



New England Faculty Development Consortium



The Role of the Affective Domain In Teaching and Learning

**June 8, 2018
Lasell College
Newton, Massachusetts**

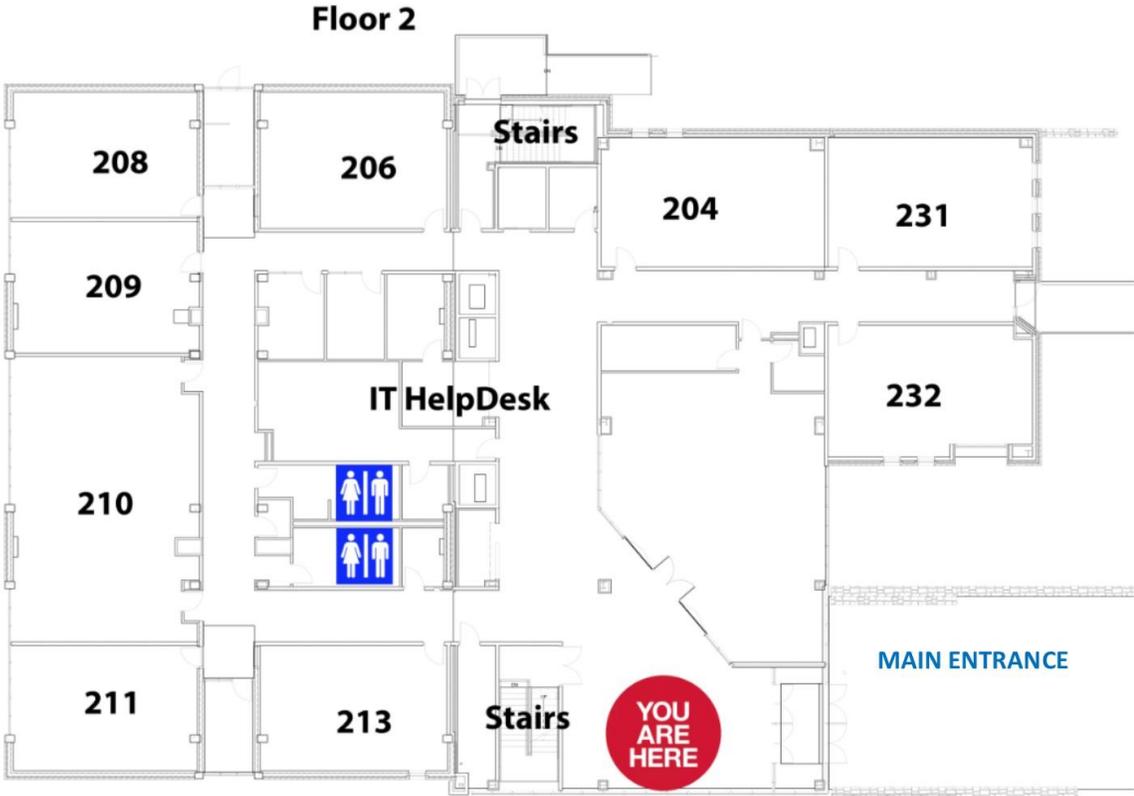
Conference Overview

8:00	Continental Breakfast
8:30 – 9:00	Conference Registration
9:00 – 9:15	Welcome and Introductions
9:15 – 10:30	Keynote
10:30 – 10:45	Break
10:45 – 11:40	Concurrent Session 1
11:40 – 12:45	Lunch
12:45 – 1:40	Concurrent Session 2
1:40 – 1:55	Break
1:55 – 3:10	Concurrent Session 3
3:10 – 4:30	Poster Session & Networking Reception

Conference Chair: Lori Rosenthal
Proposal Chair: Eric Matte
President: Dakin Burdick

Front Cover Image: "View from the Artist's Window, Grove Street," oil on canvas by Robert Frederick Blum (c1900) .

SCIENCE & TECHNOLOGY CENTER



9:00 – 9:15

Welcome and Introductions (DeWitt Auditorium)

Lori Rosenthal, Conference Chair
Dakin Burdick, NEFDC President

9:15 – 10:30

Keynote Address (DeWitt Auditorium)

The Role of the Affective Domain in Teaching and Learning

Sarah Rose Cavanagh (scavanagh@assumption.edu) - Assumption College



Dr. Cavanagh is Associate Professor of Psychology and Associate Director for Grants and Research for the Center for Teaching Excellence at Assumption College. Her research interests focus on the interaction of psychological and biological processes in healthy and disrupted emotion regulation. Her particular research interests include the role of attention in emotion regulation, cognitive biases in mood and anxiety disorders, and the relationships among emotion regulation, well-being, and positive moods states. Her writing includes a best-selling book, *The Spark of Learning: Energizing the College Classroom with the Science of Emotion* (2016). She speaks with groups and corporations about applying the science of motivation and emotion to their efforts, including the Bose Corporation, Subforum, and Mount Auburn Hospital.

