

TRANSFORMATIVE TEACHING AND LEARNING

Conference Program

Tenth Annual Conference on
Teaching and Learning

Oakland University, Rochester, MI

May 18-19, 2016

uwindsor.ca/tlconf

OAKLAND
UNIVERSITY.



University
of Windsor

OAKLAND UNIVERSITY™

Office of the Senior Vice President
for Academic Affairs and the Provost

Greetings!

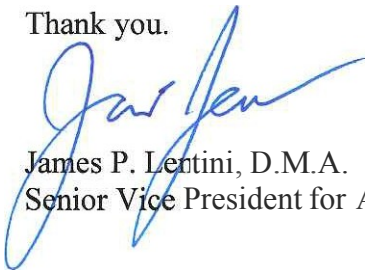
On behalf of the entire Oakland University, I would like to welcome all of you to the Tenth Annual International Teaching and Learning Conference. For the past decade, Oakland University and University of Windsor have used this forum to advance a critical mission – to ensure that all of our students have successful learning experiences.

My colleagues and I are pleased to host a conference that so intensely focuses on transformative experiences for our students and faculty. As learning takes so many forms, it is essential to recognize and evaluate learning that profoundly changes a student, disrupting their expectations and challenging them to grow. We know that faculty are also faced with the same challenges whenever they teach a course in a new way.

This year, we are privileged to have two keynote speakers who will provide a framework and practical strategies central to our conference theme “Transformative Teaching and Learning.” In addition to these keynotes, we will hear of the excellent work of our faculty and students through more than 60 concurrent and poster sessions.

We are delighted that our collaborative effort with the University of Windsor has grown to include participants from more than 10 colleges and universities in both the United States and Canada. We look forward to engaging with all of you during this conference and in many future interactions.

Thank you.



James P. Lentini, D.M.A.
Senior Vice President for Academic Affairs & Provost



Dear Participant:

We are so pleased that you are attending the 10th Annual Windsor-Oakland Teaching and Learning Conference!! Your attendance shows your dedication to improving the teaching and learning of your students and an interest in increasing their persistence and completion. Top priorities for any university.

This conference grew from a desire by University of Windsor and Oakland University to engage in mutually beneficial international collaboration to further the education of our students. In 2006 a joint meeting of deans and administrators from the universities explored potential areas of cooperation. Dr. Alan Wright and I believed that sharing best practices in university teaching was a natural area for collaboration. Then provosts Neil Gold and Virinder Moudgil agreed and the joint conference was launched.

Providing quality education for today's university students is our goal. The conference is designed to bring together inspiring innovation and creative teaching practices by combining national and international speakers with individual sessions presented by university faculty. Over the years the Windsor-Oakland conference has explored numerous cutting edge areas and best practices in teaching and learning. This year's topic Transformative Learning is an exciting topic that I'm sure you will find fascinating. The perspectives of the practitioners from each of our institutions takes the theoretical underpinnings of the conference and makes them real for the classroom and beyond.

This is the first time in ten years that I am unable to attend the conference. However, please know that I am there with you in spirit! As one of the conference founders, I wish you all an exciting and productive conference!

Sincerely,

Susan M. Awbrey, Ph.D
Senior Associate Provost

Acknowledgments

The Organizing Committee of the Tenth Annual International Conference on Teaching and Learning would like to acknowledge the financial support and leadership from Provost James Lentini (Senior Vice President and Provost for Academic Affairs) and Dr. Susan Awbrey (Senior Associate Provost) from Oakland University, and Dr. Douglas Kneale (Provost and Vice President for Academic Affairs), Prof. Jeffrey Berryman (Associate VP, Academic) and Dr. Alan Wright (Vice Provost for Teaching and Learning) from the University of Windsor. This annual conference would not be possible without their commitment to teaching and learning and the ongoing valuable collaboration between these cross-border institutions.

Judy Ableser – Director, CETL; Conference Co-Chair

Erika Kustra – Director, CLT Teaching and Learning Development; Conference Co-Chair

Conference Committee from Oakland University

John Corso

Victoria Kendziora

Kathleen Spencer

Suzanne Flattery

Marian McClellan

William Solomonson

David Hammontree

Christina Moore

Conference Committee from University of Windsor

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Peter Marval

Jessica Raffoul

Marilyn Powell

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Catherine Jostock, OU

Rodney Nyland, OU

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Christina Moore

Brooke Bogdanovich

Arielle Inwald

Megan Luther

Amanda Nichols Hess

Jennifer Coon

Eileen Johnson

Maria Macauley

Julia Rodriguez

John Corso

Catherine Jostock

Krista Malley

Kathleen Spencer

Adam Gordon

David Hammontree

Sanela Martic

Katelin Stewart

Katie Greer

Victoria Kendziora

Annie Meinberg

Jessica Tess-Navarro

Poster Competition Judges

Claudio Cortez, OUWB

Dora Cavallo-Medved, Windsor

Kathleen Spencer, OU

Jill Singleton-Jackson, Windsor

Preparation for the Conference

Wi-Fi Access

- Connect to wireless network - Grizznet
- Open Internet Explorer or browser of your choice.
- The browser should take you to the university log on page; if not, the address is <https://netreg.oakland.edu/registration>.
- Click on “Agree” for OU IT and Security Policies.
- At the Welcome Page, select Conference Attendees to continue.
- After selecting Conference Attendees you will be directed to the Conference Registration page. Enter the credentials listed below for your username and password:
 - Enter Username: ouwindsor**
 - Enter Password: s5BaXPXk**
- Click continue. You will be directed to another page to enter your personal information.
- After entering personal information and clicking continue, your device will finish registering and you will be able to access the OU network.

