

New England Faculty Development Consortium



The Challenges of 21st Century Education

November 9, 2018
College of the Holy Cross
Worcester, Massachusetts

Conference Overview

| | |
|---------------|--|
| 8:00 – 8:45 | Continental Breakfast and Registration |
| 8:45 – 9:00 | Welcome and Introductions |
| 9:00 – 10:00 | Keynote |
| 10:00 – 10:15 | Break |
| 10:15 – 11:10 | Concurrent Session 1 |
| 11:20 – 12:15 | Concurrent Session 2 |
| 12:15 – 1:20 | Lunch |
| 1:20 – 2:15 | Concurrent Session 3 |
| 2:15 – 3:30 | Poster Session & Networking Reception |

Conference Co-Chairs: Peter Shea & Marc Ebenfield
Proposal Co-Chairs: Marc Ebenfield & Peter Shea
President: Marc Ebenfield

Front Cover Image: NASA's Cassini mission organized the "Wave at Saturn" event on July 19, 2013, to mark the day the Cassini spacecraft turned back toward Earth. The mission assembled this collage of images shared from more than 40 countries and 30 U.S. states. Image credit: NASA/JPL-Caltech.

| Conference Planning Grid | | | | | |
|---|--|---|--|---|---|
| 8:45-9:00 -- Welcome & Introductions, Hogan Center Ballroom | | | | | |
| 9:00-10:00 -- Keynote Speaker, Hogan Center Ballroom | | | | | |
| 10:00-10:15 -- Break | | | | | |
| 10:15-11:10 -- Concurrent Session 1 | | | | | |
| 304 | 328 | 401 | 402 | Jenks A Teaching Tips | |
| Game Design Principles for Teaching Political Theory | Advancing Higher Education: Mapping and Critical Inquiry | Affective Domain's Role in Student Outcomes and Retention | Overcoming Obstacles to Academic Innovation | Plickers: Technology Tool that Engages All | From Distraction to Action: Social Media as Writing Tools |
| 11:20-12:15 -- Concurrent Session 2 | | | | | |
| 304 | 328 | 401 | 402 | Jenks A Teaching Tips | |
| Fusing Digital Filmmaking & CBL to Deepen Student Engagement | Making Active Learning Count Using the Science of Learning | Humanizing Online Teaching | Adding Structure to Group Work | Models: Nurse of Future meets Four Dimensional Education | Screencast Technology for Grading: Research & Effectiveness |
| 12:15-1:20 -- Lunch, Hogan Center Ballroom | | | | | |
| 1:20-2:15 -- Concurrent Session 3 | | | | | |
| 304 | 328 | 401 | 402 | Jenks A Teaching Tips | |
| Leveraging Technologies for Deeper Knowledge Construction | How to Create, Manage and Grade Active-Learning Activities | Badges for 21st Century Learning | Open and Adaptable: OER as Flexible Teaching Tools | Cross-Curriculum Collaborations to Enhance Civic Engagement | Contemplative Practices: Tools to Reduce Distractions |
| 2:15-3:30 -- Poster Session and Networking Reception, Jenks B/C | | | | | |

8:45 – 9:00

Welcome and Introductions (Hogan Center Ballroom)

Peter Shea, Conference Co-Chair
Marc Ebenfield, NEFDC President

9:00 – 10:00

Keynote Address (Hogan Center Ballroom)
**“Four-Dimensional Education for the Age
of Artificial Intelligence”**

Charles Fadel (<https://curriculumredesign.org/about/team/#charles>)



Charles Fadel is a global education thought leader and author, futurist and inventor. He is the founder and chairman of the Center for Curriculum Redesign; visiting scholar at Harvard Graduate School of Education; chair of the Education Committee of the Business and Industry Advisory Committee to the Organization for Economic Co-operation and Development; and founder and president of the Foundation Helvetica Education (Geneva, Switzerland). He has worked with education systems and institutions in more than thirty countries. He was formerly Global Education Lead at Cisco Systems, visiting scholar at MIT in the Experimental Study Group, and angel investor with Beacon Angels. Mr. Fadel is the author of “Four-Dimensional Education: the Competencies Learners Need to Succeed” (2015) and “21st Century Skills” (2009), and holds seven patents on video, social networking, web content, and communication technologies.

