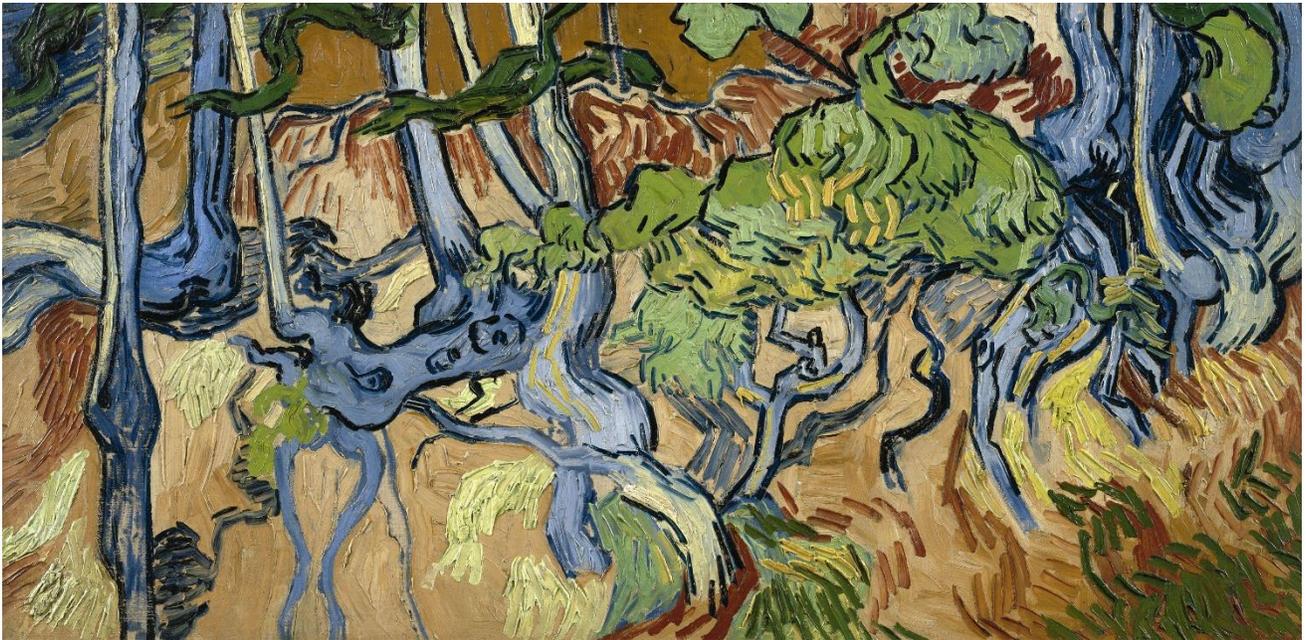




New England Faculty Development Consortium



Helping Students Build a Network for Lifelong Learning

Fitchburg State University, Fitchburg, MA
June 2, 2017

Conference Schedule

8:00-9:00 -- Continental Breakfast & Registration - Hammond Main					
9:00-9:30 -- Welcome & Introductions - Hammond Main					
9:30-10:45 -- Keynote Address by Alan November, "Helping Students Build a Network for Lifelong Learning" - Hammond Main					
10:45-11:05 -- Break					
11:05-12:00 -- Concurrent Session 1					
RM. S08	RM. G01	RM. G01B	RM. G19	Ellis White Lecture Hall	RM. 314
Inspire Lifelong Learning by Rethinking Your Course Design	Inside-Out Teaching: Strength-based, Student Centered	Build Here: A Foundation of Resources for Lifelong Learning	Using Your LMS as the Hub of All Classroom Activity	Interdisciplinary Teaching & Scholarship with Case Studies	Socratic, Montessori and Goethe's Methods for Office Hours How Andragogy Helps UG students Become Lifelong Learners
12:00-1:00 -- Lunch - Hammond Main					
1:00-1:55 -- Concurrent Session 2					
RM. S08	RM. G01	RM. G01B	RM. G19	Ellis White Lecture Hall	RM. 314
Incorporating Service Learning into an Existing Course	Practice Forgiveness & Build Networks for Lifelong Learning	Career Services & Faculty Collaborations for Lifelong Learning	How Many Ways Can a Mentor Screw Up an Undergrad's Project?	Immersive Learning: Using Film in Higher Education Classes	Implicit Curriculum: Tackling Imposter Syndrome in Academia Teacher Questioning for Students' Critical Thinking
1:55-2:10 -- Break					
2:10-3:05 -- Concurrent Session 3					
RM. S08	RM. G01B	RM. G19			
Creating an Academic Community Engagement Experience	Learning Fellows: Agents of Change	Teaching Strategies for Fomenting Lifelong science Learning			
3:05-4:00 -- Poster Session and Wine and Cheese Reception - Falcon Hub					