Tweet the Conference

Share insights, questions and highlights from the conference on Twitter using the hashtag #tlconf16. Follow TL Conf 2016 for conference pictures and updates.

Video Recording of Sessions

The only problem with having so many great sessions is that we can't be in two places at once! Therefore, we will offer video recordings of concurrent sessions using Panopto, which records voice, video and screen capture.* These video recordings, along with presentation materials and handouts, will be made available at oakland.edu/cetl/tlconf-resources.

* Session recording will be contingent upon presenter permission.

TRANSFORMATIVE TEACHING AND LEARNING

What does it mean?

“Transformative” is used in many contexts to signal a profound change.
What, then, does it mean in higher education?



TRANSFORMATIVE TEACHING AND LEARNING...

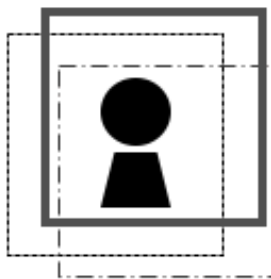
changes the way you interpret your place in the world and how you make meaning of it.

(adapted from Mezirow’s language, 1991)



produces a fundamental qualitative change in how you think of yourself concerning aspects of your life, and the change means you can’t go back to your earlier conception.

(Stephen Brookfield, 2016 Transformative Learning Conference, UCO)



is the change process that transforms our frames of reference (Imel, 1998), which are the structures of assumptions through which we understand our experiences (Mezirow, 1997).



changes the beliefs we hold about ourselves and our relationships to others, the community, and the environment

(adapted from University of Central Oklahoma’s operational definition of TL).

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Center for Excellence in
Teaching and Learning

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Schedule of Events

| Wednesday, May 18 | | 8:30 a.m. – 5:00 p.m. |
|--------------------------|---|------------------------------|
| 8:30-9:15 a.m. | Registration and Breakfast (Oakland Center, Banquet Rooms) | |
| 9:15-10:00 a.m. | Welcome and Interactive Session | |
| 10:00-10:15 a.m. | Break | |
| 10:15-11:30 a.m. | Concurrent Sessions: 75-minute and 35-minute sessions (South Foundation Hall); Special Session for Administrators: “How to Do TL,” Jeff King (Oakland Room, Oakland Center) | |
| 11:30 a.m.-12:30 p.m. | Lunch (Oakland Center, Banquet Rooms) | |
| 12:30-1:45 p.m. | Keynote Presentation with Activity – Melissa Peet | |
| 1:45-2:00 p.m. | Break | |
| 2:00-3:15 p.m. | Concurrent Sessions: 75-minute and 35-minute sessions; “Open Conversation with Melissa Peet” (South Foundation Hall) | |
| 3:30-5:00 p.m. | Poster Session and Reception (Oakland Center, Banquet Rooms) | |

| Thursday, May 19 | | 8:30 a.m. – 5:00 p.m. |
|-------------------------|---|------------------------------|
| 8:30-9:00 a.m. | Registration and Breakfast (Oakland Center, Banquet Rooms) | |
| 9:00-9:30 a.m. | Welcome | |
| 9:30-10:45 a.m. | Concurrent Sessions: 75-minute and 35-minute sessions (South Foundation Hall) | |
| 10:45-11:00 a.m. | Break | |
| 11:00 a.m.-12:15 p.m. | Concurrent Sessions: 75-minute and 35-minute sessions (South Foundation Hall) | |
| 12:15-1:00 p.m. | Lunch (Banquet Rooms) | |
| 1:00-2:15 p.m. | Keynote Presentation with Activity – Jeff King | |
| 2:15-2:30 p.m. | Break | |
| 2:30-3:45 p.m. | Concurrent Sessions: 75-minute and 35-minute sessions; “Open Conversation with Jeff King” (South Foundation Hall) | |
| 3:45-4:00 p.m. | Break | |
| 4:00-5:00 p.m. | Takeaways and Reflecting on the Conference: An Interactive Session (Banquet Rooms) | |

Keynote Speakers



Melissa Peet

Transformative and Integrative Learning: Fostering Competent, Caring, Engaged and Productive Citizens

Wednesday, May 18, 12:30-1:45 p.m., Banquet Room

Although a growing body of research shows that embodied (unconscious) knowledge is essential to the development of effective workers, practitioners and leaders in all fields, this knowledge is rarely addressed in higher education. Dr. Peet's work on Integrative Learning and Generative Knowledge addresses this gap through the development of methods that help students' identify hidden moments of learning, and connect those moments to academic knowledge. "Generative Knowledge" refers to the hidden strengths, capacities and sources of resilience people develop unconsciously as they learn, grow, and adapt to changing conditions across their lifespan. This knowledge is "generative" (resource generating) because it provides people with a sense of engagement, purpose and direction, which in turn, supports the development of different types of capacities.

