



Student Engagement

Fourth Annual Conference on Teaching and Learning
Oakland University, Rochester, MI
May 19-20, 2010



Acknowledgments

The organizing committee of the Fourth Annual Conference on Teaching and Learning gratefully acknowledges the financial support of the Office of the Senior Vice President for Academic Affairs and Provost of Oakland University and of the Office of the Provost and Vice-President, Academic, of the University of Windsor. This conference would not have been possible without the generous contributions of Dr. Moudgil and Dr. Groarke, and we appreciate their ongoing commitment to this collaborative teaching and learning initiative.

Special Thanks To:

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Schedule at a Glance

Wednesday May 19, 2010

All events take place in the Oakland Center

1:00 - 6:00 p.m.	Conference Registration	Outside Gold Rooms
1:30 - 3:00 p.m.	Opening Plenary - Dr. Tamara Rosier	Upper Level Oakland Room
3:15 - 4:00 p.m.	<u>Concurrent Sessions - W1</u>	Lower level Oakland Center
4:00 - 4:15 p.m.	Transition Time/Health Break	N/A
4:15 - 5:00 p.m.	<u>Concurrent Sessions - W2</u>	Lower level Oakland Center
5:00 - 6:30 p.m.	Reception/ <u>Poster Session</u>	Gold Rooms
5:15 - 5:30 p.m.	Greetings from the Provosts: University of Windsor and Oakland University	Gold Rooms

Thursday May 20, 2010

All events take place in the Oakland Center

Time	Activity	
8:30 - 11:30 a.m.	Registration	Outside the Gold Rooms
8:30 - 9:15 a.m.	Continental Breakfast	Gold Rooms
9:15 - 9:30 a.m.	Greetings and Updates	Gold Rooms
9:30 - 11:00 a.m.	Plenary: Dr. Todd Zakrajsek	Gold Rooms
11:00 - 11:15 a.m.	Transition Time/Health Break	Oakland Room
11:15 - 12:00 p.m.	<u>Concurrent Sessions - T1</u>	Lower level Oakland Center
12:00 Noon - 1:00 p.m.	Lunch	Gold Rooms
1:00 - 1:45 p.m.	<u>Concurrent Sessions - T2</u>	Lower level Oakland Center
2:00 - 3:30 p.m.	Closing Plenary: Dr. Todd Zakrajsek and Dr. Tamara Rosier	Gold Rooms
3:30 - 3:45 p.m.	Closing Remarks	Gold Rooms

Keynote Speakers



Tamara Rosier

Teaching Metacognition: Encouraging Students to Engage in Their Learning

Wednesday, May 19, 1:30 – 3:00 pm, Gold Rooms

What if we taught our students to monitor their progress as they learn? What if they learned to make changes and adapt their thinking if they perceived confusion or conflict? As students become more skilled at using monitoring and reflective strategies, they gain confidence and become more independent as learners. Metacognition is the knowledge of one's own thinking process and strategies, and the ability to consciously reflect and act on that knowledge to modify those processes and strategies. This session

will explore ways that we can encourage, cultivate and enhance metacognitive capabilities of our students.

Tamara Rosier is the Assistant Director in The Pew Faculty Teaching and Learning at Grand Valley State University. Prior to her current position, she was the founding director of the Center for Excellence in Learning and Teaching at Cornerstone University where she taught for eight years in the Teacher Education department. She earned her Ph.D. in Higher Educational Leadership from Western Michigan University in 2004.



Todd Zakrajsek

Creating Excitement in the Classroom: Strategies for Learning from the Psychology of Learning

Thursday, May 20, 9:30 – 11:00 am, Gold Rooms

What can instructors do to facilitate learning when they encounter students who seem uninterested and even apathetic toward course content and assignments? Part of the responsibility for learning belongs to students, but as faculty, we can find new ways to motivate, inspire and maybe even cajole students to learn. This session will demonstrate and explain how instructors can make

classroom learning, perhaps one of the most artificial learning settings, a more meaningful experience for students. The presenter uses theories of learning and motivation as a basis for creating strategies to increase student engagement in course content and class sessions. Participants will have an opportunity to try out and experience first-hand some of these techniques.

Todd Zakrajsek is the Executive Director of the Center for Faculty Excellence at the University of North Carolina at Chapel Hill. Prior to his current appointment, he established both the Faculty Center for Innovative Teaching at Central Michigan University in Mt. Pleasant, Michigan and the Center for Teaching and Learning at Southern Oregon University. While at Southern Oregon, he also taught in the psychology department as a tenured associate professor. Dr. Zakrajsek publishes and presents widely on the topic of student learning and faculty development. He also directs two conferences devoted to teaching and learning, one national and one international.

Wednesday May 19

Concurrent Session W1: 3:15pm – 4pm

Session Number and Title	Venue	Presenter
89 - ACHIEVE: Preparing "Day One" Professional Workers Beginning Freshman Year	Oakland Room	Cynthia Miree, Judith Martin & Tim Reimer
112 - Benefits of Mentoring Relationships in Academic Contexts	Heritage Room	Jacqueline Beres & Jess Dixon
124 - Novice to Expert: Improving Students' Reading While Achieving Instructional Goals	Lake Huron Room	Alice Horning
87 - Using Computer-based Resources and Peer Tutoring to Facilitate First Year Students' Learning of Physics	Lake Superior A	George Zhou
100 - Providing the Safety Net for Student Engagement	Lake Michigan	Jenny Tatsak, Julie Borkin & Linda Hagan

89 - ACHIEVE: Preparing "Day One" Professional Workers Beginning Freshman Year

Cynthia Miree, Oakland University
Judith Martin, Oakland University
Tim Reimer, Oakland University

Oakland Room
Wednesday, May 19, 3:15 – 4:00pm

The ACHIEVE program is designed to help students in the School of Business Administration (SBA) make the transition from high school graduates to “day one professional workers” in their chosen field of study. This presentation will explore the importance of career and professional development beginning in the freshman year and also highlight how said development deepens student engagement within the discipline.

