

THURSDAY, SEPTEMBER 23, 2004

1:00 pm - 4:00 pm

PRE-CONFERENCE WORKSHOPS

Torch

Understanding Student Learning: Principles & Possibilities

Todd Zakrajsek- Faculty Center for Innovative Teaching

Central Michigan University

Student learning is what teaching is all about. As faculty, we take information from our respective fields of study and present it to our students in hopes of building their expertise in those areas. At times the outcome of this process is wonderful; as we see our students acquire difficult concepts, recall distinct facts, and learn new ways to solve persistent disciplinary challenges. At other times the result is not so joyous: student disinterest in course material, facts forgotten seconds after being presented, and performance on exams that demonstrates concepts were never understood. This workshop, based on research in the field of the psychology of learning and memory, is designed to help you to create learning environments even more conducive to processing and remembering important information. Major issues to be covered include presentation tips to increase attention to course material, methods to help students to process the material in meaningful ways, and teaching ideas to enhance retrieval of the material. Fear not, you will NOT experience a long lecture about how to present information to students. This workshop is an interactive exercise whereby you experience the techniques and leave with an understanding of how and why they work.

Leelanau

Essentials of Faculty Learning Communities: Bringing Groups Together for Meaningful Growth

Milton Cox – Center for the Enhancement of Teaching and Learning

Miami University

Joan Fopma-Loy – Nursing

Miami University

A *Faculty Learning Community* (FLC) is a cross-disciplinary faculty and staff group engaging in an active, collaborative, year-long program with a curriculum about enhancing teaching and learning and with frequent seminars and activities that provide learning, development, the scholarship of teaching and learning, and community building. During the last 5 years FLCs have been established on over 100 campuses. We intend to provide an introduction and overview that will help you plan and build a faculty learning communities program at your institution. At the workshop you will receive your *Program Director's and Facilitator's Handbook* and the new book, *Building Faculty Learning Communities*.

FRIDAY, SEPTEMBER 24, 2004

7:30 am - 8:30 am

SPEAKER TECHNOLOGY CHECK

7:30 am - 8:30 am

BREAKFAST

8:00 am - 8:45 am

OPENING PLENARY

Torch/Leelanau

1P *Reflections on Teaching and Learning*

James Eison – Department of Adult, Career, and Higher Education
University of South Florida

Many faculty members find that the early morning offers an outstanding opportunity to engage in clear and thoughtful reflection about teaching and learning in the college or university classroom. You are cordially invited to spend a small piece of your early morning today with Lilly friends and colleagues as we share our insights and understandings about teaching and learning at its very best.

9:00 am - 10:30 am

CONCURRENT SESSIONS

Crystal

2A *Performance Measurement As A Motivator: Theory-based Applications To 'Arouse An Eager Want' In Your Students, Your Peers, Your Bosses, And Even Your Self!*

Spence Tower – Management
Central Michigan University

There is wisdom to the adage, "What gets measured, gets done." This workshop will clarify a surprisingly simple model of motivation and—tapping into the audience's experiences—find workable ways to apply it in our lives. This model has been well received by hundreds of executives, military officers, and MBA students. Even better, it has been well used too!

Torch

2B *A Real World Model For Engaging Students In Classroom Discussions*

Terry Doyle – Center for Teaching and Learning and Faculty Development
Ferris State University

Instructors would never let students choose not to write a paper or take a test, but many times instructors allow students to avoid taking part in classroom discussions. This session will describe a learner-centered approach to classroom discussion based on how professionals actually use their communication skills in the real world. This real world model of classroom discussion gives students input to the rules, guidelines and grading of the discussions and helps students develop the oral communication skills they will need in their day to day professional lives. This session guarantees you will have better classroom discussions or you can return your knowledge for a full refund.

FRIDAY, SEPTEMBER 24, 2004 – cont'd

9:00 am - 10:30 am **CONCURRENT SESSIONS, cont'd**

Leelanau

2C *Online Course Development And Delivery - Lessons Learned*

Joseph Tan – Information Systems and Manufacturing
Wayne State University

Online courses have been used in recent years by many universities to entice students at all levels to carry on an education more independently of their teachers and/or as a means to assist them to study while working full-time. However, past experiences have proven that not all courses can and should be taught online. Moreover, there is a need to understand if a certain course should be designed as a complete or a partial online course offering. In this session, the author will share the results of a survey on lessons learned as perceived by instructors of online courses at a large institution and discuss major factors associated with successful delivery of online education.

Courtyard 1

2D *Collaboratories: Using Problem Based Learning (PBL) To Foster Learning Community*

Patricia Hogan – Health, Physical Education, and Recreation
Northern Michigan University

Mary Jane Tremethick – HPER

Northern Michigan University

Collaboratories involve bringing students together to collaborate in the addressing of real-world problems. Problem-based learning (PBL) is an educational means directed at the educational ends of developing critical thinking, integrative thinking, content knowledge, responsible problem solving, ethical dialogue, information technology use, self-directed learning, teamwork, and communication. Come learn more about collaboratories and how they can be used to improve student learning.

