



**New England
Faculty Development
Consortium**

Constructing our Students, Constructing Ourselves



**November 8, 2019
Hogan Center, College of the Holy Cross
Worcester, Massachusetts**

Conference Overview

8:00 – 9:00	Continental Breakfast and Registration
9:00 – 9:15	Welcome and Introductions
9:15 – 10:15	Keynote
10:15 – 10:30	Break
10:30 – 11:45	Workshop led by Dr. Paul Handstedt
11:45 – 1:00	Lunch
1:00 – 1:55	Concurrent Session 1
1:55 – 2:10	Break
2:10 – 3:05	Concurrent Session 2
3:05 – 4:00	Poster Session & Networking Reception

Conference Co-Chairs: Carol Hurney & Laura O'Toole
Proposal Co-Chairs: Eric Matte & Kimberly Monk
President: Marc Ebenfield

Front Cover Image: George Hodan, Home: Multiple home symbols made by human hands concept on the blue sky. Retrieved from <https://www.publicdomainpictures.net/en/view-image.php?image=82527&picture=home>

Conference Planning Grid

9:00 - 9:15 -- Welcome & Introductions, Hogan Center Ballroom

9:15 - 10:15 -- Keynote by Dr. Paul Handstedt, Hogan Center Ballroom

10:15 - 10:30 -- Break

10:30 - 11:45 -- Workshop led by Dr. Paul Handstedt

11:45 - 1:00 -- Lunch

1:00 - 1:55 -- Concurrent Session 1

320	328	401	402	519	Jenks A
Setting Clear Expectations on the First Day of Class	Impacts of OER on Student Learning and Professor Pedagogy	Engaging Students As Partners in Teaching and Learning	Enriching Experiential Education with Digital Tools	We Know Why Students Write, Right? Writing with a Purpose	Mapping Matters: Bringing Attention to Health Disparities

1:55-2:10 -- Break

2:10-3:05 -- Concurrent Session 2

320	328	401	402	519	
The Art of the Hook: Engaging Students for Every Class	Supporting Students with Physical and Sensory Disabilities	Creating the Students You Want in Your Courses	PBL: Best Practices When Working With Partners	Using "Bridging Media" to Build Student-Leaders	

3:05 - 4:00 -- Poster Session & Networking Reception, Jenks B/C

9:00 – 9:15

Welcome and Introductions (Hogan Center Ballroom)

Carol Hurney & Laura O’Toole, Conference Co-Chairs
Marc Ebenfield, NEFDC President

9:15 – 10:15

Keynote Address (Hogan Center Ballroom)

“Cathedrals: Wickedness, Conceptions of Self, and Pedagogy in a Wicked World”

Dr. Paul Handstedt



What do we think of our students? How capable are they? How hardworking? How smart? How do our assumptions about our students enable or inhibit their potential? This opening talk explores these questions in the context of our institutional cultures, exploring everything from curricula to courses to day-to-day teaching practices.

Paul Hanstedt is the John P. Fishwick Professor of English at Roanoke College and Director of The Roanoke College Teaching Collaborative. Beginning in July, he will be the Director of the Center for Academic Resources and Pedagogical Excellence and Professor of Education Studies at Washington and Lee University. He is the recipient of several teaching awards, including a 2013 State Council for Higher Education in Virginia Outstanding Faculty Award and the 2014 CASE-Carnegie Virginia Professor of the Year Award.

Dr. Handstedt has authored several books, including *General Education Essentials: A Guide for College Faculty* (2012), and *Creating Wicked Students: Designing Courses for a Complex World* (2018).

10:15 – 10:30

Break

**10:30 – 11:45 Workshop led by Dr. Paul Handstedt
(Hogan Center Ballroom)**

Creating Wicked Students: Designing Courses that Improve Student Authority
Paul Handstedt - Washington and Lee University

This workshop builds upon the earlier talk, offering attendees the opportunity to explore the wicked problems the students in their particular fields and courses will face upon graduation—and on what it takes to create wicked students capable of tackling these challenges. This will be a hands-on, highly interactive workshop where attendees explore, develop and share both day-to-day pedagogies and assignments and projects that can help to develop thoughtful authority in our students—all of our students, not just those at the top-tier.

**11:45 – 1:00 Lunch
 Hogan Center Ballroom**

1:00 – 1:55 Concurrent Session 1

Room 320 – Setting Clear Expectations on the First Day of Class

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

Maryhelen MacInnes (maryhelen211@gmail.com) - Community College of Rhode Island

Arrive on time. Come prepared. Study. For those of us in academia, these expectations seem obvious. Yet for many students, these “obvious” expectations are anything but. Student success is dependent upon knowledge of, and ability to fulfill, these expectations. If expectations are not sufficiently clear and attainable, students will flounder. Setting clear expectations for students from the very first day is critical. These expectations can be communicated in a carefully crafted syllabus, and through thoughtful first day activities. This session will explore techniques for starting the semester right, including techniques such as DAPPS, syllabus interrogation, and more.

Room 328 -- Impacts of OER on Student Learning and Professor Pedagogy

Katie Rybakova (katie.rybakova@thomas.edu) - Thomas College

Steve Kahl (steve.kahl@thomas.edu) - Thomas College

In addition to constructing ourselves to better our pedagogy, we must also attend to constructing our courses in a way that engages with our 21st century world. The presenters of this session will relay the results of a three-year study on the use of OER at a rural college which serves a primarily FGCS population. These results will include the ways in which OER-infused courses impacted student grades and perceptions of the course as well as the faculty perspective of revising their courses to incorporate OER. Participants will come away with the data showcasing the merits of OER as well as practical ways in which to engage in OER course construction from both an administrative and faculty perspective.

Room 401 -- Engaging Students As Partners in Teaching and Learning

Lynn Murray Chandler (L.murray-chandler@snhu.edu) - Southern New Hampshire University

Elizabeth Henley (E.henley@snhu.edu) - Southern New Hampshire University

Cara Procek (C.procek@snhu.edu) - Southern New Hampshire University

This session will give students a sense of three different models where students are partners in improving teaching and learning. In the session, participants will be introduced to the Learning Fellows model— a faculty development model meant to help faculty use more active learning in their classes, the Inquiry Scholars model where students act as institutional researchers to conduct original research on campus to improve student learning, and Design Thinking, where students provide narratives about their experience for faculty to develop new programming.

Room 402 – Enriching Experiential Education with Digital Tools

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

Mariellen Fidrych (mfidrych@endicott.edu)- Endicott College

Marie Wilson (mwilson@endicott.edu) - Endicott College

Engage with 3 cross disciplinary faculty (Business, Hospitality, and Psychology) to learn how collaborative learning, advanced critical inquiry and the development of “authority” is facilitated using digital tools within the experiential learning framework. Presenters will showcase student examples of production videos, e-portfolios and digital vision boards that were created to illustrate their skills and competencies. Attendees will participate in an interactive small group discussion on how to incorporate these digital tools into their own classes. Takeaways will include assignments, rubrics and samples.

Room 519 – We Know Why Students Write, Right?: Writing with a Purpose

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

Jim Deys (james.deys@nichols.edu) - Nichols College

Instructors across all disciplines incorporate writing assignments into their courses. At times, though, we may lack a clear purpose in assigning this writing. To best help our students succeed, we must be confident in what we are asking of them and why. Therefore, we must reflect on our goals and motivations to best communicate those to our students and to best aid their development. In our workshop, we will discuss common challenges faced by faculty when faced with student writing. We will consider why we choose writing as opposed to different types of assignments for specific topics and how to best design, communicate, and assess this writing. We will share our experiences as writing instructors but look forward to hearing from faculty across disciplines.

Jenks A – Mapping Matters: Bringing Attention to Health Disparities

Providenza Loera Rocco (ploera@temple.edu) - Temple University Lewis Katz School of Medicine

Ashley Bryant (tuf42069@temple.edu) - Temple University Lewis Katz School of Medicine

Students should feel empowered to use technological resources to highlight the work they are doing in the classroom and in the community. Google Maps can be used as an innovative way to re-invigorate traditional assignments and encourage students to observe social issues with an alternative lens in both individual and collaborative settings. In the MA in Urban Bioethics program, students were tasked with creating a Community Map using a customized Google Map. Teams worked alongside a community advisor, observing, assessing, and analyzing each community's strengths, resources, assets, and challenges with particular emphasis on healthcare and the social determinants of health. Each group created a map of their community site while examining their site in a larger context. A map alone cannot draw conclusions for students; however, through a combination of critical thinking, collaboration, and discussion, students can use this visual tool to draw conclusions in a unique space.

1:55 – 2:10

Break

2:10 – 3:05

Concurrent Session 2

Room 320 – The Art of the Hook: Engaging Students for Every Class

Jacquelynne Chase (jackieannechase1@gmail.com) - Westfield State University

Daniel Zukergood (dzukergo@springfield.edu) – Springfield College

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

The conference theme of “Constructing Our Students, Constructing Ourselves” greatly relates to our session because by increasing student engagement, educators are learning how to improve their pedagogical practice. In this workshop, participants will actually work on their future lesson plans by incorporating the ATH Method, which should jumpstart more active student engagement for each of these lessons.

Room 328 -- Supporting Students with Physical and Sensory Disabilities

Samantha Dutra (srdelgizzi@aol.com) – Endicott College

This presentation focuses on aspects of physical and sensory disabled students. The information in this training is a general guideline. Through interactive activities, quizzes and group discussions we will focus learning on the following: Physical/ Sensory Disabilities Defined; Stigma, Accommodations & Self Advocacy; Technology & Distance Learning; Instruction & Assessment.

Room 401 -- Creating the Students You Want in Your Courses

Edna Pressler, PhD (edna.pressler@regiscollege.edu) – Regis College

Known in psychology as the “fundamental attribution error,” we all tend to overestimate the importance of personality and underestimate the importance of environment when trying to explain the behavior of others. (We’re much better at acknowledging situational factors when it comes to our own behavior.) Could it be that faculty complaints about students are examples of the fundamental attribution error? In this interactive session, we will develop instructional strategies for creating the kind of educational environment in which students are likely to be motivated, prepared, focused, and engaged.

Room 402 – PBL: Best Practices When Working With Partners

Timothy Liptrap (tim.liptrap@nichols.edu) - Nichols College

Brittany Jacobs (brittany.jacobs@nichols.edu) - Nichols College

In business education there has been a long history of incorporating business partnerships into the curriculum. In a concerted effort to improve upon teaching methods, faculty-student relationships and student learning outcomes, we have integrated problem based learning (PBL) into our coursework. Topics for discussion will include the time commitment involved, development of course and project outcomes, student recruitment for the courses, managing student and partner expectations, grading methodologies, creating mentorships, internal and external communication, finding the right work load vs academic balance; and for faculty, potential scholarship opportunities.

Room 519 – Using "Bridging Media" to Build Student-Leaders

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

Sara Donaldson (sara@wheatoncollege.edu) - Wheaton College

Students bring unique knowledge and experiences to the classroom, and they need to know why course material is important to the “real world” and how it will contribute to their ability to solve problems in their work contexts and/or communities. “Bridging media” represents an instructional approach that honors the contributions of the classroom community, students and instructor, in face-to-face, blended, and online courses. This interactive session highlights how instructors can leverage “bridging media” integrate the expertise, experiences, and unique attributes of their student-leaders to cultivate collective learning and personally meaningful application.