112 - Benefits of Mentoring Relationships in Academic Contexts

Jacqueline Beres, University of Windsor
Jess Dixon, University of Windsor

Heritage Room
Wednesday, May 19, 3:15 – 4:00pm

Protégés often report that their mentors were instrumental in their development. But what exactly do mentors do in order to facilitate their protégés’ development? After providing a brief introduction to mentoring functions (Kram, 1988), we will share the results of a study examining mentoring relationships among doctoral dissertation advisors and their former doctoral students. Literature pertaining to mentoring at other academic levels will also be presented. Session participants will gain an understanding of the actions that are found in mentoring relationships and how each member (mentor and protégé) of the relationship benefits. This session may be of interest to both faculty members and students who are currently involved in (or who will soon enter into) mentoring relationships. Participants could then incorporate the current mentoring practices and examples provided in this session into their own mentoring relationships.

124 - Novice to Expert: Improving Students' Reading While Achieving Instructional Goals

Alice Horning, Oakland University

Lake Huron Room

Wednesday, May 19, 3:15 – 4:00pm

In this interactive session on college students' reading problems, participants will have an opportunity to compare and contrast their own reading experiences with those of their students. Equipped with an understanding of the psycholinguistics of reading and with a proposal and some evidence about the differences between expert and novice readers, participants will consider strategies for addressing students' reading weaknesses as a means to achieve personal instructional goals. By the end of the session, participants should have "Monday morning" ideas for ways to make sure students do, will and can read.

87 - Using Computer-based Resources and Peer Tutoring to Facilitate First Year Students' Learning of Physics

George Zhou, University of Windsor

Lake Superior A

Wednesday, May 19, 3:15 – 4:00pm

The first year introductory physics courses are required courses for many students who major in science and engineering programs. Students' learning experiences in these courses have a great impact on whether they are going to stay in science-related majors or even persist in post-secondary studies. This study investigated the use of computer-based interactive resources and peer tutoring for an enhancement of the first year students' physics learning experience. The study employed survey and interview methods to collect data. Data demonstrate that students clearly acknowledge the values of computer-based resources and tutoring, however the availability of these resources did not guarantee their use by students. In addition, the study identified various study behaviors in physics learning and found a close relationship between students' learning behaviors with their academic achievements.

100 - Providing the Safety Net for Student Engagement

Jenny Tatsak, Walsh College

Lake Michigan Room

Julie Borkin, Oakland University

Wednesday, May 19, 3:15 – 4:00pm

Linda Hagan, Walsh College

Our students are hungry for experience. Whether virtually, or face-to-face, our students are in constant contact with those near and far and seek information on whatever or whomever they fancy. We struggle with ways to focus their attention on learning, and not that vast world, only a text away. Yet despite constant connectivity, educators grapple with ways to harness our students' enthusiasm for experience into meaningful applications. To this end, panelists will facilitate an interactive session with tools to translate experience into application and achieve cross-curriculum learning objectives such as critical thinking, problem solving, teamwork, and communication. We share ways to create safe learning spaces to inspire active learning including activities that utilize social media as a tool, and assessments that interweave experience, writing, and research.

Wednesday May 19

Concurrent Session W2: 4:15pm – 5pm

Session Number and Title	Venue	Presenter
85 - Changing Student Perceptions One Activity at a Time	Oakland Room	Sara Maher
106 - Use of 3D Video Headsets for Delivery of Online Course Material	Heritage Room	Aaron Bird & Dave Hodgson
111 - Brain-based Teaching and Learning: Strategies for Enhancing Student Motivation and Engagement	Lake Huron Room	Betsy Keating
96 - The Importance of Discipline-Specific Library Instruction for Undergraduates	Lake Superior A	Mariela Gunn & Cynthia Miree
108 - The Effect of I-Clickers in Enhancing Engineering Classrooms	Lake Michigan Room	Wafa Polies

85 - Changing Student Perceptions One Activity at a Time

Sara Maher, Oakland University

Oakland Room

Wednesday, May 19, 4:15 – 5:00pm

INTRODUCTION: Students who feel actively engaged report feelings of empowerment, enthusiasm, and excitement about learning, while others report increased stress from group work. How do student perceptions change over time with the addition of team-learning and service learning projects to a pre-professional course? METHODS: Students in several semesters of one class were administered a version of the National Survey of Student Engagement, in addition to analysis of course evaluations. RESULTS/DISCUSSION: With team activities and service learning, students reported better interactions with faculty and administrators, less reliance on e-mail for faculty communication, and more discussion with faculty. Students felt they worked more with peers and acquired job related skills. This resulted in less memorization, a change in critical thinking, and less independent learning (more team learning). CONCLUSIONS: This study supports student engagement and service learning as mechanisms to enhance learning, promote interpersonal skills, and improve student / faculty interactions.