Courtyard 2

2E *Round Pegs Go In Round Holes: Finding The Right Tools To Help Your Students Think Critically*

Dave Terrell – Humanities

Northwestern Michigan College

Do you wonder why your students have such a hard time thinking critically about their subject matter? Do you wish you had access to some ideas and tools that you could use to help them think more critically about the materials they are studying? Do you notice that students often have trouble writing critically about their subject matter? If you answer “yes” to either of these questions, this session is designed to meet your needs. In addition to helping

participants understand why their students are baffled by critical thinking, this session will introduce participants to a practical approach to critical thinking and acquaint them with at least two critical thinking tools that they can use to help students.

FRIDAY, SEPTEMBER 24, 2004 – cont'd

9:00 am - 10:30 am CONCURRENT SESSIONS, cont'd

Room 209

2F *Developing Community In The Online Classroom*

Judy Donovan – Education

Grand Valley State University

Gail Stanford – Metropolitan Programs and Summer Sessions

Wayne State University

Cheryl Smith – Metropolitan Programs and Summer Sessions

Wayne State University

This presentation will teach methods to build rapport, support and teamwork in the online classroom. The importance of community in the online classroom from the professor's point of view will be shared, as well as the students' point of view. Best practices and ideas that did not work well will both be discussed.

10:45 am - 11:30 am CONCURRENT SESSIONS

Crystal

3A *Science For Non-Science Majors: What Should They Learn, And How Should They Learn It?*

Edward Baum - The Center for Excellence in Science Education

Grand Valley State University

Non-science majors will control the nation's scientific agenda working as legislators, public administrators, jurists, and business executives. All will vote on technological issues. What should we communicate to them while we can? Perhaps, science for non-science majors should be about more than science literacy. Perhaps, it should help develop reasoning skills needed to cope with technological problems that they will address. Clearly, our teaching methods should be consistent with this objective.

FRIDAY, SEPTEMBER 24, 2004 – cont'd

10:45 am -11:30 am **CONCURRENT SESSIONS, cont'd**

Torch

3B *Concept Mapping Student Learning Environments*
Marija Franetovic – College of Nursing
Wayne State University

Concept mapping mimics how our mind organizes new information to existing schemata when we are learning. In a graduate nursing theory course, students formulated their individual middle-range nursing theory concept maps using a concept mapping software program. Later, they worked collaboratively to build one comprehensive middle-range theory concept map out of their individual maps. The result was a student learning environment that encourages self-exploration, collaboration, creativity, non-linear thinking and a holistic approach to nursing theory.

Leelanau

3C *Gaming For Learning: Research Results And Lessons Learned*
Zhenyu Huang – Business Information Systems
Central Michigan University
James Cappel – Business Information Systems
Central Michigan University

The availability of web-authoring tools such as Macromedia Flash provides new opportunities and flexibilities to design, develop, and use online learning games to enhance instruction. Presumably, online games would appeal to college-aged students who have grown up playing video games and in many cases, continue to play them. Only in recent years, however, have online games been applied to support learning in higher education. Thus, few research studies have been conducted to evaluate their effectiveness. This presentation demonstrates a study that assesses the use of online learning games in several major business courses. The results suggest that online learning games have substantial promise and appeal to learners. The findings provide important insight about the benefits and challenges raised by the use of online learning games in business instruction.

FRIDAY, SEPTEMBER 24, 2004 – cont'd

10:45 am -11:30 am CONCURRENT SESSIONS, cont'd

Courtyard 1

3D *A Comparison Of Student Performance In An Online vs. Traditional Course*

Mukasa Ssemakula – Engineering Technology
Wayne State University

In many cases; work, time, location or cost constraints make traditional courses inconvenient if not unviable and alternative methods have to be applied. This presentation describes an attempt to gauge the effectiveness of these alternative approaches when compared to the traditional methods. In the paper, the author describes an online course he developed, which was also taught simultaneously as a traditional course, and compares student performance in two different sections of the course, one traditional and one online.

Courtyard 2

3E *Linking Multiple Courses And Faculty Using Technology*

Denise Webster – Physical Education and Sport
Central Michigan University

Andrew Holt – Faculty Center for Innovative Teaching
Central Michigan University

The Athletic Training Program faculty has attempted, in the last three years, to integrate information from multiple courses throughout our athletic training students advanced level coursework. The importance of revisiting and emphasizing the knowledge, skills and behaviors of an entry-level health care professional are key aspects of our athletic training program. The program faculty moved to the new Health Professions Building in January and with the technology available in this new building the opportunity to complete this task is at our finger tips. This presentation will provide the participants our idea, our trails, our struggles and our successes, integrating the Classroom Performance System (CPS) and Blackboard, in linking four classes and multiple faculty together to enrich student learning over time.

