



Spring 2013 Conference Program

New England Faculty Development Consortium

*...Enhancing the professional development
of faculty and administrators*

***"Engaged Learning:
Impacts and Implications"***

June 14, 2013

Westford Conference Center

Westford, Massachusetts



Overview of the Day

8:00	Continental Breakfast
8:30 – 9:00	Conference Registration
9:00 – 9:15	Welcome and Introductions - Regency Ballroom
9:15 – 10:15	Concurrent Session One
10:15 – 10:45	Break
10:45 – 11:45	Concurrent Session Two
11:45 to 12:45	Lunch/Discussions/Networking
12:45 – 2:15	Keynote Address
2:15 - 2:30	Break
2:30 – 3:30	Concurrent Session Three
3:30 – 4:30	Poster Session and Wine and Cheese Reception



9:15 – 10:15

Concurrent Session One

Session type: Interactive Session - 50 Minutes

New Thinking: Developing Disruptive Innovators!

Genevieve Chandler, UMASS Amherst **Email:** gec@nursing.umass.edu

Erin Lameroux, UMASS Amherst **Email:** Elamoureux@charter.net

Room: Concord

This is an experiential workshop on The New Thinking Model (NTM). NTM thoroughly engages learners in recognizing their passionate knowledge, using appreciative inquiry to solve systems problems, designing a preferred future, engaging in a critical dialogue and developing sustaining practices. The New Thinking Model is a playful yet radically innovative approach to developing new thinking about seemingly intractable problems. From UMASS to UC Davis over 200 undergrad to doctoral students have disrupted the usual with their innovative proposals for practice change. Through styles of knowing from separate to collective knowing the New Thinking process builds competence in problem solving, confidence in expressing opinions and the courage to taking a stand.

Increasing Student Engagement through Social Media

C A Cranos, Quinnipiac **Email:** cacranos@quinnipiac.edu

Room: Salem

Social media offers a unique opportunity to give students power and accountability over their learning experience -- It stretches class discussion 24/7, increases transparency, integrates real-time news and information, and builds stronger, more lasting learning communities. The very social media applications that have become instrumental in our everyday lives can and will be used to enhance Higher Ed learning experiences and drive learning outcomes -- as soon as we figure out how to do so effectively. This session explores the question: How can faculty-directed use of social media enhance and expand course themes and content, and increase undergraduate student engagement, empowerment and collaboration? This presentation opens a discussion about how university classes can get into students' heads in a more profound way through social media. Sharing examples and fresh findings from social media pilots conducted in Fall 2012 and Spring 2013 in three different classes utilizing Facebook & Twitter, the presentation will showcase the beginnings of what's possible in learning and collaboration when social media is leveraged to earn a coveted space in students' harried, over-stimulated worlds, hearts and minds, with the ultimate goal of driving measurable learning outcomes.

Cultural Diversity: Teaching Beyond the Classroom

Robin Winslow, New England Institute of Technology

Email: rwinslow@neit.edu

Room: Westford N1 - N3

We have all been out to eat and considered sampling something new but were hesitant based on the menu description alone. As a result we will often stick with what we know failing to give something new a chance. Why then, do we think we can teach a course on cultural diversity issues from the confines of the textbook and classroom alone. This session will look at a course designed to go beyond the classroom by having students do field placement work at social service agencies serving diverse populations. The course also includes a variety of assignments which encourage experiential learning.

Screencasting: A free and fun tech tool to inform, engage, collaborate

Kris Conmy, Rivier University, & New England College; PhD Student, Lesley University

Email: krisconmy@comcast.net

Room: Regency Ballroom - 1

In this highly interactive session we will explore how to use Jing, a free screencapture and screencasting tool, to engage students, enhance learning, and foster collaboration. Publish mini-lectures for students to reference when completing homework assignments or, better yet, have students publish their own thoughts on the day's topic. Pair your printed syllabus with a video orientation to the course including recommendations for successful learning. Students can collaborate on research projects, providing feedback on drafts and creating polished virtual presentations. Grade and comment on assignments using screencasting, a highly personalized feedback mechanism, and then have students create a reflection presentation after receiving your comments. Support learning differences by providing an alternative to traditional assignments. Collaborate on short training presentations with students and faculty on new policies, technology, or initiatives. Finally, we'll discuss uses in other areas of your personal and professional life.

