordes: Teaching Large Classes, VHS, 55 minutes. Continuing Education Office, Purdue University, 1991.

MacIntosh, M., Handling Hordes: Teaching Large Classes Effectively, Workshop presented by Academic Affairs, University of Nevada, 2002.

Twigg, C., Improving Learning & Reducing Costs: Redesigning Large-Enrollment Courses, The Pew Learning and Technology Program, Rensselaer Polytechnic Institute, 2001.

Math Errors = Medication Errors: A web-based tutorial for nursing students.

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Objectives:
This presentation will provide the audience with the opportunity to view an innovative approach to helping undergraduate nursing students (many of them 'word-learners')to master the needed math skills to safely administer medications.

Intended Audience:
The presentation will be of interest to nursing instructors and teachers with students encountering difficulty with basic math skills.

Activities:
The presentation will include sample problems a student might encounter, stories of the results of inaccuracy and a demonstration of the on-line program including Flash animations.

Abstract:
Nursing Math Tutorial Description

The web-based Nursing Math Tutorial placed second in the North American Web Awards for Educational Technology in 2003. The tutorial was designed by nursing instructor, Roslyn Weisgerber, Instructional Designer Amanda Coolidge, Graphic Artists, Maris Mosenko, and Student Media Developer, Cindy Yu, at Mount Royal College, in Calgary, Alberta, Canada. The purpose of the tutorial is to help students review and apply basic math skills to practical nursing situations. Having it on-line allows students to work from home at their own pace and repeat sections as needed. Since students must attain 90% or more on medication competency tests, preparation and remedial work have been time consuming and stressful for both faculty and students. The math component is incorporated into all clinical courses across the Athabasca University at Mount Royal College Bachelor of Nursing Program. The tutorial is comprised of four modules: Basic Math Review, Medication Administration, Intravenous Therapy and Intravenous Medication Administration, and Pediatric Medication Administration and Intravenous Therapy. Each module is divided into sections and within these sections are Flash animations to demonstrate the math application, practice problems with answers and explanations, and access to pre and post assessments located within Blackboard. These pre and post assessments provide automatic feedback to students and allow unlimited opportunities to practice. Actual testing is done in a supervised computer lab on campus. It is anticipated that more students will be successful on the first testing and that retention of material from course to course will be increased. Informal questioning indicates that students who use the tutorial for preparation appreciate its design. Some early problems with the pre and post assessments on Blackboard have been resolved. Fewer students had to rewrite the exam and time spent in remedial help was decreased from previous semesters. More formal evaluation through questions on the exam, interviews and surveys will be conducted in Winter Semester, 2004. Preliminary results will be available in March 2004.
Mount Royal College is moving towards program based course design in which learning objects can be utilized across disciplines and programs. The Nursing Math Tutorial is an excellent example of a project designed for use by an entire department. All four modules are accessible to all students and faculty in the nursing program. This tutorial, including the Flash animations, also has the capability of being divided into learning objects for use in learning object repositories which are accessed by a variety of courses/programs.

Citations:
None cited.

Weaving Strands of Diversity Throughout The Curriculum

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Objectives:
KNOWLEDGE: Participants will know their own thoughts about matters of diversity and diversifying their own curriculum materials. Participants will know why diversifying curriculum material is so important.

SKILLS: Participants will learn how to adapt any lesson activity to integrate diverse resources and thereby diversify the curriculum.

ATTITUDES: The attitude impact of the session will be for participants to have a greater appreciation for the value of diversifying curriculum material as well as an attitude of appreciation for how easily that diverse content can be integrated.

Intended Audience:
Faculty and Administrators

Activities:
Participants will begin with a 3-5 minute reflection activity where they write their own thoughts about diversity. From there the presenter will engage participants in dialogue about the value of diversity as related to their respective delivery of their curriculum materials.