106 - Use of 3D Video Headsets for Delivery of Online Course Material

Aaron Bird, Oakland University

Heritage Room

David Hodgson, 3-D ETC LLC

Wednesday, May 19, 4:15 – 5:00pm

Recent technological advances have allowed the delivery of 3D video content via internet-linked computers to personal-use video display headsets. This technology is currently used for impactful immersive behavior-based safety training in classroom settings. However, distribution of 3D video content via the web now allows this technology to be incorporated into online courses in order to demonstrate real-world examples. This presentation will discuss the effectiveness of 3D immersive video training and its use in education. A demonstration will be conducted during the presentation.

111 - Brain-based Teaching and Learning: Strategies for Enhancing Student Motivation and Engagement

Betsy Keating, University of Windsor

*Lake Huron Room
Wednesday, May 19, 4:15 – 5:00pm*

The last two decades of the twentieth century saw a rapid proliferation of research into brain function and cognitive processes. Since then, educational researchers have been applying the relevant findings to classroom practices and conducting research on the effectiveness of brain-based strategies for enhancing student motivation and engagement. Unfortunately, popularized "neuromyths" have also proliferated—due to a combination of faulty logic, commercial interests, and enthusiasm. Determining which proposals for classroom practice "improvements" are based on sound research has become time-consuming and difficult. Participants will be introduced to some of the more exciting research findings and to a compelling model for making informed decisions about teaching practices. The model offers concerned practitioners a filtering process for selecting practices supported by both evidence-based cognitive science and established teaching and learning theories. Participants will then have the opportunity to begin sketching in adaptations for their own disciplines and course designs.

96 - The Importance of Discipline-Specific Library Instruction for Undergraduates

*Mariela Gunn, Oakland University
Cynthia Miree, Oakland University*

*Lake Superior A
Wednesday, May 19, 4:15 – 5:00pm*

We share the results of a study comparing the business-specific information literacy of first semester freshmen with seniors in the business school. The study found no differences between the two groups before formal library instruction. While both groups positively and significantly benefited from formal library instruction, they remained indistinguishable. We also discuss the importance of formal discipline-specific library instruction as a necessary component of undergraduate curriculum along with some recommendations on how to better integrate it into undergraduate programs.

108 - The Effect of I-Clickers in Enhancing Engineering Classrooms

Wafa Polies, University of Windsor

*Lake Michigan Room
Wednesday, May 19, 4:15 – 5:00pm*

Planting a strong understanding of various concepts in engineering students requires instructors to use their time wisely in order to engage students. Traditional lectures involve one-way communication which does not enable students to practice their knowledge in the classroom. I-clickers, hand-held voting devices, offer the option of two-way communication. This session presents research examining the impact of I-clickers in engineering classrooms including perceived student engagement, and comprehension, changes in attendance, and the influence of I-clickers on an instructor's capacity for contingency teaching. Participants will explore these concepts and leave with techniques that they can apply in their classrooms.

Wednesday May 19

Poster Session: 5:00 – 6:30pm

*Poster presenters can begin set up at 4:30pm.

Session Number and Title	Presenter(s)
P01 - Writing Outside the Lines: A Creative Exploration of Writing as a Multi-Disciplinary Teaching Method	Maria Bastien, University of Windsor Melanie Santarossa, University of Windsor
P02 – Bringing Birth to Life: Using Simulation Technology on a Grander Scale	Judy Bornais, University of Windsor Deborah Dayus, University of Windsor
P03 - Strengthening Skills and Social Justice: Macro and Micro Learning Outcomes in Clinical Placements	Gemma Smyth, University of Windsor
P04 - Evaluating the Effectiveness of Using Standardized Patients in Undergraduate Nursing Health Assessment.	Judy Bornais, University of Windsor Janet Raiger, Lambton College
P05 - A Framework to Bridge Learning Gaps Caused by Learners' Diverse Needs in MBA Programs	Tony Mao, University of Windsor
P06 - Teaching ICT to Concurrent Teacher Education Students: Challenges and Strategies	Zuo Chen Zhang, University of Windsor
P07 - Redesigning Directed Study: How to Breathe New Life into an Old Required Nursing Course	Laurie Freeman-Gibb, University of Windsor Michelle Freeman, University of Windsor
P08 - First Year Experiences	Charanpreet Kaur, University of Windsor
P09 - Developing a Manifesto for Life	Simon Du Toit, University of Windsor Roderick Turton, University of Windsor Talish Zafar, University of Windsor
P10 - Medication Administration Exam: Simulation as a New Tool	Margaret Harris, Oakland University Gary Moore, Oakland University Sarah Newton, Oakland University Laura Pittiglio, Oakland University
P11 - Developing Engaging Teaching: An Internationally Accredited Certificate Program	Pierre Boulos, University of Windsor Erika Kustra, University of Windsor Michael K. Potter, University of Windsor Alan Wright, University of Windsor
P12 - A Circular Journey: How We Use and Enhance Decision-Making within Groups	Charlie Rinehart, Oakland University Anglesia Brown, University of Detroit Mercy
P13 - Economics Writing in Selected Canadian Undergraduate Programs	Barb Bloemhof, McMaster University