Room 209

3F *Strategies for Writing Poems in the Classroom*

Mark Yakich – English
Central Michigan University

Many students (and teachers) find it difficult to approach writing poems. How, after all, *do* poets do it? How do you begin writing a poem? More importantly, how do you teach students to write poems without anxiety or pretension? This session will emphasize "play" strategies, including in-class exercises, to help teachers show how writing poems is both fun and hard work.

FRIDAY, SEPTEMBER 24, 2004 – cont'd

12:15 pm -1:15 pm

POSTER SESSION A & DESSERTS

Top of the Park

4P - Table A

"Next Generation" Texts in Computer Graphics Technology

Marta Dmytrenko-Ahrabian – English Language Institute

Wayne State University

Computer graphics technology has made it possible for teachers to create their own interactive multimedia CDs using audio, video, and text. This demonstration will show how a traditional text was transformed into an interactive one on CDs. This "next generation" text on CD can greatly aid in instruction through simulating an authentic academic environment. Interactive multimedia authoring for content-based instruction can help prepare students for university classes. Computer technology now permits teachers to author these materials themselves. The end product is interactive multimedia CDs for classroom instruction as well as for self-study.

4P - Table B

Assessing Instructor Service to Students: Developing the Quality of Instructor Service to Students (QISS) Questionnaire

Richard Emanuel – Communications

Alabama State University

James Adams – Communications

Alabama State University

Many colleges and universities are accepting a customer service orientation as they strive to improve the quality of their service(s). Failure to provide satisfactory service often has a negative effect on critical university functions like enrollment and retention. A service orientation by faculty should be seen as just as important a responsibility as effective teaching methods and technologies. This study involved an investigation of both student and faculty expectations of faculty's role in the service transaction by assessing five instructor service attributes (*tangibles, reliability, responsiveness, assurance, and empathy) via the "QISS" questionnaire derived from the SERVQUAL instrument. The results revealed statistically significant disparities between faculty and student perceptions of the importance of the various elements. As well, students' expectations were consistently higher than their actual experiences at this Historically Black College/University (HBCU) in the deep South.

FRIDAY, SEPTEMBER 24, 2004 – cont'd

12:15 pm -1:15 pm POSTER SESSION A & DESSERTS, cont'd

Top of the Park

4P - Table C

Curricular Mapping in Living Color

Brenda Kallio – Education and Community Leadership
Central Michigan University

Pamela Eddy – Education Administration and Community Leadership
Central Michigan University

Curriculum is becoming an increasingly important area of faculty development as universities struggle to address accountability regarding student learning outcomes while at the same time coping with shrinking university budgets. As many faculty enter the university setting without specific training in curriculum development, this interactive session provides the opportunity to learn a new and visual methodology for course design. At the conclusion of the session, participants will take with them core concepts necessary for developing and assessing various courses of study.

4P - Table D

From Teaching To Advising...Maximizing The Use Of Technology Inside And Outside Of The Classroom

Susan Hastings-Bishop – Leisure Studies and Wellness
Ferris State University

Sandra Burns – Dental Hygiene
Ferris State University

Gloria Lukusa – Developmental Programs & Curriculum
Ferris State University

Michael Berghoef – Leisure Studies and Wellness
Ferris State University

Ferris State University's mission has been to provide opportunities for innovative teaching and learning. Students are expected upon graduation to be highly competent in technological skills. The FSU faculty panel has created a variety of methods to integrate technology both inside and outside of the classroom, using Pocket PCs, WebCT Course Tools class management software, Bar Code Scanning of clinic records and online advising of student organizations and advisory committees.

FRIDAY, SEPTEMBER 24, 2004 – cont'd

12:15 pm -1:15 pm

POSTER SESSION A & Desserts, cont'd

Top of the Park

4P - Table E

Increasing The Retention And Success Of Under-Represented Students In Computer Science

Monica Brockmeyer – Computer Science

Wayne State University

This presentation will describe a comprehensive effort underway to increase the retention and success of underrepresented students in computer science. Specifically, this effort includes:

- 1) Bridge activities to increase computer literacy and preparedness for computer science education among middle school and high school students.
- 2) Review of the early computer science curriculum and revisions of the curriculum to include topics and activities, which provide a more comprehensive introduction to computer science than the traditional “programming-first” paradigm.
- 3) Inclusion of underrepresented students in research, using a formal mentoring approach, which has been demonstrated to increase the success of underrepresented students by increasing their persistence and explicitly teaching college success skills.

4P - Table G

The Influence Of Faculty Status On Student Evaluations Of Quality Teaching

Steven Stack – Criminal Justice

Wayne State University

While there are over 2000 investigations on student evaluations of teaching, there has been a dearth of research on faculty status (p/t vs. f/t) and SETs. The present study conducts a multivariate analysis of SETs from 350 classes taught in the social sciences. Controlling for covariates of SETs (e.g., class size, gender, class level), part time faculty received higher SETs than full time faculty. Implications for staffing and the validity of SETs are discussed.