Participants will then be placed in teams of two to spend 10-15 minutes together on an assigned path. Before entering the path, participants will be asked to identify a course, a learning outcome, and a learning activity that could be enhanced with diverse curriculum material. The two paths assigned will be a path of civil rights history from the 1960's and the other will be a path of resources from the Equal Employment Opportunity Commission (EEOC) – discussed in further detail below. Along each path, participants will acquire the skill of using diverse resources to diversify their curriculum. This skill will be able to be used with any diverse materials for any course outcomes. While spending the assigned time on each path, participants will have forms that they can complete that will enable them to utilize the resources on each path to diversify their curriculum.

Along the pathways, presenter will serve as a facilitator for teams as they identify ways to use the resources to diversify their curriculum.

At the conclusion of the session, participants will share what worked best for them in the session; what challenges they faced; and what strategies they used to overcome those challenges in creating their lesson activity. In addition, each participant will take with them a set of resources that will enable them to follow the pattern they learned during the session.

Abstract:
Best practices often emerge out of necessity. Other times, as we are enlightened on the value of certain initiatives regarding the curriculum, practices emerge. Each of these has been my experience. It is out of these experiences and the initiatives that I implemented over three semesters that this presentation was birthed.

I engaged in two professional development opportunities and one service assignment on curriculum diversity. One opportunity was a five day workshop at the 2002 Summer Institute on Curriculum Development at Eastern Michigan University. The second was a 15-week colloquium on curriculum diversity in 2003. The service initiative was a 2

year commitment to serve on an Academic Affairs Committee on Curriculum Diversity. With each of these experiences I learned a great deal about how to integrate diversity into the curriculum and why this should become a priority in the curriculum. (Laubscher & Powell, 2003).

For the past 2 semesters, I have been weaving diversity into the curriculum of a course titled Introduction to Legal Terminology and Paralegalism at Eastern Michigan University. This is a required course for students majoring in paralegal studies and an elective open to all students. Most students in the course are either majors in the paralegal studies program or majors in another program with an interest in law. The value of such integration has been greatly espoused (Piccolino, 1998); (Ninham, 2002); (Knitt, Docheff, et al, 2000)

The approaches I have used to diversify curriculum materials are rooted in the research and findings of Dr. James A. Banks, primarily emanating from his work entitled, "Multicultural Education: Issues and Perspectives". Dr. Banks reports:

"Multicultural education is a broad concept with several different and important dimensions (Banks,1995a). Practicing educators can use the dimensions as a guide to school reform when trying to implement multicultural education."

The dimensions include what Banks describes as "content integration, prejudice reduction, and more." (Banks, 1996). This presentation will focus on these two. "Content integration is the first dimension". (Banks, 1996). Dr. Banks says, "faculty use examples and content from a variety of cultures and groups to illustrate key concepts, principles, generalizations, and theories in their subject area or discipline." (Banks, 1996). This presentation will provide examples and content of this type.

Another dimension is "prejudice reduction" (Banks, 1996). Dr. Banks describes this as "lessons and activities teachers use to help students develop positive attitudes toward different racial, ethnic, and cultural groups." (Banks, 1996). This presentation will also provide examples and content of this type.

To prepare the educators to effectively integrate diversity into the curriculum, they will first engage in some self reflection on their own thoughts about diversity (activities will be provided for this); (Nicodemus, 2000)this will model an activity that the educators can take to the classroom. I have found that it is important for students to have an opportunity to be clear on their own thoughts and feelings on diversity before they will openly and effectively engage in dialogue with others. Activities are also provided for this.

According to the literature on diversifying the curriculum and multicultural education, across disciplines educators are transforming the curriculum by exposing students to diverse perspectives. (Miller, 1999). This presentation takes the participant beyond a mere discussion on the value of diversity. There seems to be no question in this global society that diversity must be valued. The real question for educators is how to integrate that diversity into the curriculum and still achieve essential learning outcomes. Rather than present diversity as a course experience, using the guidelines provided, educators will be equipped to weave diversity throughout the curriculum.