10:00 – 10:15

Break

10:15 – 11:10

Concurrent Session 1

Room 304 -- Game Design Principles for Teaching Political Theory

Tomer Perry (tperry@minerva.kgi.edu) - Minerva Schools at KGI

Simulations provide a unique educational benefit for teaching political theory by supplying a concrete context ethical decision-making, relating theory to practice. Simulations achieve this goal by providing students with immersive experiences. To create such simulations, the presenter will draw on the theory and practice of game design, particularly tabletop games. Game design guidelines include: (a) matching the theme with mechanics; (b) structuring and restricting choices carefully; (c) using feedback to connect choices to consequences; (d) deploying randomization devices and (e) saving observations from debriefing sessions.

Room 328 -- Advancing Higher Education: Mapping and Critical Inquiry

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

Kelsey McNiff (kmcniff@endicott.edu) - Endicott College

Jane Tutein (jtutein@endicott.edu) - Endicott College

Come hear three faculty members discuss how they facilitated collaborative learning and advanced critical inquiry using digital tools, in particular Google My Maps. Funded by a Davis grant, these cross-disciplinary faculty members (English, Human Services, and Instructional Technology) present their experiences with several digital liberal arts projects and how these projects advanced student knowledge acquisition and critical decision making. Session participants will leave with an action plan, sample assignment prompts and materials to use in your own courses.

Room 401 -- Affective Domain's Role in Student Outcomes and Retention

Nancy R. Waldron (nwaldron@lasell.edu) - Lasell College

Melissa Varao (mvarao@lasell.edu) – Lasell College

This session supports the theme of emphasizing the irreplaceable aspects of human interaction in the classroom. By recognizing and emphasizing the affective domain, educators have the opportunity to not only influence the cognitive, but the behavioral as well. Research has demonstrated that students who have stronger relationships with their institution tend to persist to graduation. Professors can play an important role in retaining students as well as engaging them in the practice of scholarship.

Room 402 – Overcoming Obstacles to Academic Innovation

Danielle Leek (drleek@bhcc.mass.edu) - Bunker Hill Community College

Peter Shea (sheap@middlesex.mass.edu) – Middlesex Community College

In this interactive session, the presenters will introduce models for academic innovation and demonstrate how to apply strategies to successfully implement innovations across campus. Participants will work in teams and engage with problem-solving scenarios in order to build out the list of techniques successful innovators can employ.

Jenks A – Teaching Tips, 25 minutes each (#1)**Plickers: Technology Tool that Engages All**

Anamaria Arteaga (anamaria.arteaga@salve.edu) - Salve Regina University

Plickers (www.plickers.com) is a simple teaching tool that allows teachers to collect real-time assessment data on students understanding of key concepts in a course without the need for student devices. It is cost efficient and can easily be implemented in a course using free paper cards (downloadable from the website) for students, an instructor's cell phone/tablet, a computer, and Wi-Fi. Through multiple-choice questions that are custom made by the instructor to assess students understanding in a particular course, every student has the opportunity to engage with the material with the assurance that the teacher views each student's response confidentially.

Jenks A – Teaching Tips, 25 minutes each (#2)

From Distraction to Action: Social Media as Writing Tools

Kyle Moody (kmoody4@fitchburgstate.edu) - Fitchburg State University

The session will be focused on using popular content generators Facebook and Twitter for teaching written and visual design to students. This addresses 21st century education challenges such as measurable skills and advanced visual composition. Participants will learn how to implement social media modules across a variety of lesson plans.