Melissa Peet is the Director of Integrative Learning and Knowledge Management at the University of Michigan Ann Arbor's Ross School of Business.



Jeff King

*That Voodoo That You Do:
Transformative Learning in Your Classrooms*

Thursday, May 19, 1:00-2:15 p.m., Banquet Room

Transformative Learning (TL) can seem an arcane concept to put into practice, even magical in order to accomplish successfully, but it can be made explicit—the magical art of TL only seems that way because by definition it must involve students' (and teachers') limbic system processing, and the limbic system is not the part of the brain that processes language to describe with words the transformative moment. As with all learning, you can't "make" students learn. You can lead a horse to water, but you can't make him drink. With good TL practice, though, you can salt the oats. There are explicit, replicable, and effective methods and tools you can use to make TL more likely to happen in your classroom than simply leaving it to chance. Many faculty intuitively know some methods to accomplish this (which itself is a good example of limbic system knowledge and skill kicking in!). Dr. King's institution operationalizes TL by having faculty intentionally adapt at least one assignment to include the production of a student learning artifact designed to prompt a TL experience. The teaching science lies in scaffolding that experience. TL isn't voodoo, but the dramatic impact on students can seem magical.

Jeff King is the Executive Director of the Center for Excellence in Transformative Teaching and Learning at University of Central Oklahoma.

| | 363 SFH | 364 SFH | 371 SFH | 372 SFH | 373 SFH | 374 SFH | 376 SFH |
|------------------|--|--|--|---|--|--|---|
| 10:15-10:50 a.m. | 503 – Academic Entitlement in the Classroom: What to Expect and Strategies for Managing Different Types of Academic Entitlement <i>D. Jackson J. Singleton-Jackson M. Frey C. McLellan C. Rauti Windsor</i> | 529 – ePortfolios: Providing a Path for Transformative Learning <i>W. Roblyer-Schwartz K. Garkusha OU</i> | LOCATED IN OAKLAND ROOM OAKLAND CENTER Special Session for Administrator: How to “Do” TL <i>Jeff King</i> | 541 – Fertile Fields for Learning: Transformational Teaching and Learning at an Undergraduate Campus Farm <i>F. Hansen J. Hanna OU</i> | 468 – Transforming Ourselves to Transform Students through Humane Education <i>A. Domzalski, Madonna B. Gatarek, Windsor</i> | 461 – Decolonizing the Teaching of Journalismism (and) Writing <i>A. Schneeweis OU</i> | 474 – Peer- and Self-Reflective Assessment and Learning in Laboratory Experiences in Kinesiology Courses <i>A. Duquette* E. Halle Windsor</i> |
| 10:55-11:30 a.m. | | | | | 522 – “We Are All in This Together”: Learning from Our Peers from the Perspective of Student Mentors <i>J. AK Barnais D. Cadarette J. Sands M. Renaud Windsor</i> | 462 – Developing Teaching Skills throughout a Research Intensive Graduate Program: Graduate Students’ Perspectives <i>A. Goodwin L. Chittle S. Santarossa Windsor</i> | 476 – Development of an Online Clinical Performance Evaluation Tool <i>D. Dayus G. Fawcett Windsor</i> |
| ***** | | | | | | | |
| 2:00-2:35 p.m. | 460 – Teaching Squares as a Tool for Transformative Teaching and Reflective Practice | 515 – Reflective Writing: Higher Education Meets Hollywood | Open Conversation with Keynote Melissa Peet | 482 – Socratic Circles: Transforming Student Life-Long Learning <i>D. Bozyk Madonna</i> | 470 – The Virtual Professor Is In: Transforming Teaching Presence in Online Courses <i>S. Moore OU</i> | 534 – Creating Service-Learning Community Research Projects to Produce Transformative Learning <i>S. Spencer-Wood OU</i> | 457 – I Taught Them... Did They Learn?: What Students Do During Learning <i>B. Sabourin L. Sabourin Windsor</i> |
| 2:40-3:15 p.m. | <i>J. Tess-Navarro K. Jostock OU</i> | <i>A. Skene J. Raffoul Windsor</i> | | 499 – Designing Internships for Aspiring School Leaders Using Evidence-Based Teaching and Learning Practices <i>S. Klein OU</i> | 486 – Faculty Development in Simulation-Based Pedagogy: A Model to Share <i>D. Ricketard J. AK Barnais Windsor</i> | 520 – Using Psychological Type Theory to Transform a Learning Strategies Classroom <i>A. Prier, Waterloo E. McKellar, Waterloo G. Salimitri, Windsor</i> | 510 – The Relative Contribution of Ability vs. Effort to Key Outcomes in Higher Education: Importance, Controversy, Measurement <i>L. Erdodi Windsor</i> |

Workshop Sessions 10:15-11:30 a.m.

503 – Academic Entitlement in the Classroom: What to Expect and Strategies for Managing Different Types of Academic Entitlement

Dennis Jackson, University of Windsor

Jill Singleton-Jackson, University of Windsor

Marc Frey, University of Windsor

Chelsea McLellan, University of Windsor

Carolyn Rauti, University of Windsor

363 South Foundation Hall

Wednesday, May 18, 10:15-11:30 a.m.

