New England Faculty Development Consortium

Challenges and Opportunities
for Educators of the Future

Conference Program

November 21, 2014
College of the Holy Cross
Worcester, Massachusetts

Conference Overview

8:00	Continental Breakfast Service Begins
8:30 – 9:00	Conference Registration
9:00 – 9:15	Welcome and Introductions
9:15 – 10:30	Keynote Address
	Donna Qualters, Director of the Center for Learning and Teaching and Associate Professor of Public Health and Community Medicine, Tufts University
10:45 – 11:40	Concurrent Session 1
11:45 – 12:45	Lunch
1:00 – 1:55	Concurrent Session 2
1:55 – 2:05	Break
2:05 – 3:00	Concurrent Session 3
3:00 – 4:30	Poster Session; Wine and Cheese Reception

9:00 – 9:15   Welcome and Introductions

Susan Wyckoff, NEFDC Board Member & Facilities Chair
Eric Matte, Program Chair
Deborah Clark, NEFDC President

9:15 – 10:30   Keynote Address by Dr. Donna Qualters

Looking at ten future factors of education in the next 10-15 years, Dr. Qualters will discuss the challenges and opportunities these changes bring to classroom teachers. Together we will explore how we can plan for the future and successfully negotiate the ever changing landscape of higher education.

	10:45-11:40 -- Concurrent Session 1				**Concurrent Session Planning Grid**
304-05	320	328	401	402-03	406-07
Use of Reflections in Service Learning to Promote Personal Growth	Ten Ways to Incorporate Videos into Your Curriculum	Towards a Pedagogy of Internship	Technology and Teaching Writing: Realizing Opportunities	Digital Storytelling: An Art Form for Meaningful Reflective Communication and Learning	Welcoming Transgender and All Gender Non-Conforming Students
	1:00-1:55 – Concurrent Session 2				
304-05	320	328	401	402-03	406-07
Encouraging Service-Learning: Opportunities and Obstacles	Beyond Window Dressing: The Why and How of Video as a Teaching Tool	Mobile Devices and Applications: Making M-Learning Matter	Answering students' technology demands with iPad lecture recording	Episodic Online Tasks: Enhancing Learning and Enriching the Educational Experience	Students on the Spectrum: Awareness and Opportunities
	1:55-2:05 – Break				
	2:05-3:00 – Concurrent Session 3				
304-05	320	328	401	402-03	406-07
F***-ing the Classroom Using Community Project-Based Learning	Transforming Gatekeeper Courses into Gateway Courses to Improve Retention of Students	SENCER: National STEM Curriculum Reform Through Civic Engagement	The Digital Portfolio: A teaching tool for student self-expression	Flipping the Classroom: Enhancing Student Learning Inside and Outside of Class	Evidence-Based Teaching: How to Promote it On Your Campus
	Reading, Responding, Recording: Opportunities for Using Screencasting Effectively in Courses				
Jenks Suites B/C	**3:00-4:30 – Poster Session and Wine and Cheese Reception**				

10:45 – 11:40   **Concurrent Session 1**

Room 304-05   Use of Reflections in Service Learning to Promote Personal Growth
Martha Sanders (martha.sanders@quinnipiac.edu), Tracy Van Oss (tracy.van.oss@quinnipiac.edu), Signian McGeary (signian.mcgeary@quinnipiac.edu) - Quinnipiac University

Self-reflection, a key component of experiential learning, encourages students to intentionally consider their community experiences relative to their personal growth, social understanding, civic engagement, and course content. Although self-reflection is integral to service learning models, variations exist in the type, quality, and frequency of written reflections. This session will discuss the value of structured written reflections to deep learning, practice writing structured reflection questions and narratives, and identify how written reflections can be integrated into course content.