P14 - Investigating Student Engagement in Introductory Accounting: The Classroom Survey of Student Engagement and Approaches to Studying Questionnaire	Barb Bloemhof, McMaster University
P15 - Engaging students in anatomy: Bringing a dead science to life through a hybrid online approach	Mary Bee, Oakland University
P16 - Students Renegotiating Their Identities	Thomas Blume, Oakland University Keolebogile Semphadile, Oakland University Terrance McClain, Oakland University Joel Lane, Oakland University
P17 - Critical Tools to Successfully Navigate Your Changing Career	Sonia Lopez, Oakland University Caitlin Cyccone, Oakland University Taylor Gielow, Oakland University Ashley Polh, Oakland University Chris Pelak, Oakland University Michelle Mich, Oakland University Judy Jacobs, Oakland University Mark MacGregor, Oakland University
P18 - Vehicle End of Life Workshop for the Industrial Engineering Senior "Capstone" Design Course: From Evaluation to Transformation for Restoration or Pulverization	Susan Sawyer-Beaulieu, University of Windsor Jill Urbanic, University of Windsor

P01 - Writing Outside the Lines: A Creative Exploration of Writing as a Multi-Disciplinary Teaching Method

Can the act of writing be a multidisciplinary teaching and learning method that promotes creative habits of mind? Welcoming participants from all disciplines, this poster demonstrates that writing can energize any academic classroom. This poster will provide an overview of Janet Emig's work, "Writing as a Mode of Learning," in which she examines the relationship between writing and learning stating, "writing [is a] powerful learning strategy" (7). With Emig's claim in mind, educators will discover that writing, as a site of invention, revision and reflection, is not discipline specific. The following questions will guide this innovative seminar: How can writing influence the process of learning? What teaching approaches can benefit from writing exercises? In what ways can writing facilitate dynamic learning environments? By foregrounding these inquiries, participants will develop an awareness of the transferability of writing as a teaching and learning method that can be implemented in any discipline.

P02 – Bringing Birth to Life: Using Simulation Technology on a Grander Scale

Can the act of writing be a multidisciplinary teaching and learning method? Our poster presentation will engage participants in discussion on writing activities used as teaching methods for invention, revision and reflection. The theoretical basis for our poster comes from Janet Emig's work, "Writing as a Mode of Learning," in which she examines the links between writing and cognitive function. She states that "writing involves the fullest possible functioning of the brain, which entails the active participation in the process of both the left and right hemispheres" (10-11). Participant interaction will bring specificity to Emig's theories, linking pedagogy to practice; as presenters highlight innovative short-writing strategies that can be implemented in any discipline, participants will share individual teaching practices through interactive portions of the poster. Attendees will take away a handout including a detailed explanation of the poster's application of Emig's theory and its links to writing practice.

P03 - Strengthening Skills and Social Justice: Macro and Micro Learning Outcomes in Clinical Placements

Many academic programs around the world are using learning outcomes to strengthen learning and teaching. In professional programs with clinical components, it is widely recognized that learning outcomes are equally useful to ensure competency in practice, particularly in regulated professions. The Faculty of Law at the University of Windsor is examining adopting values and attitudes-based outcomes in addition to skills-based outcomes. This poster presentation identifies the “macro” learning outcomes we have identified for all our diverse clinical placements as well as “micro” outcomes for particular programs. The presentation identifies why and how values of social justice can be integrated into clinical learning and what assessment mechanisms will measure these outcomes. Although the context is law, this proposed model has great applicability in any regulated professional program including nursing, social work and medicine.

P04 - Evaluating the Effectiveness of Using Standardized Patients in Undergraduate Nursing Health Assessment.

The development of competent physical assessment skills by nursing students continues to be a challenge to nurse educators and students. Literature on the efficacy of utilizing standardized patients in lab sessions to engage undergraduate nursing students in developing competencies in the area of physical assessment is limited. A collaborative undergraduate nursing joint research pilot study at the University of Windsor and Lambton College, Sarnia, examined the effectiveness of using standardized patients in improving health assessment skills among first year nursing students. Our findings suggest that the use of standardized patients is an effective educational technique in undergraduate nursing education and may be a valuable solution for undergraduate nursing curriculums. The use of standardized "clients" may be an effective educational tool for other disciplines to explore.

P05 - A Framework to Bridge Learning Gaps Caused by Learners' Diverse Needs in MBA Programs

A common goal of current MBA education is to transfer necessary skill sets and appropriate value systems to students through a learning process so that they can be competitive in the real business world. Synergy between students and instructors is a critical component to ensure the success of the learning process. However, the diversity of needs brought by learners and a lack of mutual understanding of these needs between students and instructors may cause negative impacts to the effectiveness of learning. This paper attempts to better understand and identify the diversity of needs brought by learners to the MBA programs in their learning process. This paper also proposes a framework aiming at improving the MBA learning process by identifying, managing and bridging learning gaps between students, instructors and program administrators.

P06 - Teaching ICT to Concurrent Teacher Education Students: Challenges and Strategies

Most of the students in the concurrent teacher education program belong to the “Net Generation”, or are called “digital natives”, as they grew up with various types of Information and Communication Technologies (ICT), such as computer hardware and software, Internet, cell phone, SmartBoard, digital cameras, music players and video recorders. So compared with consecutive students, these students are assumed or perceived to be more “tech savvy”. However, this group of students is found to lack basic knowledge of ICT literacy and it’s challenging to get them motivated and engaged in an ICT class. This presentation will share with the audience members what the presenter observed in a concurrent teacher education class and what strategies he employed to engage students.