Academic entitlement (AE) has been a growing area of research in education and the social sciences. Levels of academic entitlement have been shown to relate to learning orientations, locus of control, and demanding and/or uncivil classroom behaviors. The negative consequences of AE have tended to be the focus of research and commentary with some authors expressing concern about the detriment to the educational process. Our recent work on AE suggests that students can express academic entitlement attitudes and behaviors for different reasons, chief among them being student self-efficacy and ability. This workshop will focus on helping instructors to identify different reasons behind the expression of AE in the classroom and cover various strategies for addressing the root cause of AE to move toward a learning oriented classroom.

529 – ePortfolios: Providing a Path for Transformative Learning

Wendy Roblyer-Schwartz, Oakland University

Kay Garkusha, Oakland University

364 South Foundation Hall

Wednesday, May 18, 10:15-11:30 a.m.

Have you heard about e-portfolios, but are unsure what they are or how to use them? This interactive workshop will describe and demonstrate how e-portfolios can be used to empower and guide students in critical reflection and promote transformative experiences. First, e-portfolio history, use, and methods will be presented. Participants will complete critical self-assessments concerning personal theories and incorporate those with their course goals, student needs, and e-portfolios. Then, hands-on learning will encourage participants to create sample portfolios using current technologies - websites (evernote.com, wikispaces.com), apps (Google Drive, prezi.com), and cameras. Second, goals, methods, and timing of portfolio assessment will be discussed. Working with sample portfolios, participants will examine key questions and practices that can trigger re-evaluation and transformative self-development. Bring a tablet or laptop, smartphone, and course syllabus. In this hands-on workshop, you will practice using technologies and envision how to guide transformative learning with your students!

SPECIAL SESSION FOR ADMINISTRATORS

(by invitation)

Operationalizing Transformative Learning: Installing Tools and Processes to Do “TL” on Campus

Jeff King, University of Central Oklahoma

Oakland Room, Oakland Center

The University of Central Oklahoma has implemented a university-wide process for ensuring that all undergraduates have a transformative learning experience. Their Student Transformative Learning Record (STLR) tracks each education based on proven measures of transformative experiences. Learn about the development, challenges, and strategies for sustainability UCO has implemented to ensure each student is utterly transformed by their education. Jeff King, UCO’s Director of the Center for Transformative Teaching and Learning, will guide us through the process, sharing everything down to examples of student work.

541 – Fertile Fields for Learning: Transformational Teaching and Learning at an Undergraduate Campus Farm

*Fay Hansen, Oakland University
Jared Hanna, Oakland University*

*372 South Foundation Hall
Wednesday, May 18, 10:15-11:30 a.m.*

Student farms are being added to undergraduate campuses across the country. They can provide diverse opportunities for experiential learning and civic engagement but their impacts have not been well studied. Oakland University's Campus Student Organic Farm has five years of experience with STEM and non-STEM classes based at and/or utilizing the farm. We drew on written and oral student reflections, end of course surveys, and faculty comments to begin to assess the teaching and learning impacts of this campus resource. Results clearly show that the learning experiences are transformational in a variety of ways, extending past an appreciation of course content to changing attitudes and values, promoting teamwork and leadership, and fostering sense of community. This session will engage participants in small group activities that explore the role(s) a campus farm or garden can play in interdisciplinary teaching and learning for transformational experiences that include their field of expertise.

Concurrent Sessions 10:15-10:50 a.m.

468 – Transforming Ourselves to Transform Students Through Humane Education

*Andrew Domzalski, Madonna University
Boguslaw Gatarek, University of Windsor*

*373 South Foundation Hall
Wednesday, May 18, 10:15-10:50 a.m.*

This interactive session aims at showing how the elements of broad-based humane education, a field linking social justice, environmental conservation and animal protection, can transform faculty who in turn may inspire their students to make far reaching changes in relating to other people, animals, and the environment. The participants will gain knowledge about humane education, its transformative power, and how it can enhance both teaching and learning. They will have an opportunity to look at their own instructional experiences through the prism of this cutting-edge paradigm.

461 – Decolonizing the Teaching of Journalism (and) Writing

Adina Schneeweis, Oakland University

*374 South Foundation Hall
Wednesday, May 18, 10:15-10:50 a.m.*

Much of the existing curriculum in journalism and writing programs is organized around skills, with a nod to diversity relegated to at most one class period or one week in the syllabus. What is at stake is perpetuating a culture of writers who do not understand their audiences fully, do not address their readers' needs fully, risk overlooking key elements of our changing society, risk perpetuating stereotypes, and most broadly continue to hurt, harm, and oppress – through words and ignorance. Engaging feedback from those in attendance, the presentation will offer guiding questions to help teachers dig deeper into issues of diversity in the design of journalism (and) writing courses, will suggest resources not traditionally included in writing classes, and will offer examples of high-impact, diversity-minded teaching activities.