3:05 – 4:00

**Poster Session and Networking Reception
Jenks B/C**

Integrated Scholarship constructs Faculty and Students

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

The purpose of this study was to examine how mid-career faculty in public comprehensive universities intentionally move their research agendas forward and improve their motivation and enthusiasm to teach well through integrated scholarship. Integrated scholarship is defined as the synergy among faculty roles of teaching, research, and service, so that the preparation for one role satisfies the work of the others (Colbeck, 1998). Integrated scholarship in vital public comprehensive universities sustained not only vitality but, in some instances, created a work-life balance for some faculty while increasing productivity and ongoing "construction of self" as teacher.

Effect of Structuring on Team Behavior and Learning

C. Gopinath (cgopinath@suffolk.edu) - Suffolk University

Team projects are a component of many business courses. The objective is to build team skills in addition to learning subject matter. However, instructors often pay less attention to team design and behavior and assume students already have or will learn team skills on their own. This study examined the effect of providing structure to team work through a semi-experimental design. The results show that the treatment group recognized the importance of the leader and learned about team behavior compared to the control group. The paper also distinguishes between structural and behavioral issues in teams and provides recommendations for instructors.

Creating Prior Knowledge in a Lab Context

Agnes Luzgin (aluzgin@springfield.edu) - Springfield College

The strategy used in my Chemistry Survey labs (in the form of mini-assignments) helps to activate students' prior knowledge and promotes connections and enhances their learning and understanding. In support of this year's conference theme of constructing our students, my proposed strategy to use prior knowledge and apply it in a lab context should therefore promote student learning and understanding. Discussion with participants can provide ideas for creating their own unique mini-assignments to utilize in their laboratories. Ultimately, the goal is to learn and understand chemistry concepts better and these mini-assignments serve as a bridge that connects lecture and lab concepts more closely.

Multimodal Methodologies: Change Agents & Woke Influencers

Jay Petrillo (JPetrill@Norwich.edu) - Norwich University

The use of multimodal composition methodologies to engage first-year students enrolled in a required literature and composition is a concerted effort to create innovative practices that are student-centered and boldly go beyond the written word. A multimodal approach empowers students to think outside of a standard written composition by demonstrating their insightful perspectives of creating a Public Service Announcement of a nonprofit organization through the use of digital media. Multimodality can encompass the ubiquitous nature of digital media and provide opportunities for students to combine research and creative expression for a more personalized approach to a composition. This enhanced approach is more hands-on and more effective in communicating for an audience. The planning, implementing, and assessing multimodal assignments are evolving along with the technology.

Innovation, Collaboration, and Student-directed Learning

Art McGovern (arthur.mcgovern@nichols.edu) - Nichols College

Most colleges promote the benefits of experiential learning for our students. This proposal will address one such experiential learning opportunity that expanded and eventually included innovative learning experiences for the instructor, the intern, an entire class of students, and even a former student. The poster will address some of the questions raised in this year's conference theme, namely - How capable are our students? How hardworking? How smart? How do our assumptions about our students enable or inhibit their potential? My answer in this instance is a resounding "very" and "very much."

SAVE THE DATES!

NEFDC Spring 2020 Conference

Date: June 5, 2020

Location: Northern Essex Community College

Theme: Students as Partners in Learning Design

NEFDC Fall 2020 Conference

Date: November 20, 2020

Location: Hogan Center, College of the Holy Cross

Theme: TBD

Check our website for CFPs, conference themes and topics for breakouts:

<http://www.nefdc.org>

Call for Proposals

The Exchange

Have you considered writing an article for The Exchange? This is the perfect time to do so as you have two upcoming opportunities.

The deadline for submissions for our *Special Issue: Education in the Age of Anxiety* has been extended to **Nov. 15**. Articles related to topics such as student anxiety, neurodiversity, universal design for learning, faculty support, integration with counseling centers, and classroom management strategies are welcome.

The deadline for submissions for the *Annual Spring Issue* is **Jan. 31**. We especially welcome articles related to this year's conference "Constructing students who can change the world."

Submission Guidelines can be found at <http://nefdc.org/the-exchange>

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 both private and public colleges and universities throughout New England.