The pathway called EEOC is a vital resource and pathway to be used during this presentation. This federal government agency "investigates and pursues claims of discrimination against qualified individuals with disabilities. It enforces Title VII of the Civil Rights Act of 1964, which prohibits employment discrimination based on race, color, religion, sex (including sexual harassment or pregnancy) or national origin and protects employees who complain about such offenses from retaliation; the Age Discrimination in Employment Act of 1967 (ADEA), which protects workers age 40 and older from discrimination based on age; the Equal Pay Act of 1963, which prohibits gender-based wage discrimination; the Rehabilitation Act of 1973, which prohibits employment discrimination against people with disabilities in the federal sector; and sections of the Civil Rights Act of 1991." (US Equal Employment Opportunity Commission)

Citations:

Banks, J.A. (*Ed.) (1996). Multicultural education, transformative knowledge, and action. New York: Teachers College Press.

Real Action Heroes: Adventures in Active Learning

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Objectives:
Participants in this presentation will have the opportunity to:
·Discuss the documented benefits of active learning.
·Search an online active learning strategy database by audience, purpose, and class size.
·Select and summarize one active learning strategy from the database.
·Develop and share discipline-specific applications for the selected active learning strategy.
·Reflect on possible ways for integrating active learning strategies in their teaching.

Intended Audience:
This presentation is designed for faculty who are interested in integrating active learning strategies in their teaching.

Activities:
·Brief presentation on the Student Success Faculty Development Grant Project at CCSU (5 minutes)

·Discussion of active learning benefits (10 minutes)

Presenter will use the Think-Pair-Share strategy, asking participants to work in pairs to list possible benefits of active learning. Presenter will document and display the pairs' responses with Inspiration, a brainstorming and concept mapping software application.

·Demonstration of active learning strategy database (5 minutes)

·Small group activity (10 minutes)

Divide participants into 8 groups:

1.Assimilating & Organizing Content
2.Checking for Understanding
3.Collaborative Work
4.Discussion
5.Lecture
6.New Content
7.Projects
8.Review

Each group will be asked to search the active learning database and to select and summarize one strategy corresponding to the group's assigned topic. If computer access is not available, hard copies of the database active learning strategies will be provided to the groups.

·Small group sharing activity (10 minutes)

Participants in each group will be asked to share how they could use the selected active learning strategy within their teaching discipline.

·Whole group sharing activity (8 minutes)

Representatives from the eight groups will share their selected active learning strategies with the entire group.

·Reflection activity (2 minutes)

Participants will complete a self-reflective survey on their use of active learning strategies in the classroom, including an open-response section for future plans and professional development.

Abstract:
Active learning is defined as "instructional activities involving students in doing things and thinking about what they are doing" (Bonwell & Eison, 1991). According to a Chinese Proverb written over 2000 years ago: "I hear and I forget. I see and I remember. I do and I understand." More recent research indicates that learners remember 10 percent of what they read, 20% of what they hear, 30% of what they see, 50% of what they hear and see, 70% of what they say, and 90% of what they do. Piaget contends that "children do not receive knowledge passively but rather discover and construct knowledge through activities (Meyers, 1986).

As part of its SACS Quality Enhancement Plan, Clayton College & State University developed a faculty development model focused on active pedagogies that promote student success. The faculty development model spans a five-year period from 2003 - 2008, offering training at three different levels: 1) internal grants for faculty to conduct discipline-specific classroom research projects, 2) biweekly focus groups for faculty within each discipline to discuss and implement engagement strategies, and 3) online, self-directed training modules for faculty to use as a resource on discipline-specific engagement strategies. This session will include a brief description of this project and will explore the active learning database, which was developed by the faculty grant recipients. The database contains over 70 active learning strategies, spanning all disciplines. This session will engage the participants in identifying active learning strategies in the database that they can use in their teaching.

Citations:
Bonwell, C. and Eison, J. (1991). Active learning: Creating Excitement in the Classroom. ERIC Clearinghouse on Higher Education, Washington, D. C. Retrieved March 28, 2003, from the World Wide Web: http://www.ed.gov/databases/ERIC_Digests/ed340272.html
Meyers, C. Teaching Students to Think Critically: A Guide for Faculty in All Disciplines. San Francisco: Jossey-Bass, 1986.