Technology at the Conference

Fitchburg State University guest wireless (Public) network provides short-term hot-spot style Internet access to FSU campus visitors and guests. Enable wireless on a computer, phone, or tablet and select Public from the available list of wireless networks. No password is needed.

There will be a Twitter Backchannel for the conference. We invite you to join the conversation or just listen in as attendees add real-time comments and conversation to our scheduled events. The name for the backchannel on Twitter is **#NEFDC**

Conference Overview

8:00	Continental Breakfast Service Begins
8:00 – 9:00	Conference Registration
9:00 – 9:30	Welcome and Introductions
9:30 – 10:45	Keynote Address Alan November, Senior Partner, November Learning Inc., Marblehead, MA
10:45 – 11:05	Break
11:05 – 12:00	Concurrent Session 1
12:00 – 1:00	Lunch
1:00 – 1:55	Concurrent Session 2
1:55 – 2:10	Break
2:10 – 3:05	Concurrent Session 3
3:05 – 4:00	Poster Session; Wine and Cheese Reception

9:00 – 9:30 **Welcome and Introductions (Hammond Main)**

Dr. Catherine Canney, Vice President of Academic Affairs, Fitchburg State University
Kisha Tracy, Conference Chair
Dakin Burdick, NEFDC President

9:30 – 10:45 **Keynote Address by Alan November (Hammond Main)**

Alan November will speak on “Helping Students Build a Network for Lifelong Learning.”

10:45 – 11:05 **Break**

11:05 – 12:00

Concurrent Session 1

S08 – Inspire Lifelong Learning by Rethinking your Course Design

Denise Gautreau (dgautreau@neit.edu), Lyn Riza (lriza@neit.edu), Annette Torrey (atorrey@neit.edu) - New England Institute of Technology

Traditionally the course design process is driven by objectives and content. However, faculty understand that the heart and soul of a course and what students carry with them is not always found in objectives but rather in a teacher's passion. We have created a novel design approach that unlocks what faculty already know and love about their courses. We focus on real world application, course narrative, and core values to uncover this often left behind course essence while maintaining the learning objectives and outcomes as our landmarks. In the session, you will experience, deconstruct and practice a new way to design a course, which you can apply to classroom and online activities, courses and programs.

G01 – Inside-Out Teaching: Strength-based, Student Centered

Genevieve E. Chandler (gec@nursing.umass.edu), Stephanie Griggs (sgriggs@nursing.umass.edu) - University of Massachusetts, Amherst

We welcome the diversity that cultures, personalities and learning styles bring to our course, "Writing in Nursing Ethics." The experience the students bring is a core component of teaching from the inside out. The problem is that the typical course is focused on what the student does not know (deficit focused) when evidence supports that motivation occurs when learning comes from a base of personal assets (strength focused). Using the Chandler ABCS resilience model (Active coping, Building strength, Cognitive awareness and Social support), we create a space that invites students to build resilience to actively engage in their own learning, facilitate the development of their voice and develop a community of connection.