474 – Peer- and Self- Reflective Assessment and Learning in the Laboratory Experiences in Kinesiology Courses

Adriana Duquette, University of Windsor
Emilie Halle, University of Windsor*

*376 South Foundation Hall
Wednesday, May 18, 10:15-10:50 a.m.*

Students previously enrolled in a 'Laboratory Experiences in Kinesiology' course completed summative paper based peer- and self-reflective assessments once at the end of the semester. The timing of this group evaluation did not allow for feedback, self-reflection and improvement prior to the final grade being assigned for these assessments. A CLIF Grant allowed the development of a bi-weekly online assessment using a 'Laboratory Experiences Peer- and Self-Reflective Assessment and Learning System' on Blackboard to assess availability, reliability, punctuality, communication, and other factors contributing to the collaborative learning environment. The aim of this project was to foster student engagement, in that students would be empowered to reflect on their strengths and weaknesses (as assessed by their group) to improve their performance and contribution throughout the semester, with the ultimate goal of transforming the collaborative learning environment.

Concurrent Sessions 10:55-11:30 a.m.

522 – “We Are All in This Together”: Learning from Our Peers from the Perspective of Student Mentors

*Judy AK Bornais, University of Windsor
Destiny Cadarette, University of Windsor
Jordan Sands, University of Windsor
Melanie Renaud, University of Windsor*

*373 South Foundation Hall
Wednesday, May 18, 10:55-11:30 a.m.*

Students Offering OSCE (Objective Structured Clinical Examination) Assistance (SOOA) is an innovative program developed and implemented to improve first year nursing students' health assessment skills. The goal of SOOA is to provide first year students with an opportunity to practice their assessment skills, gain assistance from experienced and knowledgeable peers, and build individuals' confidence levels. Since the creation of SOOA in 2014, there has been significant growth in the initiative not just for the mentees but also for the mentors. In this presentation, student mentors will share their perspectives on what they have learned through this initiative including: reflective learning, assessment, teamwork and communication. Mentors will also share the challenges they have experienced in mentoring their peers.

462 – Developing Teaching Skills in a Research Intensive Graduate Program: Grad Students' Perspectives

*Adam Goodwin, University of Windsor
Laura Chittle, University of Windsor
Sara Santarossa, University of Windsor*

*374 South Foundation Hall
Wednesday, May 18, 10:55-11:30 a.m.*

Students enter graduate degrees for various reasons (e.g., develop research skills to apply as practitioners, tenure-track professorship aspirations, passionate about the subject, and/or as an entry point into teaching in higher education; Mullen et al., 2003). Whereas master's and doctoral students wishing to obtain faculty positions are well-trained in their research disciplines through their graduate education, many lack pedagogical knowledge and skills. As faculty positions consist of two professions, that of a scholar and an educator (Pecorino & Kincaid, 2007), many graduate students in research-intensive programs have difficulty obtaining the necessary skills and experiences to be successful educators. This session focuses on the lived experiences of two master's candidates and one first-year doctoral student with aspirations of becoming university professors and how they have gained knowledge of pedagogy. We will explore how students may obtain competencies in pedagogical practices while completing research-intensive degrees.

476 – Development of an Online Clinical Performance Evaluation Tool

*Deborah Dayus, University of Windsor
Graham Fawcett, University of Windsor*

*376 South Foundation Hall
Wednesday, May 18, 10:55-11:30 a.m.*

The Faculty of Nursing at the University of Windsor employs approximately 106 sessionals to cover its clinical teaching component for some 1000 undergraduate students. In order to provide 'real time' feedback to these students working in the clinical field, it is necessary to have a system for facilitating formative and summative evaluation that is accessible, user friendly and archivable. As the University of Windsor transitioned from CLEW (Sakai) to Blackboard, the Faculty of Nursing collaborated with the Centre for Teaching and Learning to develop this innovative, student centered clinical evaluation tool to meet the needs of students, teachers, administrators and the profession of nursing. This presentation will give a brief history of the project, present the workings of the online tool and discuss the challenges and successes we have experienced.

Workshop Sessions 2:00-3:15 p.m.

460 – Teaching Squares as a Tool for Transformative Teaching and Reflective Practice

*Jessica Tess-Navarro, Oakland University
Catherine Jostock, Oakland University*

*363 South Foundation Hall
Wednesday, May 18, 2:00-3:15 p.m.*

This session will present “teaching squares,” a model for peer class observation, as a tool for transformative teaching. This session will begin with a reflective activity on teaching practice and observation. Presenters will then define teaching squares, describe common formations of teaching squares, and frame teaching squares within the body of research on reflective practice (Institute For Learning, 2008; Reece & Walker, 2006; Malthouse & Roffey-Barentsen). Participants will get an opportunity to engage in a hands-on, low-stakes teaching squares simulation. Presenters will build on initial impressions of this activity with a further discussion of methods to form teaching squares and potential transformative outcomes through an original case study. By the end of the session, participants will not only leave better prepared to implement and participate in teaching squares but also have a chance to reflect on the benefits and challenges of teaching squares for the purposes of transforming their own teaching.