Meyers, C. and Jones, Thomas B. Promoting Active Learning: Strategies for the College Classroom. San Francisco: Jossey-Bass, 1986.

Vinicki, S. (2003). Ten Benefits of Active Learning Drawn from Theory. University of Texas, Austin, TX. Retrieved April 9, 2003, from the World Wide Web: http://www.utexas.edu/courses/svinicki/398T/Ten%20Benefits.htm

FAA/Industry Training Standards (FITS): Working together to change training traditions to meet the challenges of new technology.

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Objectives:
To show how the government, industry, and academia have partnered to create a new emphasis on student-centered learning to meet the challenges new technology has created in the flight training industry and to create a model for other disciplines facing similar challenges

Intended Audience:
Faculty, instructional technologists, and administrators who work to prepare students for a career in a highly regulated field that is facing the infusion of rapidly changing technology into their discipline.

Activities:
Participants will be given a summary of the facts surrounding the key issues faced by the FITS working group, then they will be grouped to identify potential solutions. These solutions will then be compared to those that are being used by the FITS working group. The groups will then be asked to discuss and present their ideas about how the methods used by the FITS working group, along with the alternative solutions developed by the discussion groups, can be used in their disciplines. The intended outcome will be a model for how a partnership can be formed between regulatory agencies, industry, and academia that meets the challenges faced by future graduates in other disciplines. Also, the use of the student-centered learning outcomes will be discussed in the context of other, but similar disciplines.

Abstract:
The Federal Aviation Administration, in response to rapid advances in technology in general aviation aircraft has teams with industry and academia to change the way pilots are trained for technically advanced airplanes. While the airline industry has used a scientific approach to dealing with the human factors issues in automated multi-pilot cockpits for years,(FAA, 1990) it is just now becoming a factor in light, general aviation single-pilot aircraft. General aviation pilots have been trained in the same manner, stressing the performance of certain maneuvers, since before World War II. Now that the computer technology is becoming integrated into the general aviation fleet, new training methods, based on previous efforts in the airline industry have to be inculcated into general aviation training. The new technology requires a new way of thinking (Funk & Lyall, 1998, Plat, 2002).

The total cost of this effort is close to $1.5 million in grants and cost sharing over a two-year period. This presentation will focus on how an industry that has been primarily content knowledge and skill maneuvers based is now beginning to focus on scenario-based training, encouraging higher-order thinking, and student-centered learning environment (Fowlkes & Sala, 1998, Hunt 1994, Goh & Wiegmann, 2002, Lintern, 1995). The presentation will review how the infusion of advanced computerized and other technologies forced a regulating body to rethink their certification procedures and the subsequent partnering with the affected industry and academia to develop a sets of training standards.

This project is taking elements of problem-based learning and using them to develop scenario-based training lessons to promote higher-order thinking in response to the new need for pilots to operate automated flight control systems using computer graphic displays. The main thrust is providing training in a real-world environment to enhance decision-making skills. In addition, the evaluation standards are centered around student performance with carefully define terms denoting expected student outcomes at each stage of training. These terms will be discussed and how they can be applied in other learning situations.

After presenting the elements of this program, a discussion will ensue involving the participants in a discussion about how the concepts used in this program can be used in other disciplines facing the challenges of rapidly changing technology.

A 12 page annotated list of the literature review used for this will be provided to the participants. An overview of the program can be found at the attached link. In addition, the working groups website will also be shown during the presentation.

Citations:

http://www.faa.gov/avr/afs/fits/

FAA. (1990) LINE OPERATIONAL SIMULATIONS: LINE-ORIENTED FLIGHT TRAINING, SPECIAL PURPOSE OPERATIONAL TRAINING, LINE OPERATIONAL EVALUATION (AC No: 120-35B). Washington, DC: Federal Aviation Administration, Department of Transportation.

Fowlkes, J., Salas, E. (1998) Event-Based Approach to Training (EBAT). The International Journal of Aviation Psychology, 8(3), 209-221.