Room 320   Ten Ways to Incorporate Videos into Your Curriculum
Deborah Finkelstein (dfinkels01@northshore.edu) - North Shore Community College

As technology grows, one of the opportunities and challenges in teaching is to integrate videos into our curriculum. This session will discuss ten ways to do this, citing successful exercises from a variety of disciplines. Participants will examine ways that videos can be integrated into their classroom. After using video in the classroom, "students retain more information, understand concepts more rapidly and are more enthusiastic about what they are learning," says the National Teacher Training Institute. This workshop will help instructors build student enthusiasm about education while assisting them in gaining a stronger connection with the material and increasing retention.

Room 328   Towards a Pedagogy of Internship
Mary A. King (mking@fitchburgstate.edu) - Fitchburg State University
Frederick Sweitzer (sweitzer@hartford.edu) - University of Hartford

This workshop will introduce the participants to an emerging pedagogy of academic internships that frame essential components of effective learning practices. The pedagogy responds to these two broader inquiries: What can be learned in an academic internship? What principles and theories foster that learning? Domains and dimensions of learning will be broadly considered as well as the theories and principles that comprise the "pedagogical cornerstones" of effective learning in academic internship. Select, hallmark formats of effective learning practices will be described.

Room 401   Technology and Teaching Writing: Realizing Opportunities
Don Vescio (dvescio@worcester.edu) - Worcester State University

While there is a significant body of literature associated with the writing process, it took the computer and internet revolutions for most process-based pedagogies to become practically feasible. Word processors enabled writers to focus more attention on composing and revising texts, rather than on their mechanical production. The rise of the internet, along with such technologies as email, social media, and texting, have enabled writers direct access to multiple audiences, along with the opportunity to receive multiple feedback. This presentation will provide an overview of current and emerging technologies that can support writing instruction in any discipline.

Room 402-03   **Digital Storytelling: An Art Form for Meaningful Reflective Communication and Learning**

Deborah Clark (deborah.clark@quinnipiac.edu), Mark Tortora (mark.tortora@quinnipiac.edu), Cory Ann Boyd (cory.boyd@quinnipiac.edu) - Quinnipiac University

Digital storytelling assignments promote active engagement and critical thinking, foster creativity, and in many cases improve social interactions and classroom dynamics. Grounded in the age-old art of oral history, through the use of modern technology, the digital story has found new appeal to Millennials, the earliest digital natives. At Quinnipiac University, these types of assignments have been used to evaluate and analyze major themes and personal academic growth in three departments: experiential learning in the biology program, cultural understanding in the accelerated nursing program, and in online courses for the study abroad program.

Room 406-07   **Welcoming Transgender and All Gender Non-Conforming Students**

Robin C. Benton (rbenton@salemstate.edu) - Salem State University

According to *Time Magazine* (June 9, 2014), the transgender tipping point has arrived. Increasingly individuals are rejecting the old gender binary in favor of more fluid concepts and practices. Gender non-conforming students are asking to be welcomed into the classroom and treated fairly. Court decisions and school districts are affirming student rights in response. This highly interactive session will explore gender as it plays out in the classroom; introduce current language and emerging best practices for inclusion of gender non-conforming students. Extensive resources will be provided.

11:45 – 12:45   **Lunch**

1:00 – 1:55   **Concurrent Session 2**

Room 304-05   **Encouraging Service-Learning: Opportunities and Obstacles**

Kevin Donnelly (kevin.donnelly@bridgw.edu), MaryBeth Tobin (marybeth.tobin@bridgw.edu) - Bridgewater State University

This session will include three main elements. First, as faculty members with service-learning experience and Coordinators of Service-Learning at Bridgewater State University, we will introduce what we have seen as common barriers to faculty introducing service-learning in the classroom, coupled with effective strategies to overcome such "startup" challenges. Second, we will briefly describe a sampling of service-learning courses at BSU stemming from a range of disciplines, and offer both "lessons learned" from faculty and student testimonials. Lastly, we will describe an incentive program at BSU designed to promote service-learning, along with its challenges and opportunities.

Room 320   Beyond Window Dressing: The Why and How of Video as a Teaching Tool
Lyn Riza (lriza@neit.edu), Bryson Dean-Gauthier (bdean@neit.edu) - New England Institute of
Technology

Today's teacher has a dizzying set of media options available for use in their curriculum. Screen casting
is frequently touted as a central component of the flipped classroom. How do you leverage this
recognized powerful modality as more than "digital wallpaper" to your course, and actually engage your
students? This session will empower you to recognize the "good, the bad and the ugly" in instructional
videos, and devise a plan to create topical videos that enhance your students' learning.

Room 328   Mobile Devices and Applications: Making M-Learning Matter
Thomas Zammarelli (tzammarelli@bryant.edu) - Bryant University

A recent survey of students at Bryant University using campus-wide mobile applications suggested a
disconnect in the design of such applications and their usage. Recent data suggests most m-learning
pedagogy centered on specific applications is quickly outdated once implemented. As part of the broader
trend of the flipped classroom, effective use of m-learning comes from expansive collaboration using
mobile devices and mobile applications and the ability to obtain and share information asynchronously
on a number of platforms.

Room 401   Answering Students' Technology Demands with iPad Lecture Recording
Francis Melaragni (francis.melaragni@mcphs.edu), Lana Dvorkin Camiel (lana.dvorkin@mcphs.edu) -
Massachusetts College of Pharmacy & Health Sciences

MCPHS students were surveyed in 2014 about their preferences regarding educational technology. Over
90% of those responding reported a significant benefit in having access to recorded lectures.
Simultaneously, MCPHS faculty iPad trial was conducted with educators evaluating different categories
of apps to fit their teaching goals. Matching students' technology demands and faculty goals helped to
uncover a category of apps that will enhance delivery of content and the learning process. The objective
of this session is to discuss and demonstrate how iPad lecture recording apps can be easily and cost
effectively used for content creation and distribution in higher education.

**Room 402-03   Episodic Online Tasks: Enhancing Learning and Enriching the Educational
                    Experience**
Dakin Burdick (dakinburdick@yahoo.com) - Endicott College

Weekly reading assignments are designed to push along the narrative of instruction, to provide the
student with the requisite content knowledge. Episodes are digressions from the narrative. Episodic
online tasks are brief but intense assignments in which the student is asked to demonstrate a disciplinary
skill and its related emotions (if any). Using examples from U.S. History, the presenter will share
guidelines for designing & accessing this third type of work, as well as samples of student work.

Room 406-07   Students on the Spectrum: Awareness and Opportunities
Elizabeth Beaulieu (ebeaulieu@champlain.edu) - Champlain College
Lee Burdette Williams (lee@mansfieldhall.org) - Mansfield Hall

The number of college students with diagnoses of Autism Spectrum Disorder, executive function challenges and other nonverbal learning disabilities is increasing. Many faculty feel unprepared to meet this challenge. It is critical that faculty develop a more thorough understanding of the specific traits and behaviors common among these students, such as difficulty with transitions, resistance to small group work and poor organizational skills. An academic dean and the director of an independent college student success program will facilitate discussion and present strategies for faculty who want to ensure that their classrooms are inclusive and meaningful for all students.

1:55 – 2:05   Break

2:05 – 3:00   Concurrent Session 3

Room 304-05   F***-ing the Classroom Using Community Project-Based Learning
Laura Gabiger (laura.gabiger@jwu.edu), Elizabeth A. Carey (elizabeth.carey@jwu.edu), Peter Bortolotti (peter.bortolotti@jwu.edu), Deana Marzocchi (deana.marzocchi@jwu.edu) - Johnson & Wales University

Flipping the classroom involves more than physical meeting space; it is about changing traditional mindsets about the goals of higher education. In a rapidly evolving environment of rising costs and doubt about the value of a college degree, faculty need to focus less on delivering information and more on helping students find, evaluate, and use information effectively both inside and outside traditional meeting spaces. A team of advanced practitioners of authentic community project-based experiential education will briefly overview trends and lead workshop participants in exploring their own assets for building effective teaching techniques that transcend limitations of physical space.

Room 320   Transforming Gatekeeper Courses into Gateway Courses to Improve Retention of Students
Al DeCiccio (al_deciccio@laboure.edu) - Labouré College

The tip is an explanation of how to stretch courses and design them as gateways, not gatekeepers, for the enhanced retention of first-year students. Stretching for more than one term or semester has been tried successfully in Composition, Legal Studies, and Anatomy and Physiology. Stretching presents possible academic and social benefits as a result of a new pedagogical standpoint, laboratory learning, as well as increased retention of students who would normally not continue if unsuccessful in gateway courses. (TEACHING TIP: 25 MINUTES)

Room 320   **Reading, Responding, Recording: Opportunities for Using Screencasting Effectively in Courses**

Lisa Litterio (lisa.litterio@bridgew.edu) - Bridgewater State University

This presentation focuses on how instructors can effectively use a free, open-source program (Jing) to respond to student texts orally. It also invites students to respond and listen to one another's work, developing strong reader response strategies. Although Jing has often been showcased as a virtual library/resource tool, this presentation will focus on how Jing can be a valuable tool that not only allows instructors to provide students with oral feedback and screen capture, but also invites students to comment on one another's work as stronger readers and responders.
(TEACHING TIP: 25 MINUTES)

Room 328   **SENCER: National STEM Curriculum Reform through Civic Engagement**

Tara Mann (tmann@wpi.edu) - Worcester Polytechnic Institute
Robert Sanford (rsanford@usm.maine.edu) - University of Southern Maine

Science Education for New Civic Engagements and Responsibilities (SENCER) is a National Science Foundation STEM reform project. Faculty use SENCER's core principle of applying the science of learning to the learning of science, expanding civic capacity. SENCER courses focus on real-world problems, extended the impact of this learning across the curriculum to the broader community and society. Using materials, assessment instruments, and research developed in the SENCER project, faculty design curricular projects that connect science learning to real-world challenges. In this session, we will explore the ideals of SENCER, share resources for faculty and discuss how to "SENCERize" your course.

Room 401   **The Digital Portfolio: A teaching tool for student self-expression**

Sara J. Allen (sallen@endicott.edu) - Endicott College

Teaching students to create digital portfolios allows them to think deeply about their academic work and how it relates to their career. Creating digital portfolios teaches them to communicate their unique set of abilities to potential employers. Digital portfolios give individuals the opportunity to practice technical skills required for the 21st century workplace, even if they have never designed a website and cannot write a line of code. Classroom discussions inspire creative thinking by guiding students in the process of choosing web templates, writing the copy for their website, selecting photography, and choosing the right mix of student-work.

Room 402-03   **Flipping the Classroom: Enhancing Student Learning Inside and Outside of Class**

Kevin Shea (kshea@smith.edu) - Smith College

This session will highlight the use of short video podcasts and a next generation clicker technology to enhance student learning in introductory organic chemistry courses. These computer-based tools provide opportunities to revolutionize future learning environments in a variety of disciplines and types of classes. Participants will engage directly with these technologies and will be encouraged to explore applications in their own classes.

Room 406-07   **Evidence-Based Teaching: How to Promote it On Your Campus**
Mary Deane Sorcinelli (msorcine@mtholyoke.edu) - Mt. Holyoke College

Much educational research has been devoted to better understanding how students learn, how learning works, and what teaching approaches most help students to learn. What we know much less about is what conditions motivate faculty to adopt evidence-based teaching practices. This interactive session extends the conversation about how to improve student learning with a parallel exploration of how to support faculty learning –and ultimately, faculty teaching practice. Session attendees will leave with strategies that encourage the adoption by faculty members of evidence-based teaching approaches on their own campuses.

3:00 – 4:30   **Poster Session and Wine and Cheese Reception**

Jenks Suites B/C

An Interdisciplinary Learning Experience for Students: Challenges and Opportunities
Paula Bylaska-Davies (paula.bylaskadavies@mcphs.edu) - Massachusetts College of Pharmacy & Health Sciences

A collaborative model was developed that provided an interprofessional educational experience to students from a number of healthcare programs. Faculty members joined together and created a simulation activity. Students worked together in small multidisciplinary groups. The group members had an opportunity to apply their knowledge and expertise from their own educational programs to collaboratively develop a plan of care with students and other professionals. Critical thinking and role development that pertained to the varied responsibilities of the health care team, and collaborative work with interdisciplinary team members was promoted during this IPE program.

An Online Collaborative Tool for Design Studios and Project-Based Learning
Lora Kim (kiml1@wit.edu) - Wentworth Institute of Technology

In collaboration with Nuvu Studio, Wentworth Institute of Technology's 1st year program in architecture has implemented an intuitive and graphical online collaborative tool. This platform, developed by Nuvu, can be used in design or art based classes where students create visual content. While it functions somewhat like a traditional learning management system which allows for sharing of assignments, emails and lecture material, it also allows for blogging, collaborative management, field sharing and a real-time discursive visual environment. With this tool students are able to simply and intuitively document process and produce final portfolios that are easily made world-viewable.

Applying Experiential Entrepreneurship Education across the University and Within the Classroom

Steven Tello (steven_tello@mlu.edu), Holly Butler (holly_butler@uml.edu), Ha Pho (ha_pho@uml.edu) - University of Massachusetts Lowell

Faculty at UML have implemented DifferenceMaker and entrepreneurship into their classrooms. This is an emerging pedagogy within higher education. UMass Lowell is a University for Innovation and Entrepreneurship and its various entrepreneurial initiatives, especially the DifferenceMaker program, are changing its students, helping to expand technology and interdisciplinary collaborations, increasing student success and retention, and expanding classroom learning beyond brick and mortar.

Challenging the Wikipedia-Mentality: Encouraging Creative and Analytical Research

Kellie Deys (kellie.deys@nichols.edu), James Deys (james.deys@nichols.edu) - Nichols College

While new forms of technology have brought beneficial access to information, there are also new challenges posed by both the abundance of information and the orientation toward this information in the Google and Wikipedia era. In our poster, we share one exercise that challenges students to go beyond simply accumulating information. Through this exercise, we aim to reorient students away from a reliance on the one-stop approach to information and toward a more active engagement with their own interpretations, ideas, and analysis. Furthermore, we hope to model an approach to research and course materials which encourage creativity.

Developing Global Competencies Using an Agile Mindset

Debra Pallato-Fontaine (debra.pallato-fontaine@becker.edu), Kevin Mayne (kevin.mayne@becker.edu) - Becker College

Today, employers seek employees -- universally -- in all industries, who cannot only execute on the job as articulated at the time of job formation, but also bring an agile mindset where they can rethink, reimagine, and reconceive the job to add new value for the employer. This poster focuses on giving students tools to navigate complexity and uncertainty in ways that equip them to create new value. Through the elevation of global citizenship at Becker College and the development of the Agile Mindset, students cultivate empathy, divergent thinking, active civic engagement and emergent leadership.

Does an Oral Defense Comprehensive Exam Help Teach Future Educators?

J. Edward Carter (edward.carter@bridgew.edu) - Bridgewater State University

This poster explores the implementation of an Oral Defense model for the comprehensive exam requirement of M.Ed. candidates in Special Education at Bridgewater State University. In spring of 2013, faculty radically altered the exam format using an oral defense process that describes candidates' collaborative leadership, critical thinking, and ethical/professional practice. Implementation with 154 graduates, and follow-up investigations with faculty and candidates, strongly supports the continuation of an oral defense process. This poster seeks to exchange ideas regarding the types of comprehensive exams that promote the thinking necessary for educators to meet the unknown challenges of the future.

Effective Decision-Making in the Age of Cloud Computing
Mei-Yau Shih (mshih@acad.umass.edu), Gino Sorcinelli (gino@isenberg.umass.edu) - University of Massachusetts Amherst

This poster focuses on using "Cloud Computing" technologies to teach decision-making skills to undergraduate students from: a) The United States, b) Ireland, c) Egypt, d) Russia, and e) Taiwan. Presenters will describe framework and learning activities they used to create this course; technologies they employed; and the results of their course evaluation. They will discuss how to develop virtual courses on their own campuses to support students' skill development for their future competency in the workforce.

Empowering students through Motivational Interviewing (MI)
Erin T. Lamoureux (elamoreux@nursing.umass.edu)

MI is an opportunity to keep nursing students more engaged and less stressed and consequently decreases the attrition rate at the baccalaureate level. MI is a communication process that encourages individuals to develop internal motivation in order to implement behavioral changes within their lives. As educators we understand that advising students to change behaviors is not effective. MI allows students to collaborate with educators; it is a nonjudgmental process of encouraging change that considers where the student is in the continuum of change. It allows students the autonomy to make changes in their lifestyles through the process of skill building.

Engaging the Student of the 21st Century
Christopher Hakala (christopher.hakala@quinnipiac.edu) - Quinnipiac University

Students today are different from students of past decades and new methods are needed to reach these students. The science of learning model is employed to show how our students learn, with many competing influences for their attention. Examples and tips are provided for faculty to use to help students cope with the demands on their time.

Teaching Human Rights across the College Curriculum
Nicole Coleman (nicole.coleman@uconn.edu), Cathy Buerger (cathy.buerger@uconn.edu), Shaznene Hussain (shaznene.hussain@uconn.edu) - University of Connecticut

We have identified the following challenges to interdisciplinary teaching of human rights: Instructors who are firmly grounded in one discipline are often unsure about how to teach other disciplinary perspectives; instructors are bound by departmental constraints and demands that limit their ability to bring an interdisciplinary approach to their pedagogy; and instructors rely on co-teaching as a means to achieve interdisciplinarity when possible. This poster discusses these challenges as well as a database we are currently building to provide instructors with access to teaching resources that can be used to bring interdisciplinary perspectives on human rights to their college classrooms.

Using an Inquiry Based Approach to Thin Layer Chromatography Experiment

Ujwala Panse (panseujw@pmc.edu) - Pine Manor College
Vidyullata Waghulde (vwaghulde@stlcc.edu) - St. Louis Community College

In the thin layer chromatography experiment, students study the chemical structures of common four analgesics, and critically analyze bonds and functional groups of two selected analgesics to compare their polarity. They design questions like, "which analgesic will get deposited closer or farther away from the reference line?" In the discussion, the students explain why their hypothesis is confirmed or not confirmed. They also make an association regarding the interactions between organic compounds and the stationary phase. This experiment convinces them that it is possible to predict certain properties of compounds by analyzing bonds and the extent of their polarity.

Using Reflection to Teach an Intergenerational Classroom on Adulthood and Aging

Laura K.M. Donorfio (laura.donorfio@uconn.edu), Keith Barker (kb@uconn.edu) - University of Connecticut

Reflection and reflective practice were used to teach an intergenerational class on adulthood and aging. Two adaptations helped students gain a more meaningful learning experience with content. First, members of the Universities Osher Lifelong Learning Institute were invited to enroll in the class, making the course a true intergenerational learning experience. Second, critical reflection exercises were used to help students envision what their aging might be like. Our course outcomes show that with effective counseling and guidance, students can think deeper and express their knowledge and feelings more comfortably about a range of topics related to adulthood and aging.

NEFDC NEWS

Collaborations for Empowerment & Learning

Friday, May 29, 2015
Fairfield University
Fairfield, CT

Keynote by Katie Novak, author of "UDL Now! A Teacher's Monday-Morning Guide to Implementing Common Core Standards Using Universal Design for Learning" (2014).

NEFDC is proud to announce our collaboration with Fairfield University's Center for Academic Excellence (CAE) for our spring conference. The conference will be held in the Dolan School of Business from 8:00 AM—4:30 PM. Accommodations will be available for overnight stay on campus.

The New England Faculty Development Consortium (NEFDC) was founded in 1998 as a not-for-profit, regional organization dedicated to enhancing the professional development of faculty and administrators committed to excellence in teaching and learning. The consortium membership includes individuals and institutions, and both private and public colleges and universities throughout New England and beyond.