10:30 – 10:45

Break

10:45 – 11:40

Concurrent Session 1

Room STC 204 -- Facilitating Deeper Reflection in Social Science Courses

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

Andrea Rhoades (arhoades@endicott.edu) - Endicott College

Dana Modell (dmodell@endicott.edu) - Endicott College

Lewis and Williams (1994) described experiential learning as education that “first immerses learners in an experience and then encourages reflection about the experience to develop new skills, new attitudes, or new ways of thinking (p.5).” Having taught many courses that incorporate experiential learning, we have found that reflection is a cornerstone of the learning process. Two social science professors will introduce their framework for guiding student reflection and provide examples to demonstrate various levels of reflection. In addition, we will illustrate several examples of reflections that are influenced by emotional reactions. We will also discuss challenges that may occur when using deeper reflection. Time will be allotted for participants to discuss their own experiences with guiding student reflection, as well as to work in small groups to brainstorm new formats that they can use in their own classroom.

Room STC 208 -- The High Quality Internship: Integrating the Affective Domain

Mary A. King (mking@fitchburgstate.edu) - Fitchburg State University

H. Frederick Sweitzer (sweitzer@hartford.edu) - University of Hartford

This interactive session will focus on the experience of a High Quality Internship (HQI), specifically what it entails and ways to ensure that students experience this level of learning. The “text” is embedded in experience (experiential learning) and “assignments” are grounded in theory, philosophies, principles, and practices designed to allow students to experience the learning while learning from the experience. The presenters propose that an HQI is characterized by deep, wide, and transformative learning and that these goals are achieved when students engage multiple domains and dimensions of learning; are afforded both affective as well as cognitive experiences during the work and context of the internship; and engage in intentional, transformational practices that embrace the affective domain of learning.

Room STC 209 -- Building Trust in an Online Learning Environment

Janet Huetteman (jhuetteman@lasell.edu) - Lasell College

Although this proposal focuses on the challenges of an online learning environment, the content will review the best practices of building trust with students that can also be applied in the classroom. Specifically, tools will be presented to build trust in an online format, including discussion of best practices and how to apply them. Participants will be encouraged to think through their particular challenges and discuss what they might do to build greater trust, both instructor-student and student-student trust, quickly and sustainably.

Room STC 210A -- The Key to Competency: Belonging in the Classroom

Alyssa Stalsberg Canelli (acanelli@brandeis.edu) - Brandeis University

Daniel Langenthal (dlangent@brandeis.edu) - Brandeis University

At our institution, we know that a record number of students are feeling alienated and isolated this year, which is also in line with national trends. In this interactive workshop we will explore the links between a sense of belonging, the development of competency and the overall well-being of our students. Data shows that short, time-limited interventions in the classroom can have a significant effect on student achievement and well-being. These effects are particularly helpful for students who are under-represented minorities, first generation college students and English Language Learners (ELL). In the workshop, we will use different strategies to assess the state of belonging in a classroom and ways to incorporate activities that are tailored to fit the space and limited time.

Room STC 211 -- The Visceral Method: An Experiential Writing Platform

David Gracer (dngracer@ccri.edu) - Community College of Rhode Island

Daniel W. Oesterle (Daniel.w.oesterle@gmail.com)

The Visceral Method (TVM) is an innovative writing curriculum designed to intensify student engagement. It employs experiential assignments and activities that oblige students to challenge themselves and others. Some students have had problematic relationships with education, so TVM encourages agency as it nudges them into the world. Although developed at community college writing courses, some of the curriculum is applicable to younger students and a range of disciplines. TVM operates in the pedagogical tradition of Albert Cullum, and participants will play various thinking-games in the session.