Funk, K., Lyall, B. (1998) Training Approaches and Considerations For Automated Aircraft: A Summary of Training Development Experiences. FAA Chief Scientific Advisor for Human Factors, AAR-100

Goh, J., Wiegmann, D. (2002) Relating Flight Experience and Pilots' Perceptions of Decision-Making Skill. Proceedings of the 46th Annual Meeting of the Human Factors and Ergonomics Society. Santa Barbara.

Hunt, L.M. (1994) Effective Learning Strategies for Ab Initio Pilots. Johnston, Fuller, McDonald (Eds.) Aviation Psychology: Training and Selection. (pp. 228-233), vol 2, Avebury.

Lintern, G. (1995) Flight Instruction: The Challenge From Situated Cognition. The International Journal of Aviation Psychology, 5(4), 327-350.

Plat, M. (2000) Experimental Crew Training to Deal With Automation Surprises. Cognitive Engineering in the Aviation Domain. Sarter & Amalberti Eds. Erlbaum, New Jersey.

Using Off-Campus Interviews as a Teaching/Learning Strategy

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Objectives:
At the conclusion of the presentation the participants will:

1. Identify the uniqueness of the non-traditional student population returning to school
2. Discuss the use of off campus interviews as a teaching strategy
3. Discuss the effectiveness of online learning among RN to BSN students returning to school
4. Return to the classroom with suggestions for implementing off-campus interviews into relevant lesson lans or courses.
5. Brainstorm ideas for using the off-campus interview as a teaching/learning strategy in other disciplines and ways to measure the effectiveness of the strategy.

Intended Audience:
This presentation is designed for faculty members teaching non-traditional students. The example of non-traditional students in this presentation will be RN to BSN students, however the content is appropriate for faculty members teaching non-traditional students in other disciplines.

Activities:
1. There will be a presentation of the uniqueness of RN to BSN students returning to school with principles that apply to all adult learners.
2. There will be an opportunity to view an online course designed to help returning RN to BSN students overcome technology phobia.
3. Each participant will complete a short personal cultural health history.
4. Each participant will then interview another participant from a different cultural background.
5. Participants will identify similarities and differences in cultural beliefs related to health between them and the person interviewed.
6. After the interviews are completed, there will be group discussion about the findings and the new knowledge gained from the interview.
7. Participants will then discuss uses of interviews as opportunities to learn in courses across the curriculum.

Abstract:
This presentation will focus on assigning interviews as a teaching strategy for student-centered learning among non-traditional learners – in our case registered nurses (RNs) – returning to school to earn a baccalaureate degree in nursing. Another focus will be discussing ways to help non-traditional students overcome technology phobia. The RN to BSN student population is unique, and sometimes they are reluctant to return to school because of personal reason such as financial concerns, time constraints, and role responsibilities. Other barriers to returning to school include perceptions about the baccalaureate educational process and the differences between basic preparation and baccalaureate education, challenges in admission and credit validation, use of technology, math, or science fears. Many RN to BSN students have returned to school, not out of personal motivation, but rather as a job mandate. In the research arena interviews have been successfully used to elicit data in studies in most professional disciplines. Interviews have been used extensively to measure diverse outcomes in education such as perception of successful teaching strategies among family science faculty (Blaisure, & Koivunen, 2003), perceptions of elementary students about learning (Daniels, & Perry, 2003), secondary school students' perceptions of learning (Bout, & McNay, 2002), and clinical teaching in nursing (Evans, 2003). However, there is a paucity of literature related to the effectiveness of using interviews as a teaching strategy in a student-centered learning environment. Klopfenstein (1998) reported

having students interview working professionals in a college writing course. Participants will learn about the unique characteristics of the RN to BSN population, including principles that can be used for all adult learners, and have the opportunity to view an online course designed for RN to BSN students that could be easily adapted for adult learners in other disciplines.

Citations:
References

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Bout, B. & McNay, M. (2002). An examination of high schools' students understanding of learning in a computer applications class. Journal of Educational Computing Research, 26(3), 287-300.