P07 - Redesigning Directed Study: How to Breathe New Life into an Old Required Nursing Course

Directed study is a required fourth year nursing course at the University of Windsor. The intent of the course is to synthesize learned professional nursing skills and then to disseminate this evidence-based information. As time progressed since the inception of this course it lost some of its educational rigor and was considered a "waste of time" and a "bird" course by many 4th year nursing students. Course redesign integrated evidence-based practice and principles of teaching and learning to engage our students. To date, outcomes of this improved design include 4 professional publications and 5 pending publications by graduating nursing students. This poster presentation will outline our design, lessons learned, and feedback back from students on this refreshed course.

P08 - First Year Experiences

I stepped into higher education with a unique mindset and expectation that distinguishes me from spoon fed and X Generation predecessors. Even with robust enthusiasm, the road to success had a blurred image. I then followed what I referred to as the A's of the first year experience. The first "A" stands for Attendance, attendance in the campus required I used resources and became involved. My involvement on campus leads to another "A" which refers to Attachment. I have actively participated in volunteer opportunities, workshops and attended most of the seminars that I feel are grooming me for change in my life so the Attachment has led me to the final "A", Achievement.

P09 - Developing a Manifesto for Life

Despite quickly traveling through academia in order to fulfill the requirements of a diploma, it is not always certain whether students fulfill their own goals in regards to what motivates them to pursue their passion. With this in mind, we would like to propose a poster presentation, which illustrates the process and outcome of the "Manifesto Project", which is the final summative presentation for students in the Nature of Theatre Course within the School of Dramatic Art. This project asks students to assess their own beliefs and aspirations and perform them in a classroom presentation. Students can produce a range of creative outputs, resulting in mixed-media projects as well as live performances. Our poster presentation will show how the mentoring classroom dynamic incorporated with the Manifesto Project aids students in developing a strong enthusiasm for their major, with which they can grow towards their goals.

P10 - Medication Administration Exam: Simulation as a New Tool

This descriptive study used simulation technology to replicate medication calculation and administration to enhance baccalaureate nursing (BSN) students' medication calculation skills. Prior to this study, approximately 25% of the BSN students who took the medication administration examination (MAE) were not successful (defined as attaining a 90% or higher score). It was hypothesized that simulation of medication calculation would facilitate the students' understandings of important concepts necessary to demonstrate mastery on the MAE. For the simulation, students rotated through four different stations that represented different types of medication scenarios typically encountered in clinical practice. At the conclusion of data collection, MAE scores of students who participated in the simulation were compared to the MAE scores of students who did not participate in the simulation. The educational implications of this project are many, and should lead to the development of pedagogically appropriate teaching/learning strategies to bolster BSN student success on the MAE.

P11 - Developing Engaging Teaching: An Internationally Accredited Certificate Program

How can engaging, effective teaching be developed intentionally? One route is through a teaching certificate program. The University Teaching Certificate (UTC) Program at the University of Windsor focuses on systematically developing scholarly and engaging teachers who can effectively enhance learning. The three certificates of the programme concentrate first on changing awareness, then changing behaviour, and finally creating agents of change. Initial results from the pilot year will be shared. The process used for the design and implementation of the UTC resulted in international accreditation through the Staff and Educational Development Association (SEDA) in the United Kingdom - the first certificate program in North America to receive this international recognition.

P12 - A Circular Journey: How We Use and Enhance Decision-Making within Groups

Groups are an ever-present part of academic and professional life. The ability to function within a group is essential for success in today's global society. This session will examine student engagement through the methods of group decision making while bringing to life obstacles and uncertainties that students face within groups. Furthermore, these methods will explore group theories and connect them to interactive ideas and activities to enhance the student experience.

P13 - Economics Writing in Selected Canadian Undergraduate Programs

Undergraduate research capacity can be usefully developed using assessed writing assignments that emphasize inquiry-motivated writing (scholarly writing, writing to integrate existing literature and contribute to the discussion), which develops specific scholarly research skills that might not receive the same focus in writing for understanding (so-called "writing across the curriculum"). Using a content analysis of course outlines at selected research-intensive economics departments in Canada, the current paper looks at how much economic writing was being assigned between September 2008 and April 2009. Together with the enrollments of these courses, I calculate the proportion of students in the surveyed programs that get opportunities to practice economic scholarly writing. The workshop will also explore whether the writing assignments being offered are projects that can develop critical thinking and questioning skills.

P14 - Investigating Student Engagement in Introductory Accounting: The Classroom Survey of Student Engagement and Approaches to Studying Questionnaire

Changes in course practices and parameters can be expected to affect student experiences of the course and student success in learning and development, but many accounting education papers investigating the effectiveness of classroom activities do not take a systematic look at the baseline experience. The current investigation uses the Classroom Survey of Student Engagement and the Approaches to Studying survey instruments to benchmark the level of engagement and the approach that the course environment and assessments inspire in students, in one instructor's evolving Introductory Financial Accounting course. The evidence for integrating instructional method, assessment and course objectives inspires recommendations for the next evolution of the classroom experience, to the end that students take a more active and deep approach to the material in introductory financial accounting.

P15 - Engaging Students in Anatomy: Bringing a Dead Science to Life through a Hybrid Online Approach

Educating students in the field of anatomy has been a challenge for decades. Bringing a “dead” science to “life” has been problematic for even the greatest of educators. We sought an approach to teaching anatomy that incorporated multiple teaching styles and formats to keep student learning engaging, stimulating, and self-motivating. We achieved our goal by incorporating an online component for both the lecture and lab for our graduate and upper-level students. Student satisfaction and perception of learning was assessed and correlated to exam grades. Student grades were significantly higher for “on-line” taught material as opposed to “in-class” taught material ($p=0.04$). Student satisfaction and the perception of learning increased 42% with a hybrid format. We highly recommend this approach for successfully teaching anatomy.

P16 - Students Renegotiating Their Identities

Higher education can be a transforming experience, and many people pursue degree programs with the intention of changing their lives. However, such transformations often create identity tensions--disturbances in personal relationships and confusion about how to reconcile the emerging identity with other roles/identities (parent, partner, sibling, friend, member of a religious community, etc.). The focus of this poster will be on the transitions experienced by students in higher education, with an emphasis on tensions experienced by non-traditional and African-American students. The poster presents a theoretical model of Identity Renegotiation that describes behavior changes and changed narratives combining in a process that leads to transformed identities. Presenters will demonstrate, in an interactive format, specific teaching techniques designed to facilitate students' integration of academic, career, and personal decisions: social mapping, self-in-context, and process-focused exercises.

P17 - Critical Tools to Successfully Navigate Your Changing Career

Career theorists have increasingly promoted the idea that career is not only an occupation or a job, but a lifelong process of how one wants to live his or her life. Whether one is trying to identify the field in which they want to work, or are changing their career, it is important to critically assess the available options. Career planning has become a much more challenging task as a result of the dramatic, rapid changes in our social and economic life. This atmosphere has impacted the previously held concepts of work, now coupled with the depressed job market, adversely affects how we plan and pursue our careers. Therefore, it is vitally important to know what tools are available to assist in the formulation and execution of a successful career plan. This interactive poster presentation demonstrates the available “tools” that can be utilized in the development of one’s career plan.

P18 - Vehicle End of Life Workshop for the Industrial Engineering Senior "Capstone" Design Course: From Evaluation to Transformation for Restoration or Pulverization

The classical senior capstone design course consists of establishing an environment where students are given the experience of solving a substantial problem, while working in a team environment, using concepts that span several topic areas in their field of study. Open ended projects from a variety of sectors (automotive, food, recycling, hospitals, and so forth) are presented to the students. The students are expected to apply a design process appropriate to the engineering problem at hand, and accomplish a set of stated goals. A series of workshops and seminars have been developed to engage the students in these topics in an “activity based” learning environment. The poster will present aspects of Vehicle End of Life workshop used to facilitate understanding of “big picture” issues and develop relevant “judgment skills” to support open-ended design activities related to recycling and sustainable design challenges.

Poster and Resource Sharing Session and Reception

Gold Rooms
Oakland Center
Oakland University
Wednesday, May 19, 5:00 – 6:30pm



Please join us for hors d'oeuvres while you help to select the recipient of the annual Dr. Wilbert J. McKeachie International Poster Prize

The Dr. Wilbert J. McKeachie Poster Competition

The 2010 conference organizing committee is pleased to present the Dr. Wilbert J. McKeachie International Poster Competition. The aim of this poster session competition is to promote the importance and value of posters as opportunities to explore effective and innovative teaching and learning practices, and disseminate research results. Presenters have been encouraged to reconceptualize the typical poster session in creative ways to incorporate active learning approaches and interactive engagement with both poster and presenter.

Popular vote based on the poster competition criteria will determine five finalists, from whom the adjudication panel will determine the poster prize recipient. Posters will be judged based on the following criteria:

Conceptual Depth and Content - The poster's originality, conceptual basis, and the relevance and value of its content.

Clarity - The poster's success in communicating a message effectively.

Design - The poster's visual design and use of images and diagrams to effectively reinforce the themes and concepts explored in the poster. The poster's concise use of text for ease of readability.

Potential for Engagement - The poster's potential to foster active learning. We encourage designs which foster greater and varied interaction between viewer and presenter.



The Dr. Wilbert J. McKeachie International Poster Prize established in 2009 for the University of Windsor (ON) and Oakland University (MI) Annual Teaching and Learning Conference

Conference participants are invited to take part in the selection process during Poster and Resource Sharing Session and Reception on Wednesday, May 19, from 5:00 – 6:30 pm. Ballots will be handed out at the poster session.

The Dr. Wilbert J. McKeachie International Poster Prize will be presented at lunch on May 20.

The organizing committee gratefully acknowledges this year's poster adjudication panel:

Krista Malley, Director
Director
Oakland University
Rochester, MI, U.S.A.

Lorna Stolarchuk, Learning Technology Trainer
Centre for Teaching and Learning
University of Windsor
Windsor, ON, Canada

Jennifer Law-Sullivan, Assistant Professor
Modern Languages and Literature
Oakland University
Rochester, MI, U.S.A.

Damian Ruth, Visiting Fellow
Massey University
New Zealand

Please note that members of the poster adjudication panel are not eligible for the poster prize.



Dr. Wilbert J. McKeachie

Wilbert J. McKeachie is Professor Emeritus of Psychology and former Director of the Centre for Research on Learning and Teaching at the University of Michigan where he has spent his entire professional career since taking his doctorate in 1949. His primary activities have been college teaching, research on college teaching, and training college teachers. He is past President of the American Psychological Association; the American Association of Higher Education; the American Psychological Foundation; the Division of Educational, Instructional, and School Psychology of the International Assoc.

of Applied Psychology; and the Centre for Social Gerontology. He is also past Chairman of the Committee on Teaching, Research, and Publication of the American Association of University Professors, and of Division J (Psychology) of the American Association for the Advancement of Science. He has been a member of the National Institute of Mental Health Council, the Veteran's Association Special Medical Advisory Group, and various other government advisory committees on mental health, behavioral and biological research, and graduate training. Among other honors, he has received eight honorary degrees and the American Psychological Gold Medal for Lifetime Contributions to Psychology.