515 – Reflective Writing: Higher Education Meets Hollywood

*Allyson Skene, University of Windsor
Jessica Raffoul, University of Windsor*

*364 South Foundation Hall
Wednesday, May 18, 2:00-3:15 p.m.*

Reflective writing is a major component in many of the approaches to learning commonly identified as transformative (i.e., experiential learning, inquiry-based learning), despite a significant literature that questions, and at times, refutes its authenticity (e.g., O’Neill, 2002; Jung, 2011; Creme, 2005). Even further, students take inordinate risk in writing honest, meaningful reflections in that they may be writing against the norm, or they may not have gained the “right” insights from their educational experience. Rather than take these risks, many students will often compile the narrative arc they expect their instructors desire: initial state of ignorance, struggle with complex ideas, ending in triumph, and their moment in the sun. In this session, we will unpack the expectations and assumptions in reflective writing as a transformative learning experience with a view to generating approaches and strategies to encourage a more authentic learning experience.

Open Conversation with Keynote Melissa Peet

371 South Foundation Hall

Wednesday, May 18, 2:0-3:15 p.m.

Continue the conversation started in the keynote address! Open Conversations are opportunities for participants to engage in a conversation with Melissa Peet and colleagues, sharing their knowledge, research, views and experiences on the keynote session's themes.

Concurrent Sessions 2:00-2:35 p.m.

482 – Socratic Circles: Transforming Student Life-Long Learning

Dennis Bozyk, Madonna University

372 South Foundation Hall

Wednesday, May 18, 2:00-2:35 p.m.

After a brief introduction to the method and rationale for Socratic Circles, participants will discuss the transformative power of this teaching-learning paradigm for the university classroom. Participants will be able to: explain the relationship of Socratic circles to learner-based active learning and to problem-based learning; to describe strategies for applying the Socratic Method in classroom and online courses; and to explain the changing definition of learning elicited by the Socratic method. Classroom experiences of learning are internalized by students who will be more or less prepared for lifelong learning by our choices in the university curriculum. We will consider the ethical responsibility to add deep, active learning experiences to the kind of learning required for high-stakes objective testing. Responses, questions and alternative ideas from participants will be welcomed throughout the session.

470 – The Virtual Professor Is In: Transforming Teaching Presence in Online Courses

Shaun Moore, Oakland University

373 South Foundation Hall

Wednesday, May 18, 2:00-2:35 p.m.

Discover innovative techniques to infuse your presence and personality in online courses. I'll share best practices I've learned from 15 years in the field of e-Learning as a full-time staff, seven years of teaching online as a part-time faculty, and my recently completed dissertation study that focused on developing teaching presence in online classes. In order to foster transformative teaching in online courses, the professor must often step outside of her or his own comfort zone. This includes recording videos of yourself, answering emails at odd hours, sharing ideas differently using discussion boards or alternative tools, and varying feedback methods. Come learn how I've employed different techniques to let my students feel like they're not just watching PowerPoints posted to a website, but participating in a real class with a teacher who is present. Practical application of what is presented will apply to faculty (face-to-face and online) and staff.

534 – Creating Service-Learning Community Research Projects to Produce Transformative Learning

Suzanne Spencer-Wood, Oakland University

*374 South Foundation Hall
Wednesday, May 18, 2:00-2:35 p.m.*

Service-learning community research projects create transformative learning by pushing students out of the comfort zone of classroom learning to engage with and learn from research with people and things in their local community. My service-learning research projects provide students many choices and instructional strategies and structures facilitating learning from organized community service, or from hands-on experiential research in the community that is provided as a service to community organizations. My methods of creating and teaching service-learning research projects for four different courses in three fields will provide ideas to stimulate session participant's discussion of developing service-learning research projects for their courses. The session format includes a presentation and discussion followed by exchanges of ideas within and between small groups, with the outcome objective of enabling participants to develop course-specific service-learning research project ideas they can put into practice, with the goal of increasing transformative learning.

457 – I Taught Them... Did They Learn?: What Students Do During Learning

*Brandon Sabourin, University of Windsor
Lauren Sabourin, University of Windsor*

*376 South Foundation Hall
Wednesday, May 18, 2:00-2:35 p.m.*

This presentation session will actively engage participants as well as provide information about a recent graduate research project. Participants will be asked to contribute to the session by actively participating in short activities and discussions which will stimulate thinking about how teaching and learning is perceived by students. Bring a pen or a pencil! There's a test! The context of this presentation is a recent graduate student research study which investigated the self-identified approaches to learning of a cross-section of undergraduate science students at the University of Windsor. Comparisons will be drawn between some of the key findings from the study and constructivist theories of teaching and learning. Additionally, connections between selected results of the study and evidence from existing literature will be highlighted. This presentation session and research is supported by the Social Science and Humanities Research Council (SSHRC) through a Canada Graduate Scholarship.

Concurrent Sessions 2:40-3:15 p.m.

499 – Designing Effective Internships for Aspiring School Leaders Using Evidence-Based Teaching and Learning Practices

Suzanne Klein, Oakland University

*372 South Foundation Hall
Wednesday, May 18, 2:40-3:15 p.m.*

Organizational scholars have written thoughtfully about the importance of high quality graduate preparation programs for both school and district level leaders. Of particular interest in recent years are studies of the various program elements to effectively prepare school and district leaders who can later support student, staff and organizational learning. The internship experience for school leaders is seen as among the most highly valued and impactful graduate program experiences as it presents the ideal clinical laboratory to focus and understand the program content, apply and expand educational research as well as develop and refine reflective skills for school leadership. This presentation discusses a standards-based continuum of learning experiences for internship components in which candidates observe, participate and lead in the key areas impacting student learning.

486 – Faculty Development in Simulation-Based Pedagogy: A Model to Share

*Deborah Rickeard, University of Windsor
Judy AK Boranis, University of Windsor*

*373 South Foundation Hall
Wednesday, May 18, 2:40-3:15 p.m.*

Changes in health care prompt nursing programs to integrate educational research and educational pedagogies to close the gap between nursing theory and practice. Technologies such as a high-fidelity simulation-based pedagogy can enhance student's knowledge, skills, and abilities to close this gap. Many nurse educators are committed to the use of simulation but support and training are required. For simulation to be integrated successfully into a curriculum, it is imperative that faculty have the knowledge, skills, and ability to use high-fidelity simulation. Nurse educators are often fearful of the technology behind a simulation-based pedagogy. This fear can be a barrier to the integration of high-fidelity simulation across the curriculum. In keeping with the theme of transforming teaching and learning, this presentation will outline a two-day workshop that used a combination of didactics and interactive hands-on activities for faculty novice to basic simulation technology, and the process of debriefing.

520 – Using Psychological Type Theory to Transform a Learning Strategies Classroom

*Andrea Prier, University of Waterloo
Erica McKellar, University of Waterloo
Geri Salinitri, University of Windsor*

*374 South Foundation Hall
Wednesday, May 18, 2:40-3:15 p.m.*

In this session participants will learn through guided discovery how using the Myers Briggs Type Indicator (MBTI) can help students understand how they process information and make decisions. Using an interactive activity, participants will be introduced to the theory of Psychological Type. This session will also contextualize the research findings from our learning strategies classroom and how we are adapting our classroom environment and teaching practices to increase students' self-awareness and metacognition to foster competent, caring, engaged and productive citizens. Participant 'take aways' will include a tool for instructors and administrators to review curriculum keeping in mind students Psychological Type as well as key questions to help students move beyond their 'comfort zone' to think, rethink and act on their perceptions and understandings of themselves and the world around them.

510 – The Relative Contribution of Ability vs. Effort to Key Outcomes in Higher Education – Importance, Controversy, Measurement

Laszlo Erdodi, University of Windsor

*376 South Foundation Hall
Wednesday, May 18, 2:40-3:15 p.m.*

The objective of this presentation is providing a dialectical review of contemporary views on ability and effort as predictors of success in North American higher education. The philosophical basis of this duality will be discussed, along with the psychometric, methodological and ethical issues around the measurement of these constructs. A well-established, empirically validated model for differentiating ability from effort developed in clinical neuropsychology will be introduced, along with possible applications to assessing learning outcomes in university settings. Finally, empirical data will be used to illustrate the feasibility and importance of separating these two constructs. The implications of acknowledging and measuring the complex relationship between ability and effort to classroom management practices, university policies and procedures, as well as societal values will be explored.

Poster Session and Reception

Banquet Rooms
Oakland Center
Oakland University
Wednesday, May 18, 3:30–5:00 p.m.



Please join us for hors d'oeuvres while you help select the recipient of the annual Dr. Wilbert J. McKeachie International Poster Prize.

We thank the Oakland University Senate Committee on Teaching and Learning for their generous support of this poster session.

We also thank those who helped judge participants' top poster selections. Please note that members of the poster adjudication panel are not eligible for the poster prize.

The Dr. Wilbert J. McKeachie Poster Competition

The 2016 conference organizing committee is pleased to present the Dr. Wilbert J. McKeachie International Poster Competition. The aim of this poster session competition is to promote the importance and value of posters as opportunities to explore effective and innovative teaching and learning practices, and disseminate research results.

Popular vote based on the poster competition criteria will determine five finalists, from whom the adjudication panel will determine the poster prize recipient. Posters will be judged based on the following criteria:

- ◇ **Conceptual Depth and Content** - The poster's originality, conceptual basis, and the relevance and value of its content.
- ◇ **Clarity** - The poster's success in communicating a message effectively.
- ◇ **Design** - The poster's visual design and use of images and diagrams to effectively reinforce the themes and concepts explored in the poster. The poster's concise use of text for ease of readability.
- ◇ **Potential for Engagement** - The poster's potential to foster active learning. We encourage designs which foster greater and varied interaction between viewer and presenter.



The Dr. Wilbert J. McKeachie International Poster Prize established in 2009 for the University of Windsor (ON) and Oakland University (MI) Annual Teaching and Learning Conference



Dr. Wilbert J. McKeachie

Wilbert J. McKeachie is Professor Emeritus of Psychology and former Director of the Centre for Research on Learning and Teaching at the University of Michigan where he has spent his entire professional career since taking his doctorate in 1949. His primary activities have been college teaching, research on college teaching, and training college teachers of Applied Psychology; and the Centre for Social Gerontology. Among other honors, he has received eight honorary degrees and the American Psychological Gold Medal for Lifetime Contributions to Psychology.

Wednesday, May 18

Poster Session: 3:30-5:00 p.m.