11:20 – 12:15 Concurrent Session 2

Room 304 – Fusing Digital Filmmaking & CBL to Deepen Student Engagement

Bridget Franco (bfranco@holycross.edu) - College of the Holy Cross

Michelle Sterk Barrett (msbarret@holycross.edu) - College of the Holy Cross

This session explores the fusion of digital technology with the creation of short films for community-based organizations. We will explain how both the filmmaking process and CBL enable non-linear, multi-faceted learning processes that teach adaptability and prepare students to independently engage in our diverse world. We will share course assessment data demonstrating students' increased understanding of complex problems and a greater ability to connect theoretical concepts to situations in non-academic settings. In the second part of the session, attendees will participate in a hands-on introduction to filmmaking by utilizing iPads to interview former students about course impact.

Room 328 -- Making Active Learning Count Using the Science of Learning

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

Active learning continues to permeate the teaching and learning literature in the 21st Century. However, the conversation is more focused on the kind of learning supported by active learning strategies. This session will examine selected strategies through the lens of the science of learning. Specifically, participants will engage in active learning strategies that (1) leverage students' prior knowledge, (2) support effective practicing and use of feedback, and (3) help students meaningfully organize and connect new information into their mental models of our disciplines.

Room 401 -- Humanizing Online Teaching

Virginia Heslinga (vheslinga@annamaria.edu) – Anna Maria College

Redesigning curriculum requires a synthesis of past knowledge, experiences, current competencies, and forward thinking. Humanizing online courses presents opportunities to meet student needs in a classroom environment built on interactive relational learning that leads students to success in learning outcomes. Attendees will learn with a teacher having more than four decades of experience, including years in remote rural areas of the world and high tech locations successfully bridged and enriched by online learning.

Room 402 – Adding Structure to Group Work

Cindy Tobery (cindy.tobery@dartmouth.edu) - Dartmouth College

Erin DeSilva (erin.desilva@dartmouth.edu) – Dartmouth College

The benefits of group work and importance of social interaction for learning are well known. However, incorporating meaningful group work to provide opportunities for these important human interactions for our students can be a challenge. After considering why we have students do group work, participants will engage in a collaborative learning technique to learn about more collaborative techniques from the book by Barkley, Cross, and Major (2005). These structured activities can help ensure all your students are engaged.

Jenks A – Teaching Tips, 25 minutes each

Models: Nurse of Future meets Four Dimensional Education

Anne M. DeFelippo (adefelippo@saalemstate.edu) - Salem State University

21st century education must be versatile to hold attention of media driven students. Faculty themselves must be content experts as well as skilled in process and highly organized to produce an exciting classroom. Effective teaching requires enthusiastic, creative teachers who frequently change the topic and activity as they think on many levels during the class. Faculty are teaching not only knowledge and the skill sets for character development but good work habits and attitudes that include empathy and compassion.

Screencast Technology for Grading: Research & Effectiveness

Forrest R. Rodgers (frodgers@saalemstate.edu) - Salem State University

The chief purpose of this session is to share tips on grading student papers using video feedback. This session directly relates to the challenges of 21st century education. Because of the emergence of technology within our society, it has become especially important to reach students in a variety of ways. Classes are increasingly becoming more digitized, with online and hybrid courses on the rise in higher and secondary education. As such, using screencast video to assess student writing can improve learning outcomes and enhance overall understanding of the material. Results of an ongoing research study related to this practice will also be discussed.

12:15 – 1:20

Lunch

Hogan Center Ballroom

1:20 – 2:15

Concurrent Session 3

Room 304 -- Leveraging Technologies for Deeper Knowledge Construction

Sara Donaldson (sdonaldson@rwu.edu) - Roger Williams University

Carey Borkoski (cborkoski@jhu.edu) - Johns Hopkins University

Active integration and social negotiation promote deep learning as learners reflectively and collaboratively share, critique, and refine ideas from personal and shared worlds. This presentation highlights how two higher-ed faculty leverage various technologies to promote student interactivity and collaboration through coordination, cooperation, and co-construction in both in-person and online learning contexts. The presentation will provide concrete examples from their classrooms, as well as opportunities for participants to engage with the technologies themselves.

Room 328 -- How to Create, Manage and Grade Active-Learning Activities

Mary Jean Clapp (jeanclapp1@gmail.com) - New England Institute of Technology

Teaching and learning strategies that have demonstrated efficacy with respect to student retention and learning, particularly in the STEM fields, are collectively called active-learning strategies. These learning strategies all contain components in which students become dynamic participants in their own learning and provide a much-needed alternative to traditional lecture and rote memorization. In this session, the presenter will share information on various active-learning strategies along with their importance and effectiveness in the classroom. Additionally, she will discuss strategies for developing team-learning activities, and how to structure, manage and grade team projects.

Room 401 – Badges for 21st Century Learning

Marc N. Ebenfield (mebenfield@saalemstate.edu) – Salem State University

Badges are a credentialing system that are slowly gaining appeal in higher education because of their ability to capture and represent specific aspects of learning that may not stand out in a typical transcript. As we move towards a 21st century curriculum that emphasizes uniquely human capabilities such as creativity, ethics and critical thinking badges could be leveraged to document student learning in both curricular and co-curricular environments. In this workshop, we will explore the use of badges to help students develop a mastery orientation to learning, meet learning objectives and reinforce process skills.

Room 402 – Open and Adaptable: OER as Flexible Teaching Tools

Lindsey Gumb (lgumb@rwu.edu) – Roger Williams University

Teal Rothschild (trothschild@rwu.edu) - Roger Williams University

Hannah Goodall (hgoodall@rwu.edu) - Roger Williams University

Have you ever found yourself trying to select a textbook for your course, but you're torn between two titles? Each may offer quality content, but neither covers the full spectrum to fulfill your course learning outcomes. With traditionally copyrighted textbooks, your only option is to either choose one or assign both. Assigning both would put an undue financial burden on your students, who on average, already spend \$1,200/year on textbooks. In higher education, copyright law (17 U.S.C.) by default creates a very real barrier to academic freedom. But what if textbooks had open-license agreements that allowed you to create an adaptation: a mashup of the most relevant content?

Jenks A – Teaching Tips, 25 minutes each

Cross-Curriculum Collaborations to Enhance Civic Engagement

Amanda Minor (amanda.minor@salve.edu) – Salve Regina University

Laura O'Toole (laura.otoole@salve.edu) - Salve Regina University

As the world becomes more dependent on technology, it is critical to remember the importance of the human connection in and out of the classroom to nurture change. This presentation will explore the civic engagement model and the use of cross-discipline undergraduate and graduate teaching to help promote student growth within the curriculum. The session will elaborate on the use of listening workshops created by graduate students to help undergraduate students gain competencies in working with their community outside of campus.

Contemplative Practices: Tools to Reduce Distractions

David O'Malley (domalley@bridgew.edu) - Bridgewater State University

This interactive session introduces contemplative practices including examples applicable to a variety of academic disciplines. Research indicates the effectiveness of contemplative practices as teaching and learning tools, including focusing the mind to reduce distraction and anxiety. Contemplative practices can be used to increase awareness and connection for individuals and groups. Students, faculty and staff can benefit collectively. Contemplative practices can be a taught/learned element of human interaction readily integrated in a 21st century educational setting.

2:15 – 3:30

Poster Session and Networking Reception Jenks B/C

Teaching Database for MBA Business Analytics Students

Shouhong Wang (swang@umassd.edu) - University of Massachusetts Dartmouth

This poster discusses the importance of a sufficient body of knowledge about databases for MBA business analytics (BA) students. It presents the pedagogical design and the teaching method of a database unit for MBA BA students when a standalone database course is not feasible for the program. The unit includes online video lectures, business analytics artifacts in Microsoft Office, and database-centric OLAP assignments. The unit demands about a half-credit-hour workload and can be embedded in a three-credit-hour MBA BA course.