Thursday May 20

Concurrent Session T1: 11:15am – 12pm

Session Number and Title	Venue	Presenter
101 - Tools Beyond the Text: Supplementing the Syllabus to Achieve Student Engagement	Oakland Room	Hollie Adams, Janine Morris, & Matthew Hunt
94 - Creating Creativity Creatively: Cream, Crepes, and Croatia	Heritage Room	Jason Schmitt & Charles Rinehart
119 - Course Design for Critical Thinking: Two Experiences	Lake Huron Room	Barb Bloemhof & Melanie Lang
71 - Teaching With The Brain in Mind	Lake Superior A	Thomas McNorton
126 - OU Archaeology: Student Engagement and Service Learning	Lake Michigan Room	Suzanne Spencer-Wood, Richard Stamps, & Michael Pytlik

101 - Tools Beyond the Text: Supplementing the Syllabus to Achieve Student Engagement

Hollie Adams, University of Windsor
Janine Morris, University of Windsor
Matthew Hunt, University of Windsor

Oakland Room
Thursday, May 20, 11:15 – 12:00pm

In the University of Windsor's Composition program, there are eight graduate instructors teaching from the same syllabus and textbook. However, each classroom experience is different depending on the instructors' unique approach to achieving student engagement. As we create a community of graduate instructors, through weekly staff meetings and shared office space, we rely on the diversity of our experiences to collaborate pedagogically. Thus, a major part of our successes in the classroom can be attributed to the collaborative nature of our teaching practices, as our teacher identities were being constructed both inside the classroom and in continual conversation with fellow graduate instructors. We intend to share with conference participants how we learned from each other's successful and failed attempts at student engagement through such tools as teaching through various media (including Powerpoint presentations), zine-writing workshops, and using non-traditional texts to supplement the syllabus.

94 - Creating Creativity Creatively: Cream, Crepes, and Croatia

Jason Schmitt, Oakland University
Charles Rinehart, Oakland University

Heritage Room
Thursday, May 20, 11:15 – 12:00pm

"Unique ideas that have value:" which Ken Robinson uses to define creativity is a sought after commodity for educators, administrators, and the 2010 student body as a whole. This session will highlight current trends in defining and promoting creativity within the college classroom. Further, this presentation will investigate Detroit rock music, and the cultural performance of cooking, as sites of unique creative attributes. The regional creativity will be unpacked and highlighted with a lens toward academic relevance and student engagement methods.

119 - Course Design for Critical Thinking: Two Experiences

Barb Bloemhof, McMaster University
Melanie Lang, University of Guelph

Lake Huron Room
Thursday, May 20, 11:15 – 12:00pm

Critical thinking may be encouraged by deliberate course design and assessment approach. In this workshop, we will share what we learned in two introductory courses that were explicitly designed with the intention of creating opportunities for students to integrate content and process skills and engage in critical thinking. Participants will have the opportunity to experience a 45 minute taste of problem-based learning about course design, as the presenters model the approach taken in Introduction to International Economics. Insights from this, and from a large-enrollment first year critical thinking course, highlight common points of resistance and strategies for creating a positive learning experience.

71 - Teaching With The Brain in Mind

Thomas McNorton, University of Windsor

Lake Superior A
Thursday, May 20, 11:15 – 12:00pm

Teaching with the Brain in Mind explores ideas and strategies to keep students interested in Learning Sessions by demonstrating activities to check student involvement, ideas to integrate student previous knowledge into the learning and how to keep their attention and interest. Research taken from several authors such as Daniel Amen, Michael Gurian and John Medina are incorporated into the presentation.

126 - OU Archaeology: Student Engagement and Service Learning

Suzanne Spencer-Wood, Oakland University
Richard Stamps, Oakland University
Michael Pytlik, Oakland University

Lake Michigan Room
Thursday, May 20, 11:15 – 12:00pm

Archaeology creates enthusiastic student engagement through service learning in several courses at Oakland University. Students learn knowledge, skills, and ethics by visiting sites, excavating, and analyzing artifacts. Archaeology provides service to communities by bringing their history to life. Suzanne Spencer-Wood discusses structuring exercises in her historical archaeology class to engage students in conducting research that serves local historical sites and agencies. Richard Stamps discusses student engagement in service learning projects of archaeological field schools. Last year students and local residents together excavated the earliest settler's house and the first school in Waterford, Michigan, supported by a federal grant on Teaching American History. Mike Pytlik discusses student engagement in our field school in Israel, where students join Hebrew University in excavating an Iron-Age fort site near Jerusalem. This excavation aids our understanding of the Biblical kingdom of David, which is a public service to Jewish and Christian communities alike.