Poster presenters can begin set up at 2:30 p.m.

| Session | Poster Title | Presenters |
|---------|---|---|
| 451 | Dialogical Narrative Approach to Enhance Analytical Thinking and Student Engagement During Lecture-Based Classes | B. Ghiam (OU); S. Loftus* (OU); S. ElSayed (OU) |
| 467 | Creating a Writing-Intensive Course for a Technical Program with Large Enrolment | J. Stagner (Windsor); D. Bourne (Windsor) |
| 473 | The Outline Activity | G. Allar (OU) |
| 477 | Using Cases in a Communication Class | R. Lewis (Windsor) |
| 478 | "Can 3 Minutes Make a Difference?": Bringing Brief Meditation Practice to the Undergraduate Classroom | C. Miller* (Windsor); K. Elder (Windsor) |
| 487 | Hybrid Molecular Model/Video Teaching Tool: Making Organic Chemistry Easier | S. Martic (OU) |
| 490 | Evaluating Effectiveness of Intimate Partner Violence Education in Clinical Clerkships | J. Truong (OUWB); D. Jung* (OUWB); V. Lucia* (OUWB); N. Afonso* (OUWB) |
| 492 | Reflecting on Reflections: A Phenomenographic Approach to Curriculum Studies | D. Silva (Wayne State U); D. Gardner (WSU) |
| 495 | The Impact of Applying the Principles of the New Teacher Induction Program (NTIP) on Mentoring New Early Childhood Educators | S. Shahbazi (Windsor) |
| 496 | Playing to Motivate Engagement | J. Olivares Aguila (Windsor); Z. J. Pasek* (Windsor); E. Ntake (Windsor) |
| 498 | Front-end Evaluation Planning: Articulating Purpose and Key Questions | J. Singh (Qualitative Advantage, LLC) |
| 507 | GATA Network: Strategies Used to Promote Transformative Teaching and Learning among Graduate and Teaching Assistants | L. Chittle (Windsor); E. Ismail (Windsor); P. Boulos (Windsor) |
| 513 | Permaculture and Transformative Learning: It Is All About Interacting Relationships | J. Hotte (Windsor) |
| 518 | Identifying Student Approaches to Learning: Undergraduate Student Perceptions of Teaching and Learning at the University of Windsor | B. Sabourin (Windsor) |
| 528 | Building Online Community and Content Skills Using Class Citizenship Behaviors | C. Moore (OU) |
| 532 | Employing Audio Feedback to Transform Assessment and Revision of Technical Writing | C. Wilson (OU) |
| 533 | Transform Undergraduate Research Teaching to Promote Metacognitive Skills Building | L. Yao (OU) |

* author not presenting

Poster Session Abstracts

451 – Dialogical Narrative Approach to Enhance Analytical Thinking and Student Engagement During Lecture-Based Classes

Benjamin Ghiam, Oakland University

Stephen Loftus, Oakland University*

Suzan ElSayed, Oakland University

The Dialogical Narrative approach is an interactive method to teach physiology for health professional students during didactic lectures. This interactive method integrates an interactive conversational style within a story-telling method. The story telling incorporates dialogue with the students, which is in a question-answer format that not only creates a motivating learning context but also builds an educationally safe and supportive environment. A week before the lecture, students are provided with copies of the PowerPoint slides to be used. The students are required to review all the slides. During the lecture, the instructor guides the students through the material using story-telling and question-answer styles. The instructor also uses questions related to the material that encourage analytical thinking. There is an emphasis on building an educational relationship between students and teachers. Relationship-centered learning goes beyond student-centered learning, in recognizing and rehabilitating the role of the teacher. There are strong theoretical foundations for relationship-centered learning. There is the dialogism of Bakhtin, with the recognition of the importance of interactivity. There is also social constructionism where it is accepted that meaning, knowledge and understanding are jointly constructed with others.

467 – Creating a Writing-Intensive Course for a Technical Program with Large Enrolment

Jacqueline Stagner, University of Windsor

Don Bourne, University of Windsor

This session will examine the evolution of a large-enrolment Technical Communications course for first-year engineering students, which has evolved over the past five semesters to provide a transformative learning experience for students. Through multidisciplinary team teaching, the modelling of writing in the genres of the engineering discipline, and the promotion of rhetorical approaches to writing, students were given tools that they could use throughout their subsequent careers. This course includes a team-oriented project consisting of activities and assignments that incorporate written, oral, and graphical communication, design, and teamwork co-taught by instructors with engineering and writing backgrounds to enable students to learn to communicate within the context of professional engineering situations. Challenges in delivering such a course include providing quality feedback to students, teaching students who are non-native English speakers, and managing large amounts of grading for the instructional staff. Participants will share their challenges and solutions in developing similar courses.

473 – The Outline Activity

Gregory Allar, Oakland University

Instructors typically evaluate student understanding using either formative or summative assessment devices. Summative assessment typically does not offer an opportunity for students to respond to feedback. In professional and workplace settings beyond university, feedback rarely comes from a single source. The poster presents a reflective peer assessment activity employed at the onset of a writing assignment, and not at the conclusion. This activity enables the student to evaluate, weigh, reconcile and respond to different and sometimes quite perspectives generated by peer feedback offered to enhance and improve upon her/his individual writing assignment.

477 – Using Cases in a Communication Class

Richard Lewis, University of Windsor

Cases have been widely used in medