Excellence in
Teaching & Learning

Sixth Annual Conference on Teaching and Learning
Oakland University, Rochester, MI - May 9-10, 2012

University
of Windsor

Oakland
UNIVERSITY

Dear Conference Participants:

On behalf of Oakland University and the Center for Excellence in Teaching and Learning (CETL), let me formally welcome each of you to the Sixth Annual Conference on Teaching and Learning co-sponsored by the University of Windsor and Oakland University. As new Director of CETL, I am delighted and proud to be involved in this joint endeavor/endeavour, as I have a relationship with both Universities. I taught at the University of Windsor between 2000 and 2004 and joined the Oakland University community this past December.

Excellence in teaching is fundamentally about excellence in student learning. Our goal as faculty members should be to engage our students in critical, creative and higher level thinking in order for them to master the knowledge, skills and competencies required to be successful in our courses, our programs, in their careers and in their life and community. This is a daunting responsibility, yet one filled with great rewards when we know that we are making a life-long impact on our students' futures.

Through the plenary presentations, workshops and informal conversations, this conference will hopefully inspire and engage you to implement new strategies, techniques and approaches with your students to facilitate their success as they put their trust in all of us.

As noted in this program, I want to personally thank all those who have been involved in working so hard to make this program shine. In particular, I would like to thank Scott Crabill, the Conference Chair, Erika Kustra, Co-Chair from University of Windsor and Suzanne Flattery, CETL assistant.

Enjoy the conference, enjoy meeting new colleagues, enjoy learning and enjoy Oakland. Welcome to all.

Respectfully,

Judith Ableser, Director
Center for Excellence in Teaching and Learning (CETL)
Oakland University

<u>Acknowledgments</u>

Special Thanks To:

Organizing Administrative Committee
Conference Chair – Scott L. Crabill
Co-Chair – Judith Ableser
Susan Awbrey, Virinder K. Moudgil, Suzanne Flattery

University of Windsor Representatives
Co-Chair – Erika Kustra
Alan Wright

Communications
Graham Fawcett, Peter Marval, Jessica Raffoul

Program Committee
Judith Ableser, Scott L. Crabill, Suzanne Flattery, Erika Kustra

Reviewers
Judith Ableser, Julie Borkin, Nick Baker, Pierre Boulos, Scott Crabill, Dana Driscoll, Marie Eve-Pepin, Christopher Jensen, Erika Kustra, David Lau, Sara Maher, Barbara Penprase, Michael Potter, Charlie Rinehart, Jennifer Vonk, Priscilla Williams

Volunteers
Dave Andrews, Jess Dixon, Deborah Doherty, Dana Driscoll, Marie Eve-Pepin, Linda Pletz, Michael Potter, David Lau, Chitra Rangan, Charlie Rinehart, Monique Smith, Lorna Stolarchuk

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<u>Schedule at a Glance</u>

Wednesday May 9, 2012

Time	Activity	Location
1:00 - 6:00 p.m.	Conference Registration	Oakland Center Outside Banquet
1:30 - 3:00 p.m.	Welcome/Opening Plenary James Zimmerman	Oakland Center Banquet Room B
3:15 - 4:00 p.m.	<u>Concurrent Sessions - W1</u> <u>90 minute Workshops (W1)</u>	South Foundation Hall
4:00 - 4:15 p.m.	Transition Time/Health Break	Oakland Center Banquet Room B
4:15 - 5:00 p.m.	<u>Concurrent Sessions – W2</u>	South Foundation Hall
5:00 - 6:30 p.m.	Reception/<u>Poster Session</u> Greetings (5:15pm) from Oakland and Windsor representatives	Oakland Center Banquet Room A

Thursday May 10, 2012

Time	Activity	Location
8:30 - 11:30 a.m.	Registration	Oakland Center Outside Banquet
8:30 - 9:15 a.m.	Continental Breakfast	Oakland Center Banquet Room B
9:15 - 9:30 a.m.	Greetings and Updates	Oakland Center Banquet Room B
9:45 - 10:30 a.m.	<u>Concurrent Sessions – T1</u> <u>90 Minute Workshops (T1)</u>	South Foundation Hall
10:30 - 10:45 a.m.	Transition Time/Health Break	Oakland Center Banquet Room B
10:45 - 11:30 p.m.	<u>Concurrent Sessions – T2</u>	South Foundation Hall
11:30 – 1:15 p.m.	Lunch Plenary: Dan Butin	Oakland Center Banquet Room B
1:15 - 1:30 p.m.	Transition Time	
1:30 - 2:15 p.m.	<u>Concurrent Sessions – T3</u>	South Foundation Hall
2:30 - 3:00 p.m.	Closing Remarks	Oakland Center Banquet Room B

Keynote Speakers

James Zimmerman

Constructive Alignment: Developing Valuable Student Learning Assessments
Wednesday, May 9, 1:30 – 3:00 pm, Banquet Room B

Scores of colleges and universities have spent precious resources on materials and technologies that promise solutions to the challenge of assessing student learning. Frequently, faculty and administrators are disappointed to find that these tools fail to provide useful data on the academic progress of their students. In the current climate of shrinking budgets, inefficient uses of university resources are unacceptable. How can we choose more wisely? Models that serve the purpose of linking theory, research, and practice can be useful in shaping and developing a more profound understanding of the student learning experience. Constructive Alignment is one of the most influential ideas in higher education outside of the US. Constructive alignment encourages clarity in the design of a curriculum, and transparency in the links between learning and assessment. A truly constructively aligned curriculum facilitates deep learning approaches as the activities are specifically designed for that purpose.

James Zimmerman directs the Christian A. Johnson Institute for Effective Teaching at Rollins College in Winter Park, Florida.

Dan W. Butin

Danger! Teaching Ahead: A Vision for the Scholarship of Teaching and Learning
Thursday, May 10, 11:30 – 1:15 pm, Banquet Room B

There is a fundamental tension at the heart of the college classroom experience today: while we yearn for the authentic and transformational moment, higher education is ever more becoming an instrumental process of job readiness and credentialism. This presentation explores and unpacks the difficulties of creating truly engaging classroom experiences through the prism of contemporary learning theory and the current moment of higher education. It offers a vision for reflecting on and rethinking how to create truly powerful pedagogical experiences that make the college classroom a truly relevant space for impactful teaching and learning.