G01B – Build Here: A Foundation of Resources for Lifelong Learning

Kelly Jo Woodside (Kelly@masslibsystem.org), Tressa Santillo (tressa@masslibsystem.org) - Massachusetts Library System

JSTOR. Interlibrary loan. Subject specialists. On campus, the library plays a key role in student learning, but what happens after graduation? This session explores the value of library materials, services, and expertise in lifelong learning. Whether students are heading off to graduate school, starting a new job, or beginning a tough job search, libraries provide a robust foundation of free resources for building learning networks. We will review these resources, with an emphasis on publicly available library services in New England, and suggest teaching strategies to encourage library use.

G19 – Using your LMS as the Hub of All Classroom Activity

Tom Thibodeau (tthibodeau@neit.edu) - New England Institute of Technology

"Helping Students Build a Network for Lifelong Learning" requires that we present our students with a cohesive and thorough example of a "fine-tuned" integration of course content with our own "Personal Learning Network" (PLN) that connects the course to the "Real World". Using a Learning Management System (LMS) as the "Hub" of your classroom will provide multiple options for faculty and students to engage with each other, the course content and the "real" world in completely new ways unlimited by

time or place. Attendees are encouraged to bring laptops, tablets or phones to engage with the sample course.

Ellis White Lecture Hall – Interdisciplinary Teaching and Scholarship with Case Studies

Joan-Beth Gow (jgow@annamaria.edu), Lisa Carpino (lcarpino@annamaria.edu) - Anna Maria College

Faculty from different disciplines who work together to explore a topic enrich their own knowledge and can, in turn, facilitate student learning through multiple lenses. Likewise, students who are able to make connections across disciplinary boundaries gain an enriched learning experience and a deeper understanding of content. We have developed a case study on anorexia that is relevant to the lives of most college students and ready for classroom use. In this workshop, we will discuss our process of cross-discipline collaboration to develop this case and connect scholarship to pedagogy.

314 – Socratic, Montessori and Goethe’s Methods for Office Hours

George W. Dombi (gdombi@chm.uri.edu) - University of Rhode Island

This session will help participants to develop meaningful, teacher-student interaction during office hours. Office hours are a time for students to resolve conflicts about the material and for them to demonstrate their understanding of the new concepts by doing problems with the teacher coaching them. Office hours are also a time for you and the students to get to know each other.

314 – How Andragogy Helps UG Students Become Lifelong Learners

Karen Hamilton (khamilton@lasell.edu) - Lasell College

While many traditional undergraduates want specific guidance completing course requirements, providing specific instructions does not help students build the life-long learning skills they need to succeed in their careers. The world where students will begin their post-graduate employment will require them to take on the responsibility to continually update their skills and knowledge in order to stay employed and excel. Employers may not provide step-by-step instructions for pursuing professional development so students need to prepare for this responsibility prior to graduating. Andragogy, the body of teaching that focuses on adult learners, better supports what students today need to build their life-long learning skills. This session demonstrates how faculty can incorporate andragogic principles in their classes. Session participants will discuss possible activities and develop an activity that they can use in their own classes.

12:00 – 1:00

Lunch (Hammond Main)

1:00 – 1:55

Concurrent Session 2

S08 – Incorporating Service Learning into an Existing Course

Laurie Wolfley (laurie.wolfley@uconn.edu), Beth Russell (beth.russell@uconn.edu) - University of Connecticut

Instructors often make the mistake of simply “adding” a service-learning component to an existing course without fully thinking the project through. It’s no wonder, then, that halfway through the semester they find themselves compromising their coverage of content, requiring more work than usual of students, getting mired in conflict resolution and logistical details, and feeling utterly exhausted. This session describes a focused, systematic approach to service learning that avoids these common pitfalls.

G01 – Practice Forgiveness and Build Networks for Lifelong Learning

David O’Malley (domalley@bridgew.edu) - Bridgewater State University
Shan Mohammed (s.mohammed@neu.edu) - Northeastern University

Each of us has beliefs, attitudes and behaviors regarding forgiveness that affect our personal and professional networks. Forgiveness is an important skill and competency to maintain important networks in our lives and the lives of our students. The institutions and communities where we work and study may have explicit or implicit policies and practices regarding forgiveness. This session explores theoretical and practical frameworks addressing forgiveness. Participants will have the opportunity apply these frameworks to case studies from higher education. Participants will be invited to discuss cases from their network of students, colleagues and community members.