Data Analysis Projects

Annella Kelly (annella.kelly@regiscollege.edu) - Regis College

This poster demonstrates the use of projects as a teaching tool for statistics analysis. The students choose an international commodity of their interest to analyze. They then determine if there is a correlation between the price of the commodity against time. The project builds a bridge from the newly gained concepts of linear regression and correlation to the real-life applications via technology (SPSS).

People with Intellectual Disabilities and Healthcare

Diane F Fitzpatrick (d.fitzpatrick@northeastern.edu) - Northeastern University

Ann Golu-Victor (a.golub@northeastern.edu) - Northeastern University

Healthcare providers are challenged to recognize special problems experienced by people with intellectual disabilities (ID) due, in part, to limited training in effective interaction with people with ID. To address this, faculty and students at a physical therapy program collaborated with Special Olympics of Massachusetts Healthy Athletes® to create a unique community-campus partnership. Strategies to establish the partnership included ongoing communication, discussion with its parent group, and site visits during regular programming that served to identify shared values, needs and general abilities of program participants. Stakeholder reflections showed the high value placed on direct collaborations. Opportunities for meaningful interactions with people with ID are a critical educational component.

Rethinking First Year Seminars

Abra S Berkowitz (aberkowitz@bfit.edu) - Benjamin Franklin Institute of Technology

Michael Grigelevich (mgrigelevich@bfit.edu) - Benjamin Franklin Institute of Technology

Dawn Letourneau (dletourneau@bfit.edu) - Benjamin Franklin Institute of Technology

How can we improve student retention in STEM? How can first-year seminars increase students' feelings of belonging, and help them persist to graduation? We will present our model of a major-specific, first-year seminar that is co-taught by members of the STEM and humanities faculties. By engaging participants in a typical class, and sharing practice stories and survey findings, we will assess their effectiveness in increasing students' confidence in their majors and in themselves. The outcomes are particularly significant for increasing diversity and equity in STEM fields, as the majority of students at our college are persons of color, and nearly half identify as first-generation college students.

SAVE THE DATE! NEFDC Spring Conference

“Education in the Age of Anxiety”

June 7, 2019

Landmark College

Putney, Vermont

Keynote speaker, Dr. Jerome Schultz, Ph.D.

Clinical Neuropsychologist & Lecturer on Psychology
Department of Psychiatry, Harvard Medical School



***“Rescuing the Canary in the Coal Mine:
Anxiety and Stress Go to College.
What to Know, What to Do”***

College faculty, administrators and mental health personnel across the nation report an alarming increase in debilitating anxiety among their students. Research suggests that one in five university students are experiencing depression or anxiety, with anxiety taking the lead. Owing to the cumulative toxic stress that may have begun a decade or more prior to college, many students come through the college gates “pre-loaded” for stress. Once there, the increased demands of college—academic rigor, independent living, social pressures, social media, financial worries, and substance use—can cause or exacerbate anxiety. Record numbers of college students display symptoms such as a lack of resilience, task avoidance, anger, illness, a defeatist attitude, and sleeplessness, but many schools can’t keep up with the demand for services. This session will deconstruct this phenomenon, and examine the practices that some colleges are using to help students manage their stress. Dr Schultz, a former special education teacher, college professor and administrator, will examine the increased need for college faculty, who may not be trained in mental health, to become part of the solution. Dr. Schultz will examine what faculty can and must do to help students find appropriate professional support. Attendees will also learn some very practical “first-responder” strategies that can help them move students from stress to de-stress within the college classroom-without sacrificing academic standards.

**The Call for Proposals will be announced on the NEFDC website
(<http://www.nefdc.org>) by January 1, 2019.**

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.