Dan W. Butin is an Associate Professor and founding Dean of the School of Education at Merrimack College in North Andover, Massachusetts.

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Wednesday May 9

Concurrent and Workshop Sessions W1: 3:15pm

W1 - Session Number and Title 45 Minute Sessions (3:15pm – 4:00pm)	Room	Presenter
Conversations with the Keynote	263 South Foundation Hall	James Zimmerman
95 - The Long and Winding Road to Effective Interprofessional Simulated Learning	265 South Foundation Hall	Judy Bornais & Debbie Rickeard
107 - Pre-Capstone: Industrial Term Projects Introduction Experimentation	269 South Foundation Hall	Ben Chouchaoui & J.Aubrey Sykes
Session Number and Title 90 Minute Sessions (3:15pm - 4:45pm)	Room	Presenter
116 - Designing Complex Learning for Multidisciplinary Instruction	266 South Foundation Hall	Jill Stefaniak, Nelia Afonso, Maurice Kavanaugh & Barbara Joyce
133 – Poetry and Pedagogy	268 South Foundation Hall	David Lau, Ron Rapin & Kathleen Spencer
125 - Constructively Aligning Learning, Teaching and Assessment: The Client Letter Exercise	271 South Foundation Hall	Margaret Liddle

Conversations with the Keynote Speaker

James Zimmerman, Rollins College   *263 South Foundation Hall*
                                    Wednesday, May 9, 3:15 – 4:00pm

Join the keynote speaker James Zimmerman in a conversation to explore and discuss his keynote address.

95 - The Long and Winding Road to Effective Interprofessional Simulated Learning

Judy Bornais, University of Windsor   *265 South Foundation Hall*
Debbie Rickeard, University of Windsor   *Wednesday, May 9, 3:15 – 4:00pm*

Interprofessional education through simulation offers a promising approach to preparing future healthcare professionals but like most educational tools it is not flawless. There exists a significant body of literature on the benefits of interprofessional health care education using simulation. Benefits such as: improving assessments and performance, patient safety, communication and teamwork.   But how exactly do you create effective interprofessional simulation scenarios?   There are a number of challenges to be addressed to optimize the success of interdisciplinary educational endeavors. These challenges may be philosophical and sociological, organizational and structural, academic or professional. This presentation will provide a brief overview of the challenges cited in the literature with tangible strategies to overcome them. Sometimes the best advice comes from experience. Having journeyed down the long and winding road of interprofessional simulated learning, we will share the key elements that were implemented to improve learning between pre-clerkship medical and undergraduate nursing students.

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107 - Pre-Capstone: Industrial Term Projects Introduction Experimentation

Ben Chouchaoui, University of Windsor   *269 South Foundation Hall*
J.Aubrey Sykes, Calvin College   *Wednesday, May 9, 3:15 – 4:00pm*

Engineering training through industrial term-projects is effective to introduce students to product design and processing, and systems operation. This paper discusses experimentation implemented within third year Industrial and Manufacturing Systems Engineering "06-91-315: Product and Process Design" course. During the term, students were split into teams focusing on current industrial endeavors. Tasks involved review of product requirements, study to drawings, search through literature and patents, dissection of parts and assemblies, and analysis on components and systems applying appropriate operating principles. Students also had to suggest materials, designs, and process alternatives, build simplified models, develop drawings, and exchange data towards making samples for characterization and manufacture products for testing in simulated operational conditions; they had to communicate with the sponsoring companies too. The range of products on selection list provided great deal of insight and helped students enhance their understanding of what academic engineering disciplines and the Automotive Industry have to offer.

Workshop Sessions 3:15 – 4:45pm

116 - Designing Complex Learning for Multidisciplinary Instruction

Jill Stefaniak, Oakland University   *266 South Foundation Hall*
Nelia Afonso, Oakland University   *Wednesday, May 9, 3:15 – 4:45pm*
Maurice Kavanaugh, Oakland University
Barbara Joyce, Oakland University

Different learning outcomes warrant different learning strategies. Instructional sequencing is dependent upon the various learning outcomes that are intended for a particular course or instructional unit. Complex learning integrates a learner's knowledge, skills, and attitudes, new skill sets and the transference of learning in an applied environment. A challenge that many instructors face when teaching complex learning tasks is that learners are expected to be able to draw from prior knowledge from various subjects/areas in order to approach problem-solving critically. In order to do so, students must be provided with supplantive learning opportunities that will foster complex learning skills. Attendees will leave this session with a tool adapted from the Four Component Instructional Design (4C/ID) model that they can use to teach complex and difficult course material in any discipline. This session will be of particular interest to individuals who teach problem-solving and draw from various disciplines and subject matter.

133 – Poetry and Pedagogy

David Lau, Oakland University   *268 South Foundation Hall*
Ron Rapin, Oakland University   *Wednesday, May 9, 3:15 – 4:45pm*
Kathleen Spencer, Oakland University

The serious, the lighthearted, the dark and the light: how might poetry inform/inspire teaching and more importantly, student learning? This program explores the life that poetry brings to pedagogy and student engagement.

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125 - Constructively Aligning Learning, Teaching and Assessment: The Client Letter Exercise

Margaret Liddle, University of Windsor   *271 South Foundation Hall*
Wednesday, May 9, 3:15 – 4:45pm

While it is still common practice in higher education to rely heavily on the traditional mid-term and final examination to assess learning, there is a growing move towards alternative assessment practices. The purpose of this workshop is to explore alternate assessment strategies that are contextualized in real-life performance, and in particular, a client legal advice letter following a road accident. The letter will be used to illustrate how cognitive and affective learning outcomes, student learning tasks and assessment can be aligned. In doing so, the following pedagogical questions will be posed: What is authentic assessment? How do course learning outcomes shape course delivery, learning tasks and assessment strategies? Participants will discuss alternate assessment strategies and reflect on whether a client letter is an authentic assessment task for their discipline; list learning outcomes that can be demonstrated in a client letter; suggest assessment criteria that demonstrate to what extent, and how well students have met the learning outcomes.