FRIDAY, SEPTEMBER 24, 2004 – cont'd

1:30 pm - 2:45 pm **PLENARY PRESENTATION**

Torch/Leelanau

5P *Learning and Teaching Practice: Power Of The Affective*

Luz Mangurian – Faculty Development and Institute for Applied Cognition and Teaching
Towson University

This presentation will start with some basics of neuroanatomy and neurophysiology needed to follow current findings in cognitive neuroscience related to attention, learning and memory. Empirical findings regarding learning will be examined with an evolutionary perspective. The importance of emotion in facilitating learning will also be explored discussed in the context of pedagogical research in cooperative learning.

3:00 pm - 3:45 pm **CONCURRENT SESSIONS**

Crystal

6A *Teaching Across Generations*

Sheri Sovis – Effective Teaching and Learning
Baker College

Can you teach a Millennial the same way you teach a Baby Boomer? Is there any difference between a Gen X and a Gen Next student? This presentation focuses on the differences that can exist in a college classroom and how instructors can use different methodologies/ strategies/ ideas for reaching students across all generations.

Torch

6B *Managing Project-Based Teams*

Jim McDonald – Teacher Education and Professional Development
Central Michigan University

Work in problem-based learning is usually accomplished in small groups. This paper describes a process that was developed to streamline the process of creating teams for an undergraduate elementary science methods course. The process involves writing a team charter, creating a team profile, and going through team building activities. This process has been shown to be a tremendous benefit to students because it gives them a chance to work in teams while experiencing cooperative learning from the perspective of the learner.

FRIDAY, SEPTEMBER 24, 2004 – cont'd

3:00 pm - 3:45 pm CONCURRENT SESSIONS, cont'd

Leelanau

6C *Promoting Integrative Learning Through Electronic Learning Portfolio*

Mary Jane Tremethick – Heath, Physical Education, & Recreation

Northern Michigan University

Patricia Hogan – Heath, Physical Education, & Recreation

Northern Michigan University

Barbara Coleman – Heath, Physical Education, & Recreation

Northern Michigan University

A major recommendation from *Greater Expectations: A New Vision for Learning* (AAC&U, 2002) is for undergraduate education to better foster students' capabilities to integrate their learning over time, particularly in the direction of integrating the discipline with liberal education outcomes and real-world-problem-solving—which the report refers to as practical liberal education. The presenters have developed and will demonstrate an electronic learning portfolio that promotes students' attending to and exhibiting such integrated learning over their undergraduate years.

Courtyard 1

6D *Demonstrations: Who, What and Why?*

Daphne Koch – Construction Technology

Indiana University – Purdue at Indianapolis

One of the many challenges of teaching is delivering the concepts in the most effective manner. Factors for determining delivery method include the students, the concept and the use. This session will give educators an example of demonstrative activities and present research describing the audience and situations that are “best fits” for this type of activity.

Courtyard 2

6E *Finding Out If Your Students are Learning What You Think You are Teaching*

Barbara Millis – Excellence in Teaching Program

University of Nevada, Reno

Classroom Assessment Techniques (CATs) provide faculty members with a relatively quick, but academically solid way to foster deeper learning by finding out what students bring to courses and what they will potentially take away. This workshop will model several CATs—including some not found in the typical CAT literature—with a focus on practical activities and applications. But, it will also go into some of the background on why CATs help students learn.

FRIDAY, SEPTEMBER 24, 2004 – cont'd

3:00 pm - 3:45 pm CONCURRENT SESSIONS, cont'd

Room 209

6F *Case Based Learning Aids In Medical Education*

Linda Ellington – Medical Education Support Group
Wayne State University

Case-Based Learning Aids (CBLA) are external supports that help learners interpret, reflect on, and apply experiences (their own or those of someone else) in such a way that valuable learning takes place. The presentation will include an overview of the development of two online CBLAs targeting two very different learner audiences, undergraduate medical students and practicing physicians. The presenter will discuss the stages that led to the development and launch of the CBLAs.

4:00 pm - 5:00 pm CONCURRENT SESSIONS

Crystal

7A *Communication In An On-line Course*

Kathy Saville – Instructional Technology
Northern Michigan University

Disseminating information via the web and web-based course-management systems is easy. Getting students to communicate with the instructor as well as each other can be a little more difficult. Join for an exploration of techniques and trends to achieve appropriate and productive online communication.

Torch

7B *Characteristics Of Good Teachers: What Do You Have In Your Wallet?*

Ray Shackelford – Industry and Technology
Ball State University

Teaching includes a series of decisions that take place in a complex social and academic environment. In this environment it is possible to have two teachers of equal intelligence, preparation, and grasp of the subject matter, who differ greatly in their levels of teaching effectiveness. These differences can often be traced to their understanding and effective use of good teacher characteristics. Come prepared to discuss teaching and participate in the identification of behaviors that can enhance teaching effectiveness and foster student learning.

FRIDAY, SEPTEMBER 24, 2004 – cont'd

4:00 pm - 5:00 pm CONCURRENT SESSIONS, cont'd

Leelanau

- 7C** *Create A Context For Learning In An International Setting*
Charles Baker-Clark – Hospitality and Tourism Management
Grand Valley State University
Kaori Schau – Modern Languages and Literatures
Grand Valley State University

This presentation aims to explore how multiple internet tools, such as BlackBoard, websites, and e-mail, together create a virtual community where students of Japanese learn language and culture through interactions with each other as well as interactions with Japanese people. Example classroom activities and assignments will be discussed to pursue better ways to encourage students to develop autonomous learning strategies. This learning environment also aims to further stimulate students' integrative motivations.

Courtyard 1

- 7D** *Understanding And Identifying Cut-And-Paste Plagiarism*
Michael Lorenzen – Library
Central Michigan University

This presentation will focus on reasons students plagiarize, how they do it, and how instructors can find plagiarized sources. It will discuss methods to design writing assignments that do not lend themselves as easily to being completed from a plagiarized source. The session will also discuss ways to teach plagiarism awareness in class.

Courtyard 2

- 7E** *Of Course I Teach Critical Thinking: Or Do I?*
Elizabeth Stolerak – Languages and Literature
Ferris State University

This presentation examines critical thinking theory, focusing on its elements and standards, as advanced by the Foundation for Critical Thinking in Sonoma, CA. Participants will also be introduced to several teaching strategies designed to help students internalize and better understand course content through critical thinking.

5:00 pm - 7:00 pm RECEPTION – Top of the Park

9:00 pm - 11:00 pm HOSPITALITY – Room 905

Mark Yakich has agreed to do a poetry reading of his work at 9:30 p.m. At this reading, come hear Garrison Keller (audio, not in person), read one of Mark's poems. Autographed copies of Mark's published poetry book will be available for sale.

SATURDAY, SEPTEMBER 25, 2004

7:30 am - 8:30 am

SPEAKER TECHNOLOGY CHECK

7:30 am - 8:30 am

BREAKFAST

9:00 am - 10:30 am

CONCURRENT SESSIONS

Crystal

8A *Knowing Your Students: Facing the Challenges Of Demographic Shifts in Higher Education*
Abalo Fawui Adewui – Teacher Education and Professional Development
Central Michigan University

This interactive session will introduce innovative instructional methods of presenting and assessing knowledge to meet academic needs of individual students. The presenter has developed and successfully implemented these methods in both undergraduate and graduate classrooms. The presenter will discuss the rationale for developing new instructional methods, their impact on classroom atmosphere, student participation and motivation for learning. Participants will gain deep insights in developing new methods of instruction and rethinking assessment methods in their classrooms.

Torch

8B *Enhancing Student Learning Through Formative Assessment*
Jim Eison – Higher Education
University of South Florida

Formative assessment approaches are designed to provide students with helpful feedback to stimulate personal reflection and enhance learning as well as to provide instructors with feedback useful to improving classroom instruction. This session will explore alternative methods and models for designing course-specific formative assessment approaches to address these goals.

Leelanau

8C *Research On Activities To Improve Pedagogy*
Stephen DiCarlo – Physiology
Wayne State University

In this context, we will discuss our efforts with designing and testing activities to enhance teaching and learning and emphasize the importance of research for documenting the effectiveness of these procedures.

SATURDAY, SEPTEMBER 25, 2004 – cont'd

9:00 am - 10:30 am CONCURRENT SESSIONS, cont'd

Courtyard 1

8D *Concept Mapping: Learning And Experiences*

Pamela Eddy – Education Administration and Community Leadership
Central Michigan University

Concept mapping is a learning tool that allows for visual representation of knowledge by illustrating relationships between ideas. An advantage to concept mapping with adults is that it provides a tangible opportunity to connect previous knowledge with new learning, allowing for explicit integration of knowledge. This session highlights how the concept maps created by graduate students in educational administration connected to students' past experiences and disciplines. Consideration of implications for classroom teaching will occur.

Courtyard 2

8E *Facilitating Online Threaded Discussions*

Deborah Moscardelli – Marketing/HSA
Central Michigan University

This presentation will outline key strategies for facilitating online discussions that get students to participate. A discussion of assessing and evaluating Threaded Discussions will also be included.

Creating A Synchronously Virtual Learning Community

Mary Brady – Teacher Education
Wayne State University

Higher education is responsible to maximize access to online learning as readily as other modes of course delivery for today's electronic learner. Students expect pedagogically sound implementation of technology in an online environment that includes the synchronous virtual classroom. Virtual classrooms (chat/whiteboard) are used to deliver lectures, provide content, hold office hours, Q&As, tutoring, discussions, demonstrations, and group projects. Several tricks and tips are available to enhance the online teaching and learning experience.

Using On-line Testing to Encourage Learning

Ronald Garrett – Pew Faculty Teaching & Learning Center
Grand Valley State University

One tool in the faculty effort to increase time-on-task is the on-line test function that is part of instructional software packages such as Blackboard. On-line tests can be used several ways ranging from student pre-lecture preparation to practice problems to computer graded homework. The range of choices for faculty will be presented. Benefits include motivating students to: start early, read and think, and come to class prepared.

SATURDAY, SEPTEMBER 25, 2004 – cont'd

10:45 am - 11:30 am

CONCURRENT SESSION SIX

Crystal

9A *Solving Problems And Seizing Opportunities With Faculty And Professional Learning Communities*

Milton Cox – Center for the Enhancement of Teaching and Learning
Miami University

Joan Fopma-Loy – Nursing
Miami University

What's your challenge? Are you and your colleagues interested in implementing cooperative learning (or other approaches) in your courses? Do you want to revise your American Studies (or other) curriculum? In this session we will define and discuss faculty and professional learning communities (FPLCs) and how they can be used to address individual and institutional teaching/learning concerns and opportunities. Each session participant will have the chance to pose a concern or opportunity and to discuss productive, safe, assessable, and enjoyable ways that an FPLC approach can be utilized for success.

Torch

9B *Designing And Implementing A Community Service Learning Experience*

Mary Ellen Powers – Nursing
Northern Michigan University

This presentation will focus on the design and implementation of a Community Service Learning (CSL) experience in a senior level nursing course. Utilization of a social justice framework makes explicit the placement possibilities. Reflection will be explored as the critical connection between service and learning. Evaluation data of both a qualitative and quantitative nature will be shared. Participants will have the opportunity to discuss application of this type of experience to their own courses.

Leelanau

9C *Improving The Design Of Online Classes: Why Students Should NOT Be Given Complete Control Over Their Learning*

Lana Ivanitskaya – Health Administration
Central Michigan University

Michael Kennedy – Health Administration
Central Michigan University

Despite a widely held view that learners perform best when they are free to guide their own learning, such learners often fail to select optimal study strategies. An adaptive guidance approach addresses this problem by supplementing learner control. Strategies for designing web-based learning that enhances students' knowledge and performance will be discussed.

SATURDAY, SEPTEMBER 25, 2004 – cont'd

10:45 am - 11:30 am CONCURRENT SESSIONS, cont'd

Courtyard 1

9D *Bringing A Community Of Native speakers Into The Language Classroom*

Lisabeth Hock – German and Slavic Studies

Wayne State University

Blickpunkte, or Viewpoints, is a series of digitized interviews with German speakers. (<http://www.langlab.wayne.edu/blickpunkte/welcome.html>) This project brings a virtual community of native speakers into the classroom in order to expose students to a wide range of cultural attitudes and to help them develop their listening skills. This presentation addresses development of the project, classroom use, and student responses. The talk will be in English and English translations of the interviews and assignments discussed will be available.

Courtyard 2

9E *Promoting Student Collaboration and Learning through Open Source Software*

Robert Stephenson – Biological Sciences

Wayne State University

To improve student learning and foster critical thinking, I have adopted several software tools (most of them free or open source):

- Social software tools (wiki, discussion board) to support team projects,
- Collaborative concept mapping tools,
- System modeling software integrated with the curriculum,
- Geovisualization software to help students understand their local geography.

Building Databases For Online Course Content

Yunfei Du – Library and Information Science Program

Wayne State University

Students might turn in projects you want to share with the world. Instructors may create webpages with embed web links as course content. How to organize these Web class content efficiently? How to store and retrieve them when needed? This session shows how to make it possible using open source software called MySQL and Aspseek to construct the database. An example from a personal website shows how to take advantage of this easy to construct database. This process enables a two-for-one punch: enhance your course and your personal website at the same time!

SATURDAY, SEPTEMBER 25, 2004 – cont'd

12:15 pm -1:15 pm

POSTER SESSION B & DESSERTS

Top of The Park

10P - Table A

Mastering Learning to LEARN and Facilitating Other's Learning in the 21st Century

Marilyn Harris – Prof Ed

Central Michigan University

Understanding the challenge of Learning to LEARN in the 21st Century is clearly different. The presenter is the author of a new book with three chapters that delve into this challenge in depth, focusing a new definition of learning -- and including the need for "unlearning, relearning, and learning from the future." Several new tools will be presented that aid the learner in becoming a self-educator, key to thriving in contemporary educational environments. Participants will also have the opportunity to understand innovation and the importance of institutionalizing innovative ways in our educational institutions.