G01B – Career Services and Faculty Collaborations for Lifelong Learning

Heidi Hendershott (hhendershott@fisher.edu), Barbara Zerillo (bzerillo@fisher.edu) - Fisher College

This session will highlight the need for career services and faculty to work closely together to help students on their path towards career success and lifelong learning. Focusing on the strengths and challenges of a small, private, non-profit college as they implemented a four-year career-focused model into the curriculum, this session will be an interactive, guided discussion that will engage participants into thinking more critically and inclusively about the role of career services in academics.

G19 – How Many Ways Can a Mentor Screw Up an Undergrad’s Project

Eric W. Dewar (edewar@suffolk.edu) - Suffolk University

Mentoring student research projects can be rewarding experiences that are both transformational for undergraduates’ professional development and motivating to maintain a mentor’s professional research identity. They can also be sources of abject frustration when they fail due to mismanagement of time, funding, or attention. Sharing mentorship experiences can help faculty at PUIs to plan their research over the long term, chunk up projects more effectively, and make faculty mentorship of undergraduate discovery research the mutually beneficial experience that it promises to be.

Ellis White Lecture Hall – Immersive Learning: Using Film in Higher Education Classes

Naomi A. Schoenfeld (nschoenfeld@rivier.edu), Kevin Wayne (kwayne@rivier.edu) - Rivier University

While the potential for film to enhance student learning has long been recognized, it is only with recent advances in digital and streaming media that significant film use across assignments and class time has become pragmatically possible. This session shares the results of building curriculum around full-length films and scenes in a variety of undergraduate and graduate classes across disciplinary areas. Participants will explore the characteristics of films that best contribute to student learning, and examine the ways that using films might enhance their own teaching.

314 – Implicit Curriculum: Tackling Imposter Syndrome in Academia

Lena Ficco (lficco@fitchburgstate.edu) - Fitchburg State University

The imposter phenomenon (IP), an experience of intellectual fraudulence and success through luck, undermines student success, especially in high-achieving ethnic and gender minorities. IP diminishes personal learning networks through missed connections and opportunities with classmates, mentors, and colleagues. Session attendees will identify and discuss risk factors contributing to IP in students, and their faculty role models, as well as strategies for managing IP and promoting an academic culture of mastery, rather than performance, focused lifelong learning.

314 – Teacher Questioning for Students’ Critical Thinking

Elaine Silva Mangiante (elaine.mangiante@salve.edu), Hayley E. Robichaud (hayley.robichaud@salve.edu), Elizabeth R. Carpenter (elizabeth.carpenter@salve.edu) - Salve Regina University

Asking questions that elicit a range of responses is one approach that teachers use to promote students’ critical thinking and generation of claims based on evidence and reasoning--life-long skills needed for an informed citizenry. Participants in this “teaching tip” session will be introduced to a means for evaluating their own questioning based on an adaptation of Toulmin’s framework for argumentation. They will examine and analyze questions posed by teachers in a research study and learn about the insights gained from this research by the teachers themselves, the researcher, and the undergraduate student researchers.

1:55 – 2:10

Break

2:10 – 3:05

Concurrent Session 3

S08 – Creating an Academic Community Engagement Experience

Nathalie Saltikoff (nsaltiko@endicott.edu) - Endicott College

Andrea Rhoades (arhoades@endicott.edu) - North Shore Community Development Coalition

Students enrolled in a Research Methods class conducted a community survey and infrastructure assessment of a low-income neighborhood in a community. This semester-long project involved surveying to identify residents’ concerns, partnering with city engineers to evaluate neighborhood

infrastructure, and conducting focus groups with residents and key community. Along with uncovering the needs and concerns of a low-income population and raising overall awareness amongst stakeholders, an important benefit of the project was introducing fieldwork to undergraduate students. The process of integrating key concepts in teaching research methods via a field experience will be discussed. The effectiveness of academic community engagement as a teaching tool will also be demonstrated by sharing excerpts from student field memos and self-reflections. Time will be allocated to explore ideas for your own potential projects, and to discuss lessons learned from your own past community engagement experiences.