Wednesday, May 9

Concurrent Session W2: 4:15pm – 5pm

W2 - Session Number and Title 45 Minute Sessions (4:15pm – 5:00pm)	Room	Presenter
124 - Engaged STEM Learning: Report From the 2011 National Meeting	263 South Foundation Hall	Kathleen Moore, Ferman Chavez, Shailesh Lal, László Lipták & Alberto Rojo
117 - Development and Integration of a Campus-Wide Self-Paced Course to Promote Academic Integrity at Oakland University	265 South Foundation Hall	Katie Greer & Stephanie Swanberg
136 - A Review of Teaching Observation Policies in UK Universities: What Does This Tell Us?	269 South Foundation Hall	Carole Davis

124 - Engaged STEM Learning: Report From the 2011 National Meeting

Kathleen Moore, Oakland University
Ferman Chavez, Oakland University
Shailesh Lal, Oakland University
László Lipták, Oakland University
Alberto Rojo, Oakland University

263 South Foundation Hall
Wednesday, May 9, 4:15 – 5:00pm

There is growing national dialog and concern about undergraduate STEM (Science, Technology, Engineering, and Mathematics) education. Many of the students who anticipate being STEM majors move into other disciplines. The President's Council of Advisors on Science and Technology just released a report to the President calling for one million additional college graduates with STEM degrees. In March 2011, a team of Oakland University STEM faculty members attended the first national meeting devoted to pedagogical practices that facilitate STEM learning. This group will use active learning strategies to involve the audience in a lively discussion of the challenges in this area. The focus will be on engaging both students and faculty. The team will share some of the important ideas gleaned from the meeting. Relevant resources such as Project Kaleidoscope (PKAL) will also be explored.

117 - Development and Integration of a Campus-Wide Self-Paced Course to Promote Academic Integrity at Oakland University

Katie Greer, Oakland University
Stephanie Swanberg, Oakland University

265 South Foundation Hall
Wednesday, May 9, 4:15 – 5:00pm

In a multidisciplinary collaboration between the Oakland University Library and the Writing Center, a campus-wide online plagiarism avoidance course was developed within the campus' learning management system, Moodle. The six-part course, Using and Citing Sources, instructs students on academic integrity, intentional versus unintentional plagiarism, proper paraphrasing, and correctly applying citation styles in multiple disciplines. The self-guided course integrates a variety of instructional techniques, including text, video, resource links, examples, module exercises, and a final quiz. The session will present the background, methods, and timeline for developing the online course, including key stakeholders, target audience, and its technological design. Participants will engage in a discussion concerning plagiarism in the academic setting and share their current and past methods of instructing students on issues of academic integrity and plagiarism. In addition, participants will receive a demonstration of the course with the opportunity to explore and comment on this instructional tool.

136 - A Review of Teaching Observation Policies in UK Universities: What Does This Tell Us?

Carole Davis, Middlesex University

269 South Foundation Hall
Wednesday, May 9, 4:15 – 5:00pm

Teaching observation as a quality enhancement tool and a potential vehicle for professional development has been a well-established feature of the primary and secondary school experience in the UK for many years. Recent years has seen it's use increasing dramatically in higher education with evidence of regular, purposeful teaching observation now a requirement for institutional audit (QAA) and a successful academic probationary period leading to tenure. This session demonstrates how a review of the different approaches to teaching observation by UK universities informed a significant review of practice at the presenters' own institution. Workshop participants will have the opportunity to consider how the findings might be applied to North American universities and different subject disciplines as well as debating the purpose of teaching observation.

Wednesday, May 9

Poster Session: 5:00 – 6:30pm
*Poster presenters can begin set up at 4:30pm.

Session Number and Title	Presenter(s)
P93 - Relationships of Change: How Does Inquiry Based Learning Fit Social Work Education?	Beth Archer-Kuhn, University of Windsor
P99 – Investigating Student Voice, Empowerment, And Engagement in an Urban Public School Setting: An Analysis Of One Teacher's Cooperative Learning Practice in Bridging Bronfenbrenner's Ecological Systems Theory in a Dual Enrollment Program	Truman Hudson, Jr., Wayne County Community College District
P102 - Designing a Simulation Activity	Gregory Allar, Oakland University Christian Cantir, Oakland University
P103 - Service Learning as Pedagogy: Expanding the Boundaries of Traditional Social Work Education	Akin Taiwo, University of Windsor
P105 - Reel Engineers: Portrayal of Engineers and Engineering Profession in Feature Films	Zbigniew Pasek, University of Windsor Carly Henshaw, University of Windsor
P109 – Mentorship-Based Learning ~~Cancelled~~	Sheryl Tasha Thompson, University of Windsor
P111 - Active Learning in Computer Science Education Using Meta-Cognition	Murali Mani, U of M - Flint Quamrul Mazumder, U of M - Flint
P112 - The Relationship Between the Use of Signature Strengths and Academic Happiness Depends on the Level of Strengths-Course Fit	Phillip A. Ianni, University of Windsor Kenneth E. Hart, University of Windsor Tyler M. Carey, University of Victoria
P115 - A Framework for Developing Integrated Clinical Learning Experiences During the Pre-Clinical Years	Nelia Afonso, Oakland University Maurice Kavanagh, Oakland University Stephanie Swanberg, Oakland University Jill Stefaniak, Oakland University Dawn Jung, Oakland University Victoria Lucia, Oakland University Barbara Joyce, Oakland University
P119 - Get Your Skates On! Rolling Research and Teaching Together Utilizing an Inquiry-Based Learning Strategy	Jules Woolf, University of Windsor
P122 - Positive Holistic Education: How and Why Do Students Benefit From Academic Flow?	Tyler M. Carey, University of Victoria Kenneth E. Hart, University of Windsor Phillip A. Ianni, University of Windsor

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P126 - Kolb's Experiential Learning Cycle and the Catabolic Assignment	Alan Wright, University of Windsor Siyaram Pandey, University of Windsor
P127 - Assessing Intellectual Development in Medical Education	Jennifer Eastwood, Oakland University Minhee Seo, Oakland University Victoria Lucia, Oakland University Jill Stefaniak, Oakland University Holly Reed, Oakland University
P129 - Using Household Items to Illustrate Anatomical Concepts	Mary Bee, Oakland University Mary Orczykowski, Oakland University Alison Glinski, Oakland University Rachael Crise, Oakland University Dan Schlegel, Oakland University
P130 - Increasing Student Engagement and Retention through Foundational Mathematics Instruction	Priscilla Williams, University of Windsor Lindita Prendi, St Clair College Justin Lariviere, University of Windsor Erika Kustra, University of Windsor Ejaz Ahmed, University of Windsor Maryls Koschinsky, University of Windsor
P131 - A Picture is Worth a Thousand Words, A Video is Worth A Million: Impact of Dissection Videos in Anatomy Lab	Mary Bee, Oakland University James Montante, Oakland University Robert McAuley, Oakland University
P137 - Road Trip! Building Meaningful Memories in an Experiential Continuum	Victoria Townsend, University of Windsor

P93 - Relationships of Change: How Does Inquiry Based Learning Fit Social Work Education?

Institutions of higher learning have maintained traditions of teaching methods. Inquiry based learning does not conform to traditional teacher centered teaching methods. Some authors argue against inquiry as a teaching method suggesting that students require more than minimally guided instruction for effective learning (Kirschner, Sweller & Clark, 2006). Inquiry, a student or learner centered approach, challenges relationships between 1) teaching and research, 2) students and teachers, and 3) universities and communities. Participants will have the opportunity to consider the inquiry question (how does social work education navigate inquiry-based learning) through constructivist theory, power relations and a model for developing university/community partnerships. Participants will be asked to reflect on a number of questions: As a profession, how do we value relationships? Are the structures in place to facilitate the change from teacher centered to student centered learning?

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P99 – Investigating Student Voice, Empowerment, and Engagement in an Urban Public School Setting: An Analysis Of One Teacher's Cooperative Learning Practice in Bridging Bronfenbrenner's Ecological Systems Theory in a Dual Enrollment Program

Amidst current reform efforts, much attention has been given to curriculum and practice, educational leadership and facilities improvement as means for addressing student achievement. While the research has provided evidence of the importance of providing resources to address these issues for schools in poor communities, resources alone will not aid in addressing the issues that urban schools face daily. As suggested by the data on urban schools, minority students are still under performing in core subjects. Bronfenbrenner's ecological systems theory undergirded in Giroux's, Bourdieu's, and Noguera's philosophies on social systems, social justice and equity, and student empowerment through critical discourse (student voice) are put forward as potential strategies for empowering students to address concerns related to the achievement gap. This poster reviews one teacher's practices in bridging Bronfenbrenner's ecological systems theory as a means for affecting student voice, empowerment, and engagement in a community college dual enrollment business course.

P102 – Designing a Simulation Activity

Classroom simulations, role playing and structured debates can be useful strategies to deepen and enhance student learning. Effective simulation activities are closely integrated with course content and reinforce the learning objectives of the course. Like any teaching strategy, simulations demand considerable "upfront" preparation with the ultimate reward in more in-depth understanding to a particular role or topic.

P103 - Service Learning as Pedagogy: Expanding the Boundaries of Traditional Social Work Education

The conventional pedagogy of traditional classroom is the 'lecture-listen' model or the 'banking method,' which has limited relevance to the social ills encountered by social workers. This technical-rational model of education distances students from the applied nature of research and insulates them from the 'real world.' Using Freire's (1968) framework of "conscientization," this poster shall identify and illustrate the nature and tenor of service learning in diverse university-community civic engagement and partnerships. It will call teachers, as democratic leaders, into collaborative relationships with their students, and consider university campuses as "staging grounds for actions" (Boyer, 1996, p. 32) that will propel the society towards social justice for the vulnerable. This poster proposes service learning as pedagogy that complements training in social work core competencies, and promotes civic engagement or the "scholarship of engagement" at the local community, national, and international levels.

P105 - Reel Engineers: Portrayal of Engineers and Engineering Profession in the Feature Films

Portrayal of certain professions in popular media has a deep and lasting effect not only on the general public's understanding of these professions, but also the future career choices of adolescents. While movies and television shows favour lawyers, doctors or forensic scientists, they rarely pick engineers as characters of interest. This poster outlines a framework for content analysis of video media material useful for identifying portrayal of various professions and associated professional groups, relying on both content and discourse analysis. Better understanding of those media images may help explain in appealing terms what these professionals do and how they contribute to the well-being of society. Effective leveraging of these portraits will also encourage potential students to take on such professional careers. Application of the approach is illustrated by two case studies of films where engineers play leading roles, supported by analysis of specific character and professional attributes.

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P109 – Mentorship-Based Learning

Mentorship-based learning goals are to provide a forum for collaboration undergrad and graduate students, undergrad and college students. At the Ph.D. level students create a network of professionals who aid in the supervision and contribute to the research the idea of student based mentorship is a similar idea at the lower levels. The purpose of this partnership is to engage students in an effort to build community within the post-secondary institutions. Students who have a connection are more engaged in learning and have a higher rate of completing their programs. It also fosters the idea of giving back to the community and may aid in students feeling a sense of belonging to a community.

P111 - Active Learning in Computer Science Education Using Meta-Cognition

Courses that involve problem solving provide an opportunity to incorporate meta-cognition as an active learning strategy, where students reflect on their confidence levels on their solutions to problems. Compared to other typically used active learning strategies, meta-cognition provides concrete and comprehensive feedback about the students' learning. The data about confidence levels can be used by the instructor as a second measure of student learning (in addition to the scores); a student gets valuable feedback with regards to his/her own comprehension of the topics. We have incorporated meta-cognition techniques in four computer science courses over two semesters at University of Michigan, Flint, including CS1, and also graduate level courses. By analyzing the data obtained, we are able to infer conclusions about (a) how correlated are the scores obtained to the confidence levels reported (b) whether meta-cognition assisted in learning, and (c) whether students are more satisfied with a course that incorporates meta-cognition.

P112 - The Relationship Between the Use of Signature Strengths and Academic Happiness Depends on the Level of Strengths-Course Fit

Recently, researchers have turned their attention to the topic of positive pedagogy. Studies have shown that students who are satisfied with their educational experience have higher levels of academic engagement. The purpose of this study was to examine whether strengths-course fit affects the relationship between frequency of strengths utilization and academic happiness. Two hundred nineteen students participated in a StrengthsQuest program. StrengthsQuest is a positive pedagogical intervention that coached the students to play to their signature strengths more often. At the beginning and end of the semester, students completed questionnaires that assessed strengths use, perceived strengths-course fit, and academic happiness. Strengths use was significantly and positively associated with academic happiness, but only amongst students who scored above the median on the measure of fit. Universities that seek to bolster academic happiness may wish to implement programs that help students increase the perceived fit between their courses and their strengths.

P115 - A Framework for Developing Integrated Clinical Learning Experiences During the Pre-Clinical Years

Traditional medical school teaching involves the sequential presentation of complex material to students who are then expected to eventually apply this learning to real life situations. The Four Component Instructional Design (4C/ID) model developed by van Merrienboer et al (2002), differs from conventional approaches. From the start of the educational program students are stimulated to integrate and apply knowledge, skills and attitudes to clinical problem solving through experiential learning. This model was adapted and applied to teach medical students how to integrate various competencies during a flu vaccination model through the use of experiential learning activities providing them with the opportunity to administer influenza vaccines and counsel standardized patients regarding receipt of the vaccine.

P119 - Get Your Skates On! Rolling Research and Teaching Together Utilizing an Inquiry-Based Learning Strategy

Universities are placing greater emphasis on the nexus between research and teaching, and providing opportunities for student engagement in research. However, faculty often view the relationship between research and teaching as antagonistic, rather than complementary (Barnett, 2003). Yet students derive myriad benefits from amalgamating research and teaching (Healey, 2005). Integrating research and teaching can be achieved using an inquiry-based learning strategy – a self-directed, question-driven search for understanding (Hudspith & Jenkins, 2001). The purpose of this poster is to demonstrate inquiry-based learning in action and to spark conversation on ways to blend research and teaching. Kinesiology graduate students (N = 20) were introduced to the inquiry method and developed projects on the emergent sport of roller derby. Students' experience of this approach was assessed using a critical reflective exercise. Results revealed the approach facilitated student engagement in course content and students acquired benefits that transcended the course.

P122 - Positive Holistic Education: How and Why Do Students Benefit From Academic Flow?

Research in educational settings has conceptualized flow as being reflected in high levels of academic engagement. Mihalyi Csikszentmihályi conceptualized flow as consisting of: (1) Challenge-skill match, (2) Sense of control, (3) Concentration, (4) Temporal distortion, (5) Action-awareness merging, and (6) Intrinsic motivation. Using a longitudinal design, we tested a model that posited positive changes in academic flow would be associated with positive changes in GPA and negative changes in alcohol consumption. We also conducted exploratory analyses to examine the relative contributions of each flow component on GPA and alcohol consumption. Data were obtained from 109 students identified as offspring of alcoholics. Regression findings showed increased academic flow was associated with increased GPA, increased academic happiness and decreased use of alcohol. Exploratory analyses showed sense of control and concentration to be the strongest 'flow predictors' of academic achievement. Alternatively, challenge-skill match was the strongest 'flow predictor' of decreased alcohol consumption.

P126 - Kolb's Experiential Learning Cycle and the Catabolic Assignment

This poster illustrates the use of the Kolb experiential learning cycle in the undergraduate classroom. In a course on metabolism, 130 of the 150 students enrolled opted for an active learning activity titled the "Catabolic Assignment", one which required them to expend 100 calories per day beyond their routine for a period of 21 days, recording their weight every day with the signature of a witness. At the end of the three-week period, students were awarded up to five per cent of their final grade after writing an explanation of weight change (if any), extrapolating changes over a one-year period, calculating the difference in weight the elimination of one bottle of pop might make over the same period, and reflecting and providing feedback on the assignment. The poster demonstrates the correspondence between the elements of the assignment and the four phases of Kolb's experiential learning cycle.

P127 - Assessing Intellectual Development in Medical Education

Theories of intellectual development, such as William Perry's (1970) scheme, describe undergraduate students' progression from dualistic (right or wrong), authority-based views of knowledge to more sophisticated ways of assessing situations, making decisions, and viewing their learning process. Intellectual development also encompasses important competencies in medical education, such as reflection, critical evaluation, and decision making under uncertainty. Therefore, assessments of intellectual development may be of great value to help medical educators gauge students' progression toward professional competencies. In our presentation, we will discuss intellectual development and the theoretical basis for applying the construct to medical education. We will also discuss our adjustment of the Learning Context Questionnaire (LCQ; Griffith & Chapman, 1982) for use with medical students, validity and reliability of the instrument, and LCQ outcomes of first year medical students. We will discuss applications of the instrument for longitudinal study of medical students and the medical curriculum.

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P129 - Using Household Items to Illustrate Anatomical Concepts

The goal of every good educator is to teach students in an engaging manner that stimulates learning and critical thinking while promoting retention of the material. With this vision in mind, we incorporated a number of activities that involve students using household items to illustrate anatomical concepts. Activities included using Playdoh to present the different parts of the colon, and felt cut out in the shape of muscles to help students visualize their attachment to bones. Pipecleaners and yarn became blood vessels and nerves that students used to demonstrate the pathway of these neurovascular structures. We found that students who engage in these activities exhibited significantly higher grades on both the lecture and lab exams, and felt that these activities enhanced their learning compared to a control group who did not participate in the activities (p<0.05). We advocate the use of hands-on activities to engage students in learning anatomy.

P130 - Increasing Student Engagement and Retention Through Foundational Mathematics Instruction

As new strategies in teaching and learning are implemented, they must be assessed in order to evaluate their success. This study explores the effect of supplemented tutorials and lectures on student success. Re-designed laboratories and increased consistency in teaching methods were introduced in first-year Differential Calculus during the fall of 2010; the purpose of this adjustment was to improve the way in which students are introduced to the university experience, and to enable students to employ course material with competence and confidence. At the beginning and end of each semester, students were invited to participate in a survey testing mathematical skills and involving personal information. Survey results indicated that during the first semester, performance increased and failure rates decreased; however, is it unclear why these results were not maintained in the second semester. The project is currently undergoing analysis for impact in its second year, which will prove more conclusive.

P131 - A Picture is Worth a Thousand Words, A Video is Worth A Million: Impact of Dissection Videos in Anatomy Lab

Human anatomy laboratory remains to be one of the most challenging courses in medical school. Students are required to perform high quality dissections, even though most of them do not have previous experience and struggle with learning by merely reading a lab manual. To make this task less daunting we produced a series of anatomy dissection videos to visually and audibly teach students the landmarks to focus on and how to dissect. Videos are approximately ten minutes in duration and illustrate dissection techniques and important anatomical relationships. Student feedback of the videos was overwhelmingly positive with 68% increased satisfaction from a group of students utilizing the dissection videos versus a control group. Furthermore, dissection quality of the students viewing the videos was significantly better than the control group (p<0.01). We discuss the process of producing videos and advocate the use of dissection videos to help guide students in lab.

P137 - Road Trip! - Building Meaningful Memories in an Experiential Continuum

Have you ever wondered about Dewey's (1938) experiential continuum, where past experiences are alive in present experiences? This poster shares a story of curiously putting Dewey's experiential learning theory to the test with Deming's (1994) plan-do-check-act, using mini road trips into the manufacturing industry to investigate and discover learning outcomes. These experiences revealed a complex and dynamic web of connecting theory to experience, which was discussed, questioned, researched, reflected on, created reports on, evaluated products based on, and analyzed in project group work. This poster shares examples of these learning experiences and assessments (including peer, self, instructor-to-student, and student-to-instructor feedback) along with performance data, which convey deep learning. To further reflect on these learning experiences with learning theory, novel learning space (Oblinger, 2006) and field trip (DeWitt & Storksdieck, 2008) literature is analyzed to propel curiosity further – how do road trips build meaningful learning memories in an experiential continuum? Curious?

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Poster and Resource Sharing Session and Reception

Banquet Rooms
Oakland Center
Oakland University
Wednesday, May 9, 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 2012 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 9, 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 10.

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

Marie Eve-Pepin, Associate Professor
Physical Therapy
Oakland University
Rochester, MI, U.S.A.

Judy Bornais, Professor
Faculty of Nursing
University of Windsor
Windsor, ON, Canada

Dana Driscoll, Assistant Professor
Writing and Rhetoric
Oakland University
Rochester, MI, U.S.A.

Michael Potter, Professor
Centre for Teaching and Learning
University of Windsor
Windsor, ON, Canada

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 10

Continental Breakfast 8:30 – 9:15am, Banquet Room

Concurrent and Workshop Sessions T1: 9:45am

T1 - Session Number and Title 45 Minute Sessions (9:45am – 10:30am)	Room	Presenter
94 - Quantifying Cruelty: A Neopragmatist Teaches Statistics	263 South Foundation Hall	David Kasdan
104 - Shut the Door and Don't Tell My Chair: Lessons Learned from a New Faculty Peer Review Pilot Project	265 South Foundation Hall	Jan Worth-Nelson
108 - Engaging Students Outside the Classroom: How Online Tools Can Enhance Traditional Classrooms	266 South Foundation Hall	Scott Caddy
142 - Student-authored Wiki Textbooks: Composition and Review	268 South Foundation Hall	Edward Gehringer
Session Number and Title 90 Minute Sessions (9:45am – 11:15am)	Room	Presenter
96 - Quality in Higher Education	163 South Foundation Hall	Quamrul Mazumder
132 - Beyond the Traditional Classroom: Utilizing Creative Tools to Enhance Student Learning	269 South Foundation Hall	Chris Kobus

94 - Quantifying Cruelty: A Neopragmatist Teaches Statistics

David Kasdan, Oakland University   *263 South Foundation Hall*
Thursday, May 10, 9:45 – 10:30am

Many social science students inherently doubt their cognitive abilities for statistics. Efforts to dispel notions that it is a math-centric field do not quell concerns; students still balk at the numbers. A neopragmatist approach presents statistics as a tool for studying phenomena, recognizing that there are linguistic and contextual challenges to understanding the subjects of social science research. Statistics is just "translating" what happens around us into a language that has a logic common with mathematics. This understanding helps to alleviate students' trepidation so they can concentrate on framing phenomena to take advantage of the explanatory powers of statistics. Several key statistical concepts are redeveloped in neopragmatist terms to support the approach. Rather than promoting a quantitative view of the world, neopragmatism directs students to determine whether they are indeed looking at a nail and, if so, then which hammer is the right tool for the job.

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104 - Shut the Door and Don't Tell My Chair: Lessons Learned from a New Faculty Peer Review Pilot Project

Jan Worth-Nelson, University of Michigan-Flint *265 South Foundation Hall*
Thursday, May 10, 9:45 – 10:30am

While almost everyone agrees that peer review of faculty teaching is a useful idea and healthy process, getting it to happen and making it part of campus culture can be challenging, leading into many a briar patch. As part of the Catalyst Course Design project, a voluntary training program for new faculty offered by the Thompson Center for Learning and Teaching at the University of Michigan – Flint, formative course observations were offered for all 15 participants. While most faculty welcomed the opportunity and benefitted from it, the results, using three different models, unearthed a range of cautionary and complicating variables. This session will offer comparisons of the models used, describe troubling outcomes from good intentions, offer evidence of what worked best, and suggest from lessons learned how faculty peer review might best be conducted and encouraged.

108 - Engaging Students Outside the Classroom: How Online Tools Can Enhance Traditional Classrooms

Scott Caddy, University of Michigan-Flint *266 South Foundation Hall*
Thursday, May 10, 9:45 – 10:30am

This presentation will explore how extensively utilizing asynchronous tools such as Blackboard can improve engagement in traditional face-to-face classrooms. As more and more universities emphasize online learning and technology, it becomes pertinent for faculty to seize the opportunity to improve and update their teaching methods with the needs and expectations of students/universities when it comes to technology. The presentation will focus mostly on what tools I have started to incorporate more consistently, and the successes/failures in using those tools.

142 - Student-Authored Wiki Textbooks: Composition and Review

Edward Gehringer *268 South Foundation Hall*
North Carolina State University *Thursday, May 10, 9:45 – 10:30am*

Rather than just reading textbooks written by experts, students benefit by writing their own. Each team of students selects a particular topic, writes--usually on a wiki--and then is reviewed by other students. In our approach, reviewers and authors can communicate during the review period, and authors revise their submission in response to the reviews. Benefits include the opportunity to write for an audience of peers, experience in assessing others' work, better learning through metacognition, and lower overall textbook costs. We evaluated the process over two-semester period. Students reported that they learned a great deal from writing their chapters. They also learned from the chapters they read, and they were mildly positive on the reviews they received from their peers. The presentation will include an opportunity for attendees to write a short wiki page and review others' work using our Expertiza review system.

Workshop Sessions 9:45 – 11:15am

96 - Quality in Higher Education

Quamrul Mazumder   *163 South Foundation Hall*
University of Michigan-Flint   *Thursday, May 10, 9:45 – 11:15am*

The goal of this session is to provide a better understanding of the meaning of quality in higher education. Different quality concepts, tools and techniques such as six sigma, Quality Function Deployment (QFD), continuous improvement process will be presented. Quality expectations from the different stakeholders' perspective will be discussed to understand the requirements. The challenges and opportunities associated with application of quality principles in higher education will be discussed. Participants will be able to use these concepts to improve course, curriculum, and programs at their own institution.

132 - Beyond the Traditional Classroom: Utilizing Creative Tools to Enhance Student Learning

Chris Kobus, Oakland University   *269 South Foundation Hall*
                                                                 Thursday, May 10, 9:45 – 11:15am

This workshop will be focused on an effort to go beyond the traditional lecture. Modern tools will be presented, such as screen recording software to offload repetitive, more mundane material to non-traditional formats such as online education through modern devices (iPad, iPod, RSS feeds), while the classroom is transformed into an active, student-centered workshop with stimulating exercises using tools such as interesting motion picture clips germane to the topic at hand. Examples will be given of how to transform the classroom into an active laboratory, and participants will be tasked with formulating their own strategies for their specific disciplines. In effect, the workshop will become the very exercise that classrooms are to become.

Concurrent Session T2: 10:45am – 11:30am

T2 - Session Number and Title 45 Minute Sessions (10:45am – 11:30am)	Room	Presenter
101 - The Personal Connection: Transfer of Learning, General Education, and Student Dispositions	263 South Foundation Hall	Dana Driscoll
118 - It's Supposed to be Awkward the First Time: An Auto-Ethnography of Teaching Experiences	265 South Foundation Hall	Charlie Rinehart & Tanis Hastmann
90 - Teaching for ALL to Learn: Ingredients for Success	266 South Foundation Hall	Judith Ableser
134 - Peer Review in Canada and the UK: Two countries, two models	268 South Foundation Hall	Alan Wright & Carole Davis

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101 - The Personal Connection: Transfer of Learning, General Education, and Student Dispositions

Dana Driscoll, Oakland University   *263 South Foundation Hall*
Thursday, May 10, 10:45 – 11:30am

Transfer of learning, or students' ability to use knowledge gained in one course in new settings, is a critical area for teaching and learning. This session describes the results of a two-year longitudinal study of eighteen students as they move through their first two years of university coursework. Data presented includes surveys from the students' first semester; interviews from the students' second and fourth semesters, and student writing samples. Results indicate that students who fail to see a personal connection to general education coursework often see no value in these courses and are much less likely to transfer knowledge or engage in what Salomon and Perkins (1989) call "mindful abstraction." While most students understand the perceived goals of general education, they largely disagree with them, again raising challenges for the success of general education courses. Implications for the general education curriculum and teaching for transfer will be discussed.

118 - It's Supposed to be Awkward the First Time: An Auto-Ethnography of Teaching Experiences

Charlie Rinehart, Oakland University   *265 South Foundation Hall*
Tanis Hastmann, Oakland University   *Thursday, May 10, 10:45 – 11:30am*

Teaching can be intimidating, especially for first time instructors. This session will highlight the lessons of teaching through the experiences of former first time instructors.   This panel will focus on two key areas: the development and preparation of course materials and the presenters' experiences in presenting deliverable lessons. Furthermore, this investigation will address common flaws in the classroom practices of both new and veteran instructors in the areas of syllabi development, grading, lectures and class discussion.

90 - Teaching for ALL to Learn: Ingredients for Success

Judith Ableser, Oakland University   *266 South Foundation Hall*
Wednesday, May 10, 10:45 – 11:30am

What can we do to support student learning and meet the diverse needs of our students? Based on research on exemplary teaching in higher education and applying the philosophy of Universal Design of Learning (UDL) this interactive presentation focuses on innovative, yet fundamental, practices to support successful learning for ALL students in order to increase student engagement, persistence and retention. Participants will engage in storytelling and activities that apply research findings on effective ways to foster students to successfully meet high standards and expectations.   Participants will be able to articulate how UDL can apply in their own teaching. In addition, participants will be able to describe teaching strategies that foster success for diverse learners that include compassion and a commitment towards success, fostering relationships and effective communication, providing clarity and organization, using marking schemes and rubrics, and providing timely feedback and opportunities for revision for growth and improvement.

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134 - Peer Review in Canada and the UK: Two Countries, Two Models

Alan Wright, University of Windsor   *268 South Foundation Hall*
Carole Davis, Middlesex University   *Wednesday, May 10, 10:45 – 11:30am*

The presenters will share their contrasting but also complementary experiences of developing peer collaboration networks. They will focus on the notion of teaching observation as an evaluative tool which offers a vital platform for professional development and an understanding of subject specific pedagogies. By the end of the session, delegates will be able to, compare and contrast the experience of implementing and evaluating peer review of university teaching in Canada and the UK, consider the role of feedback and dialogue in a successful peer review program, identify the benefits of developmental peer review of teaching for higher education institutions, faculty, staff and students and consider the implementation of peer review in their own practice.

Lunch Plenary 11:30 – 1:15pm, Banquet Room

Dan W. Butin
Danger! Teaching Ahead: A Vision for the Scholarship of Teaching and Learning

Concurrent Session T3: 1:30pm – 2:15pm

T3 - Session Number and Title 45 Minute Sessions (1:30pm – 2:15pm)	Room	Presenter
Conversations with the Keynote	265 South Foundation Hall	Dan W. Butin
106 - Professional Development: Advancing ECE Through Advocacy	263 South Foundation Hall	Theresa Steger & Lisa Teskey
128 - "We are Here to Achieve:" Addressing Female Students Persistence in Mathematics-Related Disciplines	266 South Foundation Hall	Atinuke Adeyemi
138 - The Mini-Ethnography: Jump-Starting Student Research	268 South Foundation Hall	Jennifer Coon
140 - The Mental Health Crisis and Student Engagement	269 South Foundation Hall	Laurie Carty

Conversations with Keynote Speaker

Dan Butin, Merrimack College   *265 South Foundation Hall*
                                                  Thursday, May 10, 1:30 – 2:15pm

Join the keynote speaker Dan Butin in a conversation to explore and discuss his keynote address.

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106 - Professional Development: Advancing ECE Through Advocacy

Theresa Steger, Humber College   *263 South Foundation Hall*
Lisa Teskey, Humber College   *Thursday, May 10, 1:30 – 2:15pm*

While current research has emphasized the need for Early Childhood Education (ECE) and other professionals to assume the role of advocate for children, families and the profession, research examining the development of such advocacy skills is lacking. This concurrent session reports on a project that advances current understandings, by exploring students' perceptions of their own knowledge and skill development, in a program which has specified learning outcomes related to advocacy. This work recognizes that, while faculty may design assignments and other course learning experiences with particular learning outcomes in mind, student perception of the learning that occurs may, or may not, be consistent with faculty expectations. This project advances the existing literature by providing insight into the teaching and learning process in relation to advocacy. New understandings of student learning related to advocacy and generic learning outcomes will be generated to inform pedagogy and course design within and beyond ECE.

128 - "We are Here to Achieve:" Addressing Female Students Persistence in Mathematics-Related Disciplines

Atinuke Adeyemi, University of Windsor   *266 South Foundation Hall*
                                                      Thursday, May 10, 1:30 – 2:15pm

In North America, females continue to be underrepresented in mathematics-related disciplines, such as mathematics and physics, whereas they are well represented in other disciplines, such as education, social, and behavioral sciences. This situation raises concerns and questions if the root of the problem is in gender differences, or there are more systemic barriers that need to be addressed. Thus, this study explored the obstacles that are encountered by undergraduate female students in their pursuits of mathematics-related disciplines and how these obstacles are overcome. Data were collected through face-to-face and focus group interviews with six female students from mathematics and physics departments at the mid-size university in Canada. The findings revealed that inadequate teaching methods and lack of social interaction/feelings of solitude are obstacles encountered by these females, and that they overcome them with self-reliance and strong self-belief. Recommendations on ways to support females in mathematics-related fields and workplace are provided.

138 - The Mini-Ethnography: Jump-Starting Student Research

Jennifer Coon, Oakland University   *268 South Foundation Hall*
                                                      Thursday, May 10, 1:30 – 2:15pm

Conducting ethnographic research as a preliminary assignment can help students to understand the framework of primary research in many majors. This session will teach you how to engage students in field work as they gain confidence as an observer, design questions and surveys, and become familiar with assessing data. Participants will learn how to choose an inspirational piece, frame the assignment, understand the theoretical background, and then relate it to a larger, research-based project.

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140 - The Mental Health Crisis and Student Engagement

Laurie Carty, University of Windsor   *269 South Foundation Hall*
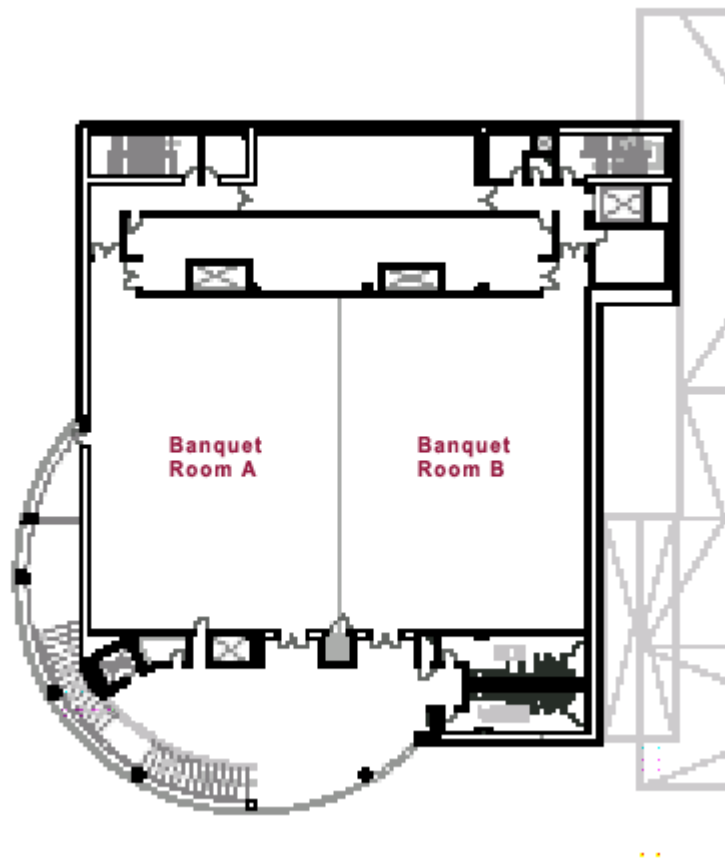*Thursday, May 10, 1:30 – 2:15pm*

This presentation will focus on the mental health crisis that is occurring in post-secondary education. Research by Kadison and Foy DiGeronimo (2004) state, "since 1988 the likelihood of student depression has doubled, suicidal ideation has tripled and sexual assaults have quadrupled." In our nursing department we have noticed an increase in mental health issues with our students. This has affected the ability of our students to focus and engage. To explore this issue a study was completed that examined the stress, coping, social support and levels of depression in our students. One hundred and eighty-two students completed pre and post-tests. Scores were analyzed in a 2x4 analysis of variance (ANOVA) with pre and post-tests as a within-subject factor and year of the program as between subjects factor.

**Please return your name badge
at the registration desk
in the corridor outside
the Banquet Rooms**

THANK YOU

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

Second Floor Oakland Center

Banquet Room A

Banquet Room B

First Floor Oakland Center