Internships as Engaged Learning and High Impact Practice

Mary King, Fitchburg State University Email: mking@fitchburgstate.edu

Frederick Sweitzer, University of Hartford Email: sweitzer@hartford.edu

Room: Emerson

The internship is receiving increasing national attention as a powerful learning context. The Association of American Colleges and Universities recognizes internships as one of 10 High Impact Practices (HIP), something that, when done well, promotes high levels of engagement, learning, and development. George Kuh (2008) and his colleagues have studied critical features of effective High Impact Practices, and this workshop will focus on those principles and ways of infusing them into internships. This workshop will also consider Swaner's (2012) three forms of engagement – holistic, integrative, and contextual – as well as the spectrum of task engagement and the profile of the “engaged intern” (Sweitzer & King, 2012). Engaged and disengaged responses to the work of the internship are framed within the theory of Developmental Stages of an Internship (DSI-2) (Sweitzer & King, 2012).

Revising Remediation: Service-Learning for Developmental Students

Russell Green, North Shore Community College Email: rgreen@northshore.edu

Christian Bednar, North Shore Community College Email: cbednar@northshore.edu

Jeremy Branstad, North Shore Community College Email: jbransta@northshore.edu

Room: Thoreau

Sixty percent of all community college students are placed in developmental courses (NELS: 88). Colleges are looking for ways to enhance the learning opportunities and success of students enrolled in these courses. Service-learning has demonstrated its value to higher education in supporting classroom learning outcomes by providing opportunities for students to deepen their skills, knowledge, or writerly authority while meeting the needs of the community (Adler-Kassner, 1997; Deans, 2010; Gabor, 2011). Engaged learning, accomplished through service-learning, has the potential to transform classrooms, institutions, and the populations they serve. Several faculty members at North Shore Community College have integrated service-learning into their developmental Communications Skills classes with great success. Their innovative approaches to service-learning have created unique opportunities for their students. This presentation will give the opportunity for three of these faculty members to share best practices in regards to implementing service-learning with developmental students. Lessons learned from the development and implementation of such service-learning projects will be shared.



10:15 - 10:45

Break



10:45 – 11:45

Concurrent Session Two

Session type: Interactive “Teaching Tip” – 25 minutes.

Making Connections: Today’s Student

Kathleen Driscoll, MFA, Mount Ida College, School of Design **Email:** kdriscoll@mountida.edu
Alison Poor-Donahue, MFA, Mount Ida College, School of Design **Email:** apoordonahue@mountida.edu
Room: Concord

No matter what your level of teaching experience is, we have all encountered moments where we feel detached from our students. This hardly means we fail as educators and have forgotten everything we have learned; we just simply need to respond positively. Find the best way to connect with students and realize that not all connections will suit every student. Connecting with students can be made through a variety of ways. The key is to simply adapt and change techniques in order to reach every student.

The Use of the Debate to Enhance Teaching and Learning in Ethics

Marcel Beausoleil, Fitchburg State University **Email:** mbeauso1@fitchburgstate.edu
Room: Concord

The teaching of applied ethics is a challenge as students often struggle to understand abstract concepts and the relevance of the material. Additionally, students often feel that they are already ethical and do not need to study ethics. While the use of the case study method can be effective, often students just go through the motions of analyzing cases. This session will describe and discuss the use of debate as a method for students to critically think, analyze, and argue about ethical issues in criminal justice. The presenter will describe the pedagogy of the debate, why this format was chosen, and the outcomes of the debate.

Session type: Interactive Session - 50 Minutes

First-Year Experience (FYE) Seminars/Courses Create Community, and a Strong Foundation for Students’ Personal and Professional Development

Jo Mucci, Middlesex Community College **Email:** mucci@middlesex.mass.edu
Denise Marchionda, Middlesex Community College **Email:** marchiondad@middlesex.mass.edu
Room: Salem

At Middlesex Community College, First-Year Experience Seminars are becoming an integral part of the college culture. Through a Vision Grant and college-wide collaboration, Middlesex has embarked on an innovative approach to connect the First-Year Experience Seminars to introductory courses, such as Introduction to Psychology and Sociology, and English Composition I, making their students’ experiences at the college both meaningful and relevant. This high-impact practice not only creates a Learning

Community, but also allows students to be "linked" to other courses that they need to take as part of their coursework for their majors at the college.