10P - Table B

3 Ways to Use the VARK Learning Preference Questionnaire

Lisa Flood – Nursing

Northern Michigan University

This poster will display three ways to use the VARK Learning Preference Questionnaire. By completing the on-line VARK questionnaire, students learn about their preferred style for learning information and analyze past study methods. They are introduced to matching learning preferences to specific teaching methods, which is useful to those in careers where teaching is part of the role. The faculty also gain valuable insight into their students' learning styles and can plan instructional methods accordingly.

10P - Table C

Creating a Learner-Centered Environment Online

Susan Jones – Marketing

Ferris State University

It's challenging to create and facilitate online classes that serve students of diverse ages, needs and locations. This session will provide proven strategies for engaging online students and ensuring that they learn as much or more online as they do in face-to-face classrooms. The session will also explore strategies for engaging online students, establishing credibility as an online instructor, and providing personalized help without over-commitment of time or resources.

SATURDAY, SEPTEMBER 25, 2004 – cont'd

12:15 pm -1:15 pm

POSTER SESSION B & DESSERTS, cont'd

Top of The Park

10P - Table D

Feeding the Mind: The Use of Food to Enhance Memory of Theoretical Constructs

Joy Smith – Organizational Leadership and Supervision

IUPUI

While the literature on learning styles reflects the role played by most of the senses in learning and memory, the sense of taste appears to be the exception. This study used the creation of peanut butter and jelly sandwiches to teach PERT charting. Self-reports of students and before and after grades show the success of using the sense of taste as a means of reinforcing theoretical constructs. The session will include an experiential exercise.

10P - Table E

Capstone Model: Learning Community for Continuous Improvement

Jay Hettierachchy – Computer Information Systems

Ferris State University

Chester Bolling – Management

Ferris State University

Michael Cooper – Accountancy, Finance, Economics & Statistics

Ferris State University

Steven Lyman – Management

Ferris State University

Nathaniel Tymes – Accountancy, Finance, Economics & Statistics

Ferris State University

The College of Business capstone course provides students and faculty with a multi-dimensional learning centered experience. Students and faculty together forge a one-semester learning community providing students with an integrated set of learning experiences. Participating faculty enjoy a unique opportunity to lead their students through this integrative experience, evaluate student performances, and identify weaknesses amenable to either immediate in-course adjustments or subsequent program improvements.

SATURDAY, SEPTEMBER 25, 2004 – cont'd

12:00 pm -1:15 pm POSTER SESSION B & DESSERTS, cont'd

Top of The Park

10P - Table F

Learning Interactivity in Higher Education: Comparing f2f, Hybrid and Online Instruction

Timothy Brannon – Teacher Education and Professional Development

Central Michigan University

The purpose of this study was to compare the opinions of students toward the interactions they encounter while taking college courses in a face-to-face, hybrid, and completely online environment. The study used a survey instrument containing open-ended questions asking students to describe how the interactions were encouraged in four categories; student – instructor interactions, student – student interactions, student – content interactions and student – technology interactions. The findings of this study supported the use of technology in instruction and found that technology can actually increase the four interactions found in the classroom.

10P - Table G

Interactive Technology: Promoting a Community of Learners

Navaz Bhavnagri – Teacher Education Division

Wayne State University

Diane Webster – Instructional Technology

Wayne State University

Presentation discusses the following:

1. Interactive technology as an innovative/integrative approach in creating a community of collaborative learners among:
 - Students-students
 - Students-faculty
 - Faculty-faculty
 - Guest speakers from community-faculty
2. Interactive Technology constructed by students and faculty includes:
 - Electronic discussions-boards
 - Interactive Power Points
 - Videos
3. Multi-media technology integrated in group presentations.
Input: Students leadership conducting interactive workshops
Output: Survey findings, journaling
4. Technology resources will be provided to participants.

SATURDAY, SEPTEMBER 25, 2004 – cont'd

1:30 pm - 2:45 pm PLENARY PRESENTATION

Torch/Leelanau

11P *Teaching "Intentionally" By Linking Research To Practice.*

Barbara Millis – Excellence in Teaching Program
University of Nevada, Reno

Faculty members in all disciplines have become increasingly aware of the need to apply the newly emerging research on the biological basis of learning to their own classes. This workshop will explore some of that research, discuss its implications for teaching and learning, and then model some specific practices that will enhance the learning process. These practices will also be framed by the international research on deep learning, giving faculty a coherent framework for intentional lesson preparation. This highly interactive plenary will draw eclectically from practices also associated with classroom assessment, cooperative learning, and writing across the curriculum.

3:00 pm - 3:45 pm CONCURRENT SESSIONS

Torch

11A *How Students Learn: Strategies For Teaching From The Psychology Of Learning*

Todd Zakrajsek - Faculty Center for Innovative Teaching
Central Michigan University

Abundant research demonstrates that learning takes place when the student's mind actively engages in the material. The major problem is determining how to increase that activity. Within the discipline of human memory, learning, and cognition exists a vast body of literature dealing specifically with this issue. Participants will leave this workshop with a better understanding of the basic concepts in human learning, why students often struggle in our classes, and methods to engage students in the course material.

SATURDAY, SEPTEMBER 25, 2004 – cont'd

3:00 pm - 3:45 pm **CONCURRENT SESSIONS, cont'd**

Leelanau

11B *Other Voices, Other Classrooms: The Use Of Poetry To Establish Community In The College Classroom*

Dan Henry – Teacher Education & Professional Development
Central Michigan University

Research shows that a strong classroom community is essential to productive and meaningful learning. Many theorists (Carl Rogers, Lev Vygotsky, Nell Noddings and others) have shown the importance of students knowing their instructors and, in turn, being known by them. Additionally, Lakoff and Johnson have written extensively about the power of metaphor. In this workshop, a theoretical framework for the use of the spoken word in an education class is shown, examples of poetry and other written words that have been effective in the classroom are presented. Finally, a discussion session will focus on the teacher as poet, the creation of sacred space in the classroom, and issues of the sharing of the self in creating a shared learning experience.

Courtyard 1

11C *The Development Of A Learning Community: Team Teaching A Capstone Experience*

Andy Karafa – Social Sciences
Ferris State University

Janice Weaver – Social Sciences
Ferris State University

This presentation will illustrate the effectiveness (and pitfalls) of having two professors from very different areas of their field (animal and social psychology) teach a historical review of the students' major. Coverage will include the value of having two discussion facilitators model appropriate learning-community interactions (e.g., discussions generated by disagreements). The presentation will be summarized by practical advice useful to any area of teaching.

Courtyard 2

11D *Easy Digital Video for Collaborative Learning*

Tim Spannaus – Instructional Technology
Wayne State University

In this session, we will discuss the minimum equipment and software needs for DV production, demonstrate editing, and view student projects.

SATURDAY, SEPTEMBER 25, 2004 – cont'd

4:00 pm - 5:00 pm CONCURRENT SESSIONS

Crystal

12A *Teaching With Multimedia: Do Bells And Whistles Help Students Learn?*

Terry Hallett – School of Speech Language Pathology and Audiology
University of Akron

With the advent of interactive television came the talking head phenomenon, PowerPoint, and the Web. Many educators have jazzed up their classes with PowerPoint graphics. Such efforts may make lectures and websites more interesting. But do they contribute to students' learning?

Leelanau

12B *Teaching Technical Pedagogy*

Kevin Johnston – Teaching Assistant Program
Michigan State University

In this workshop, we will explore the roles teaching principles play in using technology effectively. Participants will also explore their own approaches to teaching others how to use technology.

Courtyard 1

12C *What to Believe about SETs*

Donna Green – Office of Teaching and Learning
Wayne State University

This session will review current research on SETs highlighting what we know to be true about them and what we know not to be true. She'll point out the differences between the formative and evaluative dimensions generally captured on SETs – and how to use the feedback to reflect on one's own teaching – and possibly change it for the better. Oh yes, and how to use the information to get better SET scores the next time.

Courtyard 2

12D *Faculty Learning Community Programs*

Andrea Beach – Teaching, Learning, and Leadership
Western Michigan University

Milton Cox – Center for the Enhancement of Teaching and Learning
Miami University

This session examines and discusses lessons learned from a three-year FIPSE funded FLC program dissemination project about the best practices for creating and sustaining FLC initiatives.

SUNDAY, SEPTEMBER 26, 2004

8:00 am - 8:45 am BREAKFAST

9:00 am – 11:00 am PLENARY WORKSHOP

Torch

Fast But Fair Methods to Grade Writing

Linda Nilson – Office of Teaching Effectiveness and Innovation
Clemson University

What you will learn in this workshop will save you time doing what is probably your least favorite teaching task, grading written work, without sacrificing accuracy or fairness to your students. You may even be able to add more writing assignments and essay tests in your courses. If you now grade this kind of written work using an atomist or analytical grading key, you are probably taking more time than you have to. By using one of two holistic grading methods, you can radically reduce your grading time. In fact, a chemistry professor who published a journal article on using one holistic method slashed his report grading time by 80%. This workshop will most benefit instructors who are not familiar or comfortable with holistic grading.

11:00 am -11:30 am CLOSING PLENARY

Torch

Lessons Learned

Terry Rawls – ProfEd
Central Michigan University

“Lessons Learned” is our opportunity to bring closure to the conference. Individuals will explore the "What" and "How" of their learning, and will be given the chance to formulate an implementation plan for changes that they wish to make. The critical question addressed in this session will be: "How will I stop myself...?"

**THANK YOU FOR ATTENDING. WE HOPE TO SEE YOU
AT LILLY NORTH 2005!!!**