Daniels, D.H. & Perry, K.E. (2003). "Learner-Centered" According to Children. Theory into Practice, 42 (2), 102-108.

Evans, B. C. (2000). Clinical teaching for a caring curriculum. Nursing and Health Care Perspectives, 21(3), 133-38.

Klopfenstein, G.D. (1998). Using the off-campus interview. Teaching English in the Two-Year College, 26(2), 178-81.

Effective Learning Strategies for Supplemental Instruction (SI)

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Objectives:
Participants will be able to implement several collaborative learning strategies in their own classrooms. Participants will be challenged to examine their attitudes toward alternative delivery systems of course content.

Intended Audience:
College and university faculty from all disciplines and administrators in academic support services

Activities:
Participants will play the role of students in various collaborative learning strategies, such as Vocabulary Development Strategies, Divide-and-Conquer, and Matrix. Faculty will be able to implement these strategies in their courses. Faculty will be asked to discuss how they can incorporate such activities in disciplines that traditionally use lecture format.

Abstract:
Supplemental Instruction (SI), developed by Dr. Deanna Martin in 1973 at the University of Missouri at Kansas City, is an academic assistance program which increases student performance and retention.

In a report from the Association of American Universities and The Pew Charitable Trusts (2003), David T. Conley asserts that there is a big gap between expectations for success in high school and success in college. He says, "Even the best, brightest and most diligent high school students who easily meet admission requirements may find themselves struggling in entry-level courses. They may be eligible for admission and still not be prepared to succeed"(8). The contributors to this report feel that American education has used specific high school courses and ACT/SAT scores as standards of college readiness rather than habits of the mind that students need to bring with them. Rather than specific content knowledge, these habits of the mind include critical thinking, analytic thinking, and problem solving, openness to feedback and to ambiguity, and the ability to read and write at a high level. It is no surprise, therefore, that many first-year students arrive without the requisite skills or mind-set to achieve academic success in college where they must organize vast amounts of material, think critically, and prepare adequately for rigorous examinations.

SI provides an opportunity and environment in which students can work collaboratively, guided by a peer who has been successful in a difficult course, and learn the strategies necessary for success. This model involves the active participation by students to engage with the content and with one another in tackling difficult concepts, practicing problem solving, organization of material, processing of key concepts, and engaging on a deeper level with material which may be new to many students.

The use of explanation in a collaborative study group encourages problem solving and promotes better integration of material and leads to deeper understanding, according to Coleman (1998). SI provides the group experience on a

regular basis from the first week of classes. In SI students explain to each other and summarize concepts to the SI leader.

Leaders organize the group study time by using effective strategies for their particular discipline. These strategies are different and must be presented adequately to assist students in grappling with rigorous course content in mathematics, science, humanities, and social sciences (Simpson and Nist 1997; Stallworth-Clark, Nolen, and Warkentin, 1998; Bazerman 1981).

This session will provide demonstration and participation in strategies that will assist students learn in a group setting.

Citations:

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Coleman, E.B. (1998). Using explanatory knowledge during collaborative problem solving in science. Journal of the Learning Sciences, 7, 387-427.
Conley, D.T. (2003). Understanding university success: A report from Standards for Success. A project of the Association of American Universities and The Pew Charitable Trusts. Eugene: University of Oregon, Center for Educational Policy Research.
John, D. W., Johnson, R. T., & Smith, K. A. (1991). Cooperative learning: Increasing college faculty instructional productivity (ASHE-ERIC Higher Education Report No. 4) Washington, DC: George Washington University.
Simpson, M. L., & Nist, S. L. (1997). Perspectives on learning history: A case study. Journal of Literacy Research, 29, 363-395.
Stallworth-Clark, M. T., Nolen, R.W., & Warkentin, R. (1998). Linked instruction: The contextual acquisition of learning strategies in a university history course (Presentation at the American Educational Research Association Annual Meeting, San Diego). (ERIC Document Reproduction Service No. ED 429874)
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