Service Learning Across Disciplines

Nathalie Saltikoff, Endicott College **Email:** nsaltiko@endicott.edu

Sara Allen, Endicott College **Email:** sallen@endicott.edu

Room: Westford N1 - N3

This session will describe the facilitators cross disciplinary service learning experiences starting from the disciplines of Communications and Psychology, and share samples of substantive student work. The service learning projects were implemented in collaboration with local community non-profit organizations. The presenters used the Personal Growth Initiative Scale as a quantitative pre and post measure of personal growth and conducted content analysis of reflective journals to examine epistemological transformation, intellectual growth, and civic responsibility. Facilitators will share their initial findings along with the techniques they used to create community partnerships. Finally, participants will discuss how they could adapt their curriculum to service learning and link service learning to their existing coursework.

Changing Student Perceptions and Prejudices with Community Service

Michelle Smith, Massachusetts College of Pharmacy and Health Sciences

Email: michelle.smith@mcphs.edu

Room: Regency Ballroom - 1

Community Service can enhance student engagement by increasing student motivation and learning in many areas. This interactive session will explore ways to integrate community service projects into any classroom setting as a means to provide students with a deeper learning experience. The session will suggest methods to structure community service based lessons, including things to do before, during, and after the visit. The presenter will suggest meaningful community service placements as well as discuss the intended and unintended benefits and challenges of such placements. Participants will have the opportunity to share their own experiences and tips on the topic.

The Case for Shared Faculty Development

Suzanne Pasch, Next Steps Educational Consulting **Email:** shpasch@gmail.com

Gouri Banerjee, Emmanuel College **Email:** banerjee@emmanul.edu

Room: Emerson

Engaging students is challenging. How do the best among us do it? Current research provides a wealth of information about how students learn but teaching structures and pedagogy continue to lag. Most agree that engaging diverse learners is increasingly more difficult and faculty need support to be innovative. How should institutions go about it? In this session, we focus on opportunities presented in collaborative faculty development. We describe the nature, approach, and findings of the three-year experience of the Colleges of the Fenway's Teaching and Learning Collaborative (TLC) and use this information as a platform for interaction among participants to consider in their own institutions. We share the role that peers, across disciplines and years of experience, can play in making pedagogical changes in engaging students. We describe how implementing action plans with mentoring facilitates the process and, throughout, encourage participant interaction regarding their particular needs and possibilities.

Participatory Student Engagement

Joanne Walsh, New England Institute of Technology **Email:** joannewalsh@neit.edu

Room: Thoreau

This session will begin by using techniques that relax students so that they can concentrate on the learning material. Next, four active learning methods will be demonstrated: the “physical” technique, participatory exercises, experimental method and an individual creative project. The “physical” technique example is taken from an elementary statistics class and is used to teach descriptive statistics, samples and populations. Participatory exercises have been used in a variety of classes to engage students in communication, active listening and memory. The experimental example has been used in research methods classes and introductory psychology courses to teach research design that effectively manipulates and controls variables. The individual creative project aids specifically in the understanding of difficult concepts. After these demonstrations, participants will be divided into small groups to apply what they have learned and create concrete examples for their own courses.



11:45 - 12:45

Lunch - Regency Ballroom - 2



12:45 - 2:15

Keynote Address

Keynote address by **Dr. John Saltmarsh**

Dr. Saltmarsh, from the Department of Leadership in Education in the College of Education and Human Development at University of Massachusetts, Boston, is also the co-director of the New England Resource Center for Higher Education (NERCHE). He will explore what happens to students when they are engaged as experiential learners in their local communities, and the implications for faculty practice and institutional changes needed to support this type of teaching.



2:15 - 2:30

Break



2:30 – 3:30

Concurrent Session Three

Session type: Interactive “Teaching Tip” – 25 minutes.

CREATIVE TEACHING: Story, Experience, and the Use of the Emotion, Imagination, and Intellect in Teaching

Daniel Sklar, Endicott College **Email:** dsklar@endicott.edu

Room: Concord

Creative teaching and thinking is the story of each class, how the class appeals at once to the emotion, imagination, and intellect. The story is the experience of the class, what students bring to the class and what they take from the class and what they think, feel, and remember about the class. The story/experience of the class will have the facts and information in it. It will also have the emotion of the experience and the memory of it. The story of the class is how you got here, what you will do here, what will happen here, and how you will learn something new about yourself and the subject and the people. What students learn becomes part of the story—so that all they have to do is tell you the story to tell you what they have learned.