Thursday May 20

Concurrent Session T2: 1pm – 1:45pm

Session Number and Title	Venue	Presenter
84 - Using Simulation as an Innovative Strategy for Teaching Quality and Safety Education in Baccalaureate Nursing	Oakland Room	Claudia Grobbel & Ronald Piscotty
109 - Critical Thinking in Economics	Heritage Room	Addington Coppin
107 - Student Engagement and its Impact: The View From Research Ethics	Lake Huron Room	Pierre Boulos
115 - Connecting Coursework with Career Skills: Authentic Instruction, Assessment, and Learning	Lake Superior A	Jim Coyle
110 - Online Teaching and Learning Imaginarium	Lake Michigan Room	Lorna Stolarchuk & Wayne Tousignant

84 - Using Simulation as an Innovative Strategy for Teaching Quality and Safety Education in Baccalaureate Nursing

Claudia Grobbel, Oakland University

Heritage Room

Ronald Piscotty, Oakland University

Thursday, May 20, 1:00 – 1:45pm

The focus of this presentation is to describe the innovative approach of simulation to teaching the Quality and Safety (QSEN) standards in the baccalaureate nursing student's leadership course. The simulation focuses on addressing the six QSEN competency areas: patient-centered care, teamwork and collaboration, evidenced-based practice, quality improvement, safety, and informatics. This project integrates leadership competencies of communication, conflict resolution, and teamwork and their impact on safe practice. A student-managed simulation project has been developed to teach students how to lead and manage these high risk situations in a classroom setting that allows students to assess, integrate, and assimilate these core competencies in a low-stress, low-risk environment. Learning and project evaluation is conducted through the use of a pre and post-test and student self-assessment inventory. The results of the evaluation assessments will be discussed and the impact it can have on the quality and safety competencies required of undergraduate nursing students.

109 - Critical Thinking in Economics

Addington Coppin, Oakland University

Oakland Room

Thursday, May 20, 1:00 – 1:45pm

An Experiment in Critical Thinking was conducted across six sections of a core Economics class. One of the findings is that while open-ended questions yield lots of good insight into student thinking, questions of a problem-solving nature yielded more precise and concise outcomes for summary purposes. A mix of both types of questions allows for a cross-comparison of student ability to demonstrate their critical thinking skills. Many students appear to need guidance as to how to communicate what they know. A surprising outcome was the frequency with which students offered "opinions" as examples of critical thinking. More data are being gathered for analysis in this ongoing study.

107 - Student Engagement and its Impact: the View from Research Ethics

Pierre Boulos, University of Windsor

*Lake Huron Room
Thursday, May 20, 1:00 – 1:45pm*

How do you know whether you are engaging students and having an impact on learning? Increasingly, people are using qualitative and quantitative research methodologies to inquire into their own teaching practices. Research ethics committees have an important role to play in ensuring the ethical standards and scholarly merit of research involving human participants. At the forefront of its obligations, the ethics committee must ensure that the rights of research participants are protected. Balanced with this, the research ethics committee also has an obligation to the researcher. In this session we will explore some typical methodologies researchers may use to measure student engagement and their allied research ethics commitments. Research ethics committees can contribute to the scholarship of teaching and learning and to the research process because they help to ensure that research meets the high ethical and scientific standards expected by society.

115 - Connecting Coursework with Career Skills: Authentic Instruction, Assessment, and Learning

Jim Coyle, University of Windsor

*Lake Superior A
Thursday, May 20, 1:00 – 1:45pm*

Higher education curricula provide the foundation for post-graduation career skills and students want to see how course content applies to their future real life/work situation. Today's students prefer problem-centered, collaborative, and skills-based learning experiences that integrate past experiences, knowledge, and workplace skills. Designing learning modules and curricula and produce performance or skills learning outcomes requires instruction that uses workplace examples and assessment that measures student performance. This session will present a framework based on adult learning theory and authentic assessment for designing performance-based learning modules that include: a) identifying the intended learning outcome and the indicators that define the outcome; b) developing instructional methods; c) creating performance or product assessments and grading rubrics; and d) formative evaluation of instruction, assessment, and learning by the students, instructors, and other potential informants. Examples of learning needs and outcomes from session participants will be used to demonstrate the framework.

110 - Online Teaching and Learning Imaginarium

Lorna Stolarchuk, University of Windsor

Wayne Tousignant, University of Windsor

*Lake Michigan Room
Thursday, May 20, 1:00 – 1:45pm*

What happens when a university jumps into a pedagogical support development process in which external accreditation and an open source learning management system meet? One possible and constructive result is outcomes based pedagogical development for instructors and graduate students. Two innovative classes at the University of Windsor evolved out of a Course Design: Constructive Alignment class and a Faculty of Education graduate level instructional design education course. The demands of aligned curriculum design and creative approaches to teaching and learning pushed the boundaries of the learning management system creating opportunities, frustrations and progress in developing the instructional capabilities of this online environment. After attending this session, participants will be able to describe successful approaches and the pitfalls in teaching online using Sakai. Models of constructive alignment and rapid prototyping will be discussed, in addition to the downward movement of online education into the K-12 environment.

Closing Plenary

Todd Zakrajsek and Tamar Rosier

Learning from the Literature: A Few Findings That Inform Any Discipline

Thursday, May 20, 2:00 – 3:30, Gold Rooms

There is a great deal of research pertaining to what works and what does not work with respect to student learning. In this session, the facilitators will summarize some of the recent research findings in the area of cognitive psychology, education, and physiology that hold direct implications for teaching in college and university classrooms. In addition, a number of easily adaptable classroom activities will be used during the session. At the conclusion of this session you will have a better understanding of how students learn, determine what you can do to facilitate that learning, identify some activities to help engage the students in the learning process, and have a bit of fun in the process.



Thank you to all of the helpful and enthusiastic conference volunteers and to the staff of University of Windsor Centre for Teaching and Learning. This Conference would not have been possible without you!