G01B – Learning Fellows: Agents of Change

Cindy Tobery (cindy.tobery@dartmouth.edu), Kes Schroer (kes.schroer@dartmouth.edu), Erin DeSilva (erin.desilva@dartmouth.edu), Adrienne Gauthier (Adrienne.j.gauthier@dartmouth.edu) - Dartmouth University

Undergraduates can transform their own understanding of teaching and learning while helping transform classes on campus. Building from the Learning Assistant Alliance model, Dartmouth created a Learning Fellow program across our curriculum. Learning Fellows attend classes and help professors facilitate small group activities. This session will review how best to begin and customize such a program, explore the role of Learning Fellows as agents of change on campus, and experiment with how traditional lectures can be transformed into dynamic, active-learning courses with a team-based approach.

G19 – Teaching Strategies for Fomenting Lifelong Science Learning

Cherie Lynn Ramirez (cherie.ramirez@simmons.edu) - Simmons College

What are ways to encourage students—especially non-science majors—to connect content with real-world applications during a course (and hopefully also beyond)? This session will introduce three instructional methods (guided reading & data literacy assignments, weekly science posts, and science co-teaching) and provide guidance on how to implement them. Participants will engage in a discussion about how to apply these and other methods in their teaching as well as the strengths and challenges of various approaches.

3:05 – 4:00

Poster Session and Wine and Cheese Reception (Falcon Main)

Fostering Student Learning Networks and Reflective Practice

Cynthia Brandenburg (c.brandenburg@champlain.edu) - Champlain College

Unconventional pathways to an undergraduate college degree are becoming increasingly common, and fostering meaningfully integrated learning for students with varied and diverse academic and professional histories is important for their overall educational success. At Champlain College, a recently designed course specifically for transfer students with substantial college credit requires careful reflection on both past and current experiences and portfolio building as a means for understanding future goals. More importantly, the course aims to help students develop their personal capacity for ongoing reflective practice and intentional life-long learning.

Including Women, Gender and Sexuality Studies into Teaching

Katharine Covino-Poutasse (kcovinop@fitchburgstate.edu), Heather Urbanski (hurbansk@fitchburgstate.edu), Viera Lorencova (vlorencova@fitchburgstate.edu), Patricia Arend (parend@fitchburgstate.edu) - Fitchburg State University

In an increasingly interconnected world, we encounter and engage with diverse populations across axes of privilege and identity. Thus, the awareness and sensitivity that gender studies provides to both students and teachers is invaluable for active and participatory teaching and learning in 2017. This poster presents the ongoing work and scholarship of a grant-funded pedagogical discussion group drawn from diverse disciplines across the campus with the goal of bringing together practices and scholarship for organically infusing gender into a broad variety of courses.

Learning Through Teaching with Service Learning

Elizabeth Henley (e.henley@snhu.edu), Southern New Hampshire University

One method of increasing your knowledge of a specific subject or skill is to teach it to someone else. In order to teach a topic to others, a person really needs to know about that topic. This poster highlights a service-learning course, where students had to teach the course subject matter to kids, and what effects that might have had on their own learning about the topic.

Out of the “Box”: Enhancing Face-to-Face with Online Design

Joann B. Nichols (jnicho21@fitchburgstate.edu) - Fitchburg State University

Can online course planning actually enhance your face-to-face instruction? Can a concept understood well through a hands-on class activity be reproduced by materials offered to the solitary student in front of the computer screen, and how does this planning affect your traditional practice? This session will present a means of exploring how activity instruction in face-to-face and online environments, both aiming at the same learning goals, can be achieved through backwards design.

Piloting an Interdisciplinary, Project-Based Capstone

Meryl Perlson (mperson@lasell.edu) - Lasell College

This poster presentation provides an overview of a yearlong interdisciplinary capstone course that brought together Graphic Design and Communication seniors to create multi-platform, promotional campaigns. It outlines seven "lessons learned" that participants can use when developing their own interdisciplinary, project-based courses. Students often complete their major studies in disciplinary silos with minimal opportunity to work with different majors. A project-based, interdisciplinary capstone teaches students to collaborate with people who have different knowledge and perspectives, equipping them to build broader networks for lifelong learning, work and living.

Students' Approaches to Learning: How are They Learning?

Cheryl Williams (cwilliams2@salemstate.edu) - Salem State University

Students' non-cognitive factors such as mindsets (fixed or growth), goal adoption, approaches to learning (surface or deep), and sense of belonging are often more predictive of academic success than traditional markers. Undergraduate students at a local public university completed a survey examining learning strategies, mindsets, goals, and whether they felt a sense of belonging in the class. This research

introduces the Williams Learning Strategies Assessment Tool (WLSAT) as a quantitative measure of students' non-cognitive factors and their impact upon choosing effective learning strategies.

Successful Integration of Software into College Math Classes

Neil Hatem (nhatem@lasell.edu), Deirdre Donovan (ddonovan@lasell.edu) - Lasell College

Nearly every institution of higher education in America teaches lower level mathematics courses. The pedagogy implemented tends to mirror pedagogy used at the secondary level, namely lecturing. As the number of students taking lower level mathematics courses grows nationwide, one of the challenges is to find new ways to explore mathematics that students may or may not have learned prior to college. These new pedagogies are critical to student success. In the fall of 2014, with the guidance of previous pilot courses, the Lasell College mathematics department implemented a completely new approach to teaching their lowest level mathematics course. The new pedagogical approach was a self-paced, technology-based model. This poster presentation will display the results of our new pedagogical approach versus their older traditional pedagogy.

The Faculty Learning Outcome Assessment Framework

Carol Hurney (cahurney@colby.edu) - Colby College

Measuring the impact of faculty development on institutions, faculty, and students is no small task. True outcomes-based assessment evidences the value of center programs not only by documenting output indicators but also by measuring changes in the target audiences – faculty, students, and the institution. How can centers that routinely collect demographic and satisfaction information from faculty participants move past superficial evaluation methods toward more comprehensive assessment processes? This session explores an assessment framework that measures short and long-term impact of programs on faculty learning, while also helping evidence the value of our work.

The Importance of Interrogating the Local

Michael Kelly (mkelly@champlain.edu) - Champlain College

Coming to a residential college in a new place compels students to make new connections, remap their sense of normal and learn what it means to be a member of communities that may be vastly different from the familiar. This sentiment is especially true for under-represented student populations who may or may not be familiar with the codes and conventions of the academy as well as their new locale. This project is consistent with two conference themes: building personalized networks as well as community-based scholarship because it asks students to draw connections between their own identities and the greater communities they are entering into.

NEFDC Fall Conference Friday, Nov. 3, 2017

Open Educational Resources

College of the Holy Cross, Worcester, Massachusetts

The ever-increasing cost of college is arguably the most serious problem in higher education. One of the most impactful ways to address the cost of education is through the adoption or creation of Open Educational Resources (OER). OER represents a global movement to bring quality educational materials free of cost to students everywhere. It also represents an important collaboration between instructors, librarians, and administrators at many colleges and schools.

OER work brings challenges around issues such as quality control and content licensing--as well as faculty adoption, student learning and retention. Please join us for a conference on this very important initiative.

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.



Call for Article Submissions Aug. 15, 2017

The NEFDC seeks submissions for the Fall 2017 issue of *The Exchange*. We are especially interested in articles related to the themes of the 2017 conferences: "Lifelong Learning" (this conference) and "Open Educational Resources" (upcoming Nov. 3, 2017 conference). Submissions related to past conferences will be considered for a section of *The Exchange* called "Continuing the Conversation."

Submissions are due August 15, 2017 to the Editor, Lori Rosenthal. The NEFDC Board members serve as reviewers for all articles. Detailed instructions for authors are available at <http://nefdc.org/exchange.html>; contact the Editor at lrosenthal@lasell.edu