Using Videos for Evaluating Student Essays

John Gallagher, Quisigamond Community College **Email:** jgallagher@qcc.mass.edu

Room: Concord

The topic of this session is creating video feedback for evaluating student work. I will show faculty members how to produce screen captures of student papers. Using the free program Jing, I will aim to create a conversation about using audio and visual technology to save time during evaluation/assessment periods, as well as offer more in-depth feedback

Session type: Interactive Session - 50 Minutes

Experiential Learning Through Oral History

Andrew Darien, Salem State University **Email:** adarien@salemstate.edu

Room: Salem

The session is built out of fifteen years of practical and pedagogical experience conducting oral history projects including interview with diverse subjects such as New York City Police Officers; Salem's Ethnic Communities; Veterans of the Iraq and Afghanistan Wars; the congregation of Temple Sinai in Brookline; and Jewish Residents of the North Shore. This session will explain the methods of oral history and its application as an experiential learning component of the general education curriculum. It will provide practical strategies for organizing an oral history project that focuses on interviewing veterans. Participants will learn how to handle the methodological, logistical, political, and ethical dimensions of interviewing historical subjects.

Engaging with Wikis

Kisha Tracy, Fitchburg State University **Email:** ktracy3@fitchburgstate.edu
Room: Westford N1 - N3

Wikis are collaborative web sites that allow for the simple creation of online spaces, revision of updates, and manipulation of content by any participant. By providing students with a forum they themselves can create and modify, instructors can engage students with the material through a variety of forms and mediums. They can increase the time students spend in collaboration and discussion, and instructors can also require more ongoing work, especially writing and reflection. Wikis are useful tools in engaged learning for they allow students, through collaborative and/or individual efforts, to construct and apply knowledge in creative, personal, and/or interdisciplinary ways.

Beyond Generation Next: Student Mind-Sets & Life-Defining Events

Dakin Burdick, Endicott College **Email:** dburdick@endicott.edu
Room: Regency Ballroom - 1

In order to engage our students, we need to have a basic understanding of what they are thinking. This session will work to improve understanding of incoming freshmen and the implications of the life events that inform the freshmen mindsets.

From WAC to WID: Applying Principals of Course Design to the Majors

Paul Pasquaretta, Quinnipiac University **Email:** Paul.Pasquaretta@Quinnipiac.Edu
Joan Kreiger, Quinnipiac University **Email:** Joan.Kreiger@Quinnipiac.Edu
Mark Hoffman, Quinnipiac University **Email:** Mark.Hoffman@Quinnipiac.Edu
Room: Emerson

Engaged learning can be supported by faculty working together in the majors to develop linked strategies that connect courses and outcomes throughout a four-year program of study. This counteracts the tendency for students to view courses as discrete experiences weakly connected to coherent processes of intellectual growth and professional development. Our presentation will show how critical thinking and writing strategies that support outcomes in discrete courses can be applied, through extra-disciplinary consultation and departmental collaboration, to whole programs. The presenters, who have experience in program development, faculty training, and departmental consultation, will demonstrate how the kinds of critical thinking and writing scaffolding that improves outcomes in a course can be scaled up and applied to a major program of study.

Barriers That Impact Learning: Implication for Today's College Classroom

Dorothy Osterholt, First Year Studies, Landmark College **Email:** dosterholt@landmark.edu
Co-presenter: Roxanne Hamilton, Business Studies, Landmark College **Email:** rhamilton@landmark.edu
Room: Thoreau

Common barriers to academic success are discussed within a framework of four domains of learning that include emotion, self-regulation, motivation and academics. These can be used for designing specific collaborative activities that meet the diverse needs of today's students. Involvement includes time to identify and assess student behavior. We will highlight how to integrate collaborative learning into the classroom for the purpose of addressing these common barriers. Participants will be provided with a thorough printed copy of the concepts covered in this presentation and a list of suggested readings in the field.