Room STC 231 – Teaching as Storytelling

Chris Hakala (chakala@springfield.edu) - Springfield College

Kevin Daly (kevin.daly@qu.edu) - Quinnipiac University

Dave Tomczyk (david.tomczyk@qu.edu) - Quinnipiac University

Learning is a messy process. Given this inherent messiness, faculty often approach the classroom using various techniques to engage their students to help them learn the complex concepts that faculty want to teach them. In this session, we offer a variety of approaches, including an introduction to improvisational techniques from the theater and case studies from entrepreneurship, to help faculty identify alternative strategies for engaging their students. The activities are couched in the language of the science of learning to help faculty understand that the strategies are not just to get students active in the classroom, but rather are backed by evidence-based principles that lead to better learning. The session will be interactive and participants will leave with a variety of approaches to use in their classes to enhance the experience for both the student and the faculty member.

Room STC 232 – Teaching Tip: Teaching Argument in a Supposedly Post-Fact World

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

This session outlines a series of classroom activities designed to reframe argumentation by emphasizing tools like listening, information literacy, and inquiry. Presenters will describe and contextualize an introductory, month-long unit in a first-year writing course that asks students to embrace the ultimate paradox of academic thinking -- the idea that we should passionately argue for the ideas we hold to be true while simultaneously retaining the humility necessary to keep open the possibility that we might be wrong.

11:40 – 12:45

Lunch

DeWitt Auditorium & Glow Lounge (Winslow Building)

12:45 – 1:40

Concurrent Session 2

Room STC 204 – Crowdfunding in the Classroom

Vanessa Ruget (vruget@salemstate.edu) - Salem State University

This session will introduce participants to crowdfunding and how it can be used as a rewarding and motivating classroom project for students. The presenter will share her experience implementing a crowdfunding assignment in a first year seminar on poverty and philanthropy. Participants will learn key principles, best practices in designing a crowdfunding assignment, and tips on how to motivate students during the actual campaign. Students generally feel invested in the campaign and its success, especially if the funds are raised to benefit a cause that they support. The experience also helps students understand the connections between classroom learning and real-world experiences. By designing and running a crowdfunding campaign, students are practicing skills highly valued in today's job market such as fundraising, web-design, and marketing. Additionally, a crowdfunding assignment requires a high degree of collaboration (in and beyond the classroom), so it can help students build friendships and relationships on campus -- a decisive factor of student success.

Room STC 208 -- Reading Like a Student: Experiencing Decoding Complex Texts

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

Steve James Lawrence (slawrence@bfit.edu) - Benjamin Franklin Institute of Technology

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

How do college level English students experience sophisticated academic texts? By reading through a passage together, we will get a sense of how students approach new words, how they assign meaning to them, and why they may feel so fatigued after just a few paragraphs. We will review a decoding system (adapted from a Lindamood-Bell Learning Associates method) that combines pattern recognition, phonemic awareness, and spelling rules. We will try out this system, and discuss how, by experiencing reading like our students do, we can help them learn new words, persist through challenging texts, and approach reading with enthusiasm rather than anxiety.

Room STC 209 -- Building Meaningful Relationships for Online Engagement

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

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

Karen E. Caldwell (kcaldw13@jhu.edu) - Johns Hopkins University

Seeking to increase authentic student engagement in online discussions, this presentation explores how two TAs and a professor used an iterative design process to engage in collaborative course redesign, adjusting program technology and learning activities to promote cognitive, social, and teaching presence within an online graduate Leadership in Educational Organizations course. Participants will engage in discussion around the impact of different tools and structures on online learning communities.

Room STC 210A -- OneDrive/Google Drive to Increase Engagement & Collaboration

Jess L. Gregory (gregoryj2@southernct.edu) - Southern Connecticut State University

This workshop will demonstrate how the presenter uses the OneDrive or Google Drive to engage students in meaningful revisions of their work and how that use transitioned into a model for growth through peer feedback. The same strategies can be used to make committee work more productive with less time spent in meetings. The strategies support differentiation and personalization based on background knowledge, processing speed, and learning style preferences. This exemplifies the conference focus on the affective domain in that it promotes positive interactions and structures tasks to promote persistence.

Room STC 211 -- Meaning-Making and Engagement through Service Learning

Isabelle Jenkins (ijenkins@holycross.edu) - College of the Holy Cross

Virginia Ryan (vryan@holycross.edu) - College of the Holy Cross

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

Research suggests that service-learning (SL) has positive outcomes for students, such as civic responsibility, greater acceptance of diversity, and identity development (e.g. Eyler, Giles, Stenson, & Gray, 2001). Crucial for effective SL is reflection, which is true for SL at the College of the Holy Cross. Using a case study of one Holy Cross SL course, this session will provide an overview of SL and why reflection is critical to its effectiveness. Attendees will learn more about reflection and meaning making in SL, engage in a sample reflection activity, and share best practices.

Room STC 231 – Teaching Tip: Breaking the Chain of Disadvantage: Disability and Affect
Gil Rosenberg (gilrosenberg@landmark.edu) - Landmark College

This session will introduce the “chain of disadvantage” in which certain aspects of students’ disabilities can be misinterpreted as character flaws, how feelings based on character impact interactions with students, and how this chain puts some students at a disadvantage. Participants will learn about several specific disabilities, reflect on their own experiences with each link in the chain, and become more self-aware and able to reduce one source of disadvantage faced by students with disabilities.

Room STC 231 – Teaching Tip: Creating Instructor Presence in an Online Course with Video
Julia Cho (ju.cho@northeastern.edu) - Northeastern University

Instructor-created video is one way to increase instructor presence in an online course. Research has shown that students have a more favorable perception of an online course with instructor-created video content. Such video has also been shown to increase student engagement and retention rates. This session will provide participants with practical, budget-conscious tips for creating short, engaging instructor videos for online courses. Participants will learn about different hardware and software choices, setting up a recording space, preparing a script, and making videos accessible for the hearing impaired.

1:40 – 1:55 **Break**

1:55 – 3:10 **Concurrent Session 3**

Room STC 204 -- Exploring the Efficacy of a Resiliency Training Framework
Debbie Gassaway-Hayward (dhayward@landmark.edu) - Landmark College
Patrice Nolan (tnolan@landmark.edu) - Landmark College
Lena Jahn (ljahn@landmark.edu) - Landmark College

Resiliency is a key indicator of well-being and is well suited for application to college students (Unwin et al., 2013). The concept and skills of resiliency can lead to student transformation by allowing them to reframe their situation and ultimately lead to student success (Hall & Webster, 2008). Resilience training was designed to heighten self-awareness and promote restructuring of stressful life events. Previous intervention studies promoting gratitude have shown improvements in self-reported life satisfaction and positive affect (e.g., Emmons & McCullough, 2003).

Room STC 208 -- Universal Design for Learning in Higher Education
Lyndsey Benharris (lbenharr@fitchburgstate.edu) - Fitchburg State University
Karen DeAngelis (kdeange2@fitchburgstate.edu) - Fitchburg State University
Ruth Joseph (rjoseph@fitchburgstate.edu) - Fitchburg State University

This presentation will provide participants with an overview of Universal Design for Learning (to help them understand the conceptual framework) and with many easy and practical educational practices to use when developing and designing course materials and presenting information to students. Conference themes addressed in this presentation include forming meaningful relationships, teaching practices that inspire engagement and persistence, and student motivation.

Room STC 209 -- “Work” as a Catalyst for Learning in Non-Major Courses

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

The job of humanities faculty at a technical college can be difficult, where students enroll to obtain "Hands-on Technical Education" that prepares them to "work in high-demand fields." Such faculty teach critical thinking, research, and writing in tightly structured programs. This session will illustrate how incorporating students' work experience into their humanities courses links those courses with their majors, prepares them for their careers, and increases their "buy in" to courses that otherwise might feel like requirements. This change occurs through co-teaching with technical faculty, and the use of a curriculum that engages students' affective domain by elevating their work experiences to primary sources worthy of study.

Room STC 210A -- Facilitating Emotionally-Laden Experiences in the Classroom

Margaret Costello (margaret.costello@simmons.edu) - Simmons College

Mariam Rosalyn Diamond (rosalyn.diamond@simmons.edu) - Simmons College

Amy Ballin (amy.ballin@simmons.edu) - Simmons College

Shari Johnson (shari.johnson@simmons.edu) - Simmons College

There are times during classroom instruction that topics are raised which may be controversial or that evoke both students' and teachers' sensitivities. This interactive workshop will provide participants with the tools to successfully navigate difficult or “hot button” topics in the classroom. We will begin with a discussion of how our identities impact our teaching style/philosophy and our emotionally laden conversations. We will also discuss our moral responsibility to engage students in reflective questioning of their own assumptions. Participants will have an opportunity to develop skills handling specific hot topic moments in the classroom such as the student who makes an offensive comment in front of the entire class. Faculty are also welcome to bring their examples of emotionally laden topics. Faculty attending this workshop will leave with tools to handle emotionally laden topics in the classroom.

3:10 – 4:30

Poster Session and Reception

Science & Technology Center Lobby, 4th Floor

Course-Based Undergraduate Research Experiences (CUREs)

Heather Townsend (hmtownsend@ccri.edu) - Community College of Rhode Island

True learning is more than memorization and regurgitation of facts. Critical thinking is a crucial part to any college classroom but sometimes the use of cookie-cutter assignments and laboratories make it difficult to achieve. Research has shown that engaging students in high-impact practices (HIPs) such as first-year seminars, writing-intensive communities, undergraduate research, and community-based learning directly translates to lower attrition, higher grades and a sense of partnership with the course and other students. Specifically, the HIP of course-based undergraduate research experiences (CUREs) allow an entire class to work on a research project together. CUREs provide students with a research experience and act to engage them outside of the normal laboratory learning outcomes. Students are encouraged to critically think over the entire semester. Many students report that student-led research provided more personalized learning by participating in a class-wide project rather isolated lecture-based laboratory activities. Student engagement between each other and the professor is an extremely positive

outcome and helps build a more trusting relationship within the classroom community. Students are more excited about the material and have a greater sense of self-worth. For professors, CUREs allow better communication with their students, more personalized relationships with students, and most importantly, puts learning in the student's hands. The session presenter will focus on the challenges and rewards to incorporating research into the classroom.

Assessing Educational Approaches in Community Colleges

Daniel W. Oesterle (daniel.w.oesterle@gmail.com)

David M. Gracer (dngracer@ccri.edu) - Community College of Rhode Island

As part of a larger project examining the effectiveness of an alternative teaching approach, this poster will describe the outcomes of a survey conducted among instructors at a large, northeastern community college. The data garnered through this survey assesses instructor attitudes and perception of self-regulated learning, teacher self-efficacy and effectiveness, along with self-reported ratings of school-connectedness. Further understanding of the aforementioned variables contribute to the knowledge in learning how to effectively implement alternative curriculum.

Teaching Vitality Sustains Mid-Career Faculty Effectiveness

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

Thirty mid-career faculty at three public comprehensive universities in New England describe joy in teaching, learning, and service roles. Mid-career is often a time of increased autonomy and new professional interests. Articles that stigmatize mid-career faculty as being stale, stuck, tired, suffering from malaise, indifferent, and devitalized are myths. Most mid-career faculty are vital meaning they are energetic, growth minded, curious, optimistic and hard at work doing what they love. They have developed interests or niches that enrich their university missions, increase institutional vitality, and provide deep personal meaning. They are highly productive and intend to remain that way.

Collaborative Undergraduate Research at a Small College

Arne K. Christensen (achristensen@annamaria.edu) - Anna Maria College

Research and publishing are key to a successful academic career at most institutions of higher education. Apart from the obvious benefits of conducting research -- staying current in one's field, maintaining professional relationships, and offering student research opportunities -- such research also establishes a record of publishing and provides evidence to suggest future publications. Research is a typical requirement of being granted tenure and promotion. Directing research that results in publications at any institution takes a considerable amount of time and thought; doing it at a small college with a heavy teaching load presents constraints, which requires creativity. The intention of this poster is to summarize the presenter's own failures and successes in advancing a research program, with student collaborators, at a small college with limited resources.

General Biology and the Flipped Classroom Model

Joan-Beth Gow (jgow@annamaria.edu) - Anna Maria College

Students enjoy hands-on classroom activities with real world applications. These experiences promote active engagement and have value because students must perform at higher levels of Bloom's taxonomy. How, though, does an instructor achieve balance with providing vital content acquisition while still having enough time for meaningful in-class activities? This poster will share the evolution from traditional lecture style teaching to a flipped classroom model with this goal in mind in a General

Biology class. The presenter will share the logistics of making this transition, her impressions of the efficacy of this pedagogical method, and the benefits and challenges of this approach.

Using Flash Activities to Stimulate Student Engagement

Kelly-Anne DeFao (kdefao@pmc.edu) - Pine Manor College

Flash activities are unannounced, quick, and creative ways to increase student attendance, to garner “buzz” in the subject matter, and to hone critical thinking skills in an interactive manner. In the presenter's criminal justice class, she used these broad-ranging activities to motivate student engagement and to help students persist in breaking down larger concepts into manageable and relatable pieces (and soundbites) to apply to their everyday lives. These fun activities positively influenced the classroom atmosphere, thereby reducing anxiety and encouraging student learning. Participating students earned extra credit which further instilled positive emotions in the classroom.

Affective Domain Learning Through Motivational Interviewing

Pamela Donlan (p.donlan@northeastern.edu) - Northeastern University

Motivational interviewing (MI), often used in health professions education, is an approach to promoting change in personal behaviors. MI utilizes open-ended questions, reflective listening, and empathic statements to help individuals resolve the ambivalence that surrounds change and galvanize their intrinsic motivation to change. MI follows four basic principles: express empathy, roll with resistance, develop discrepancies, and support self-efficacy. Students address these principles through compassionate communication. MI has been shown to improve affective competencies by improving interpersonal skills and allowing students to appreciate divergent points of view.

Conference Planning Grid

9:00-9:15 -- Welcome & Introductions, DeWitt Auditorium, Winslow Building

9:15-10:30 – Keynote Speaker, DeWitt Auditorium, Winslow Building

10:30-10:45 -- Break

10:45-11:40 -- Concurrent Session 1

STC 204	STC 208	STC 209	STC 210A	STC 211	STC 231	STC 232 – Teaching Tips
Facilitating Deeper Reflection in Social Science Courses	The High Quality Internship: Integrating the Affective Domain	Building Trust in an Online Learning Environment	The Key to Competency: Belonging in the Classroom	The Visceral Method: An Experiential Writing Platform	Teaching as Storytelling	Teaching Argument in a Supposedly Post-Fact World

11:40-12:45 -- Lunch, DeWitt Auditorium, Winslow Building

12:45-1:40 – Concurrent Session 2

STC 204	STC 208	STC 209	STC 210A	STC 211	STC 231	STC 232 – Teaching Tips
Crowdfunding in the Classroom	Reading Like a Student: Experiencing Decoding Complex Texts	Building Meaningful Relationships for Online Engagement	OneDrive/Google Drive to Increase Engagement & Collaboration	Meaning-Making and Engagement through Service Learning		Breaking the Chain of Disadvantage: Disability and Affect
						Creating Instructor Presence in an Online Course with Video

1:40-1:55 – Break

1:55-3:10 – Concurrent Session 3

STC 204	STC 208	STC 209	STC 210A	STC 211	STC 231	STC 232
Exploring the Efficacy of a Resiliency Training Framework	Universal Design for Learning in Higher Education	“Work” as a Catalyst for Learning in Non-Major Courses	Facilitating Emotionally-Laden Experiences in the Classroom			

3:10-4:30 – Poster Session and Networking Reception, STC Lounge



Call for Article Submissions: The Exchange

Due Date: August 15, 2018

The NEFDC seeks submissions for the Fall 2018 issue of *The Exchange*. We are especially interested in articles related to the conference themes this year: “The Role of the Affective Domain in Teaching and Learning” and “Open Education Resources”. Submissions related to past conferences will be considered for a section of *The Exchange* called “Continuing the Conversation.”

Submissions should be between 500 and 2500 words and not previously published. Longer submissions may be considered as space permits. Authors must follow the American Psychological Association’s Publication Manual (6th edition). After a blind review, authors will be notified of acceptance, acceptance with changes, or rejection.

Articles are more likely to be accepted if they are original and timely and aim to capture the interest of faculty and administrators from a range of institutional types. Articles that demonstrate an understanding of current literature, use jargon-free language, and provide lessons or insights that readers can use to improve practice are preferred. We also welcome reviews of books, films, videos, and software related to teaching, learning, and assessment.

Additional instructions for authors are available at
<http://nefdc.org/exchange.html>.

Please send submissions to the Editor, Lori Rosenthal:
nefdcexchange@gmail.com



NEFDC Fall Conference, Nov. 9, 2018

Our keynote speaker will be Charles Fadel

Charles Fadel is a global education thought leader and author, futurist and inventor; founder and chairman of the [Center for Curriculum Redesign](#); visiting scholar at Harvard GSE; chair of the education committee at BIAC/OECD; co-author of “*Four-Dimensional Education*” (available in twelve languages) and best-selling “*21st Century Skills*”; founder and president of the [Fondation Helvetica Educatio](#) (Geneva, Switzerland); senior fellow at The Conference Board. 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 ESG, and angel investor with Beacon Angels. He holds a BSEE, an MBA, and seven patents. Full Bio at:

<http://curriculumredesign.org/about/team/#charles>

The Call for Proposals will be announced on the NEFDC website (<http://www.nefdc.org>) this summer.

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.