3:30 – 4:30

Poster Session (Wine & Cheese)

Session type: Interactive Poster - Room: Westford S2 & S4

AmeriCorps Student Leaders in Service: interprofessional community engagement

Carrie Rice-Graham, MCPHS University

Email: carrie.rice-graham@gmail.com

Colleen Massey, MCPHS University

Email: colleen.massey@mcphs.edu

The poster will focus on teaching others how to develop an interprofessional student community engagement program.

Graduate Rapidly by Attending Daily: A Program to Improve Class Attendance and Performance

Jason Snyder, Central Connecticut State University **Email:** snyderjal@ccsu.edu

A. Tomasz Jarmoszko, Central Connecticut State University **Email:** jarmoszko@mail.ccsu.edu

In this session, we will describe an effort to reduce student absenteeism in Sophomore-level courses. Central Connecticut State University's Management Information System Department developed a program titled the "GRAD Program (GRAD stands for Graduate Rapidly by Attending Daily). The program's centerpiece was a study that tracked the student outcomes of class absenteeism and class performance in Sophomore-level classes. We will describe an experiment that explored the impact of compulsory attendance policies on student absenteeism and class performance. We will describe how the experiment was carried out and the nature of the results

JARS: Assessing Student Attitudes toward Research

W. Brian Lane, Jacksonville University

Email: wlane@ju.edu

The undergraduate research experience (URE) has a significant effect on student learning. Although the diversity of possible topics, demands, and outcomes makes UREs difficult to assess university-wide, many of the attitudes (beliefs, practices, and perspectives) that students develop about research transcend disciplines. Using educational research techniques, we have developed the Jacksonville Attitudes toward Research Survey (JARS) to assess such student attitudes toward research. Student responses to the survey items are scored for the survey overall and for categories of similarly themed items. This poster describes the development and validation of the JARS, demonstrates sample uses, and invites other institutions to implement the JARS as they strive to engage in and assess the effectiveness of undergraduate research.

Blended Learning Implementation for Undergraduate Chemistry

Erica Oduaran, Roger Williams University **Email:** eoduaran@rwu.edu

Emuesiri Oduaran, Lesley University

Email: eoduaran@lesley.edu

This session describes the use of Blended Learning in undergraduate Chemistry courses to help students stay engaged in the learning process. It consists of a pre-lecture content vocabulary activity which students are required to complete online before lecture. Content vocabulary is critical to lecture comprehension. Requiring students to complete the content vocabulary activity before the lecture is a great way to prepare them for the face-to-face lecture component and help to trigger any prior learning experience they may have on the topic. Being able to trigger students' prior learning experience gives them a purpose for participating and becoming more engaged in the learning process. The rationale for this derives from studies suggesting that students with a good grasp of content vocabulary have an easier

time, encoding new information to long-term memory. The presentation will demonstrate how participants can design and implement their own adapted blended learning plan for their classroom.

An Experiment in Collaborative Teaching - Sociology and Computer Science

Aparna Mahadev, Worcester State University
Sonya Conner, Worcester State University

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Email: sconner@worchester.edu

In this integrative teaching and learning effort, students from Introduction to Sociology (SO 100) and Technology, Public Policy and Urban Society (UR 230) were brought together to learn from each other and to share ideas. As a social science, sociologists typically stay away from ethical issues. Likewise, computer scientists are not typically exposed to sociological theory. Thus, through this project, faculty and student learning were enhanced by applying diverse perspectives of understanding to the impact of social media on society. Faculty worked together to develop the project, and students from each course had the opportunity to learn together— through participation in film viewing event and a follow-up virtual discussion/analysis of the role of social media on society. Students had the opportunity to make connections not only between these two courses, but also between how what is being learned in the classroom fits into a broader scope of learning.

SAVE THE DATE

NEW ENGLAND FACULTY DEVELOPMENT CONFERENCE

FALL 2013

Peer Instruction - Collaborative Learning

Speaker: Dr. Eric Mazur, the Balkanski Professor of Physics and Applied Physics at Harvard University and Area Dean of Applied Physics. He is interested in education, science policy, outreach, and the public perception of science. In 1990 he began developing Peer Instruction, a method for teaching large lecture classes interactively. Dr. Mazur's teaching method has developed a large following, both nationally and internationally, and has been adopted across many science disciplines.

Date: November 15, 2013

Location: The College of the Holy Cross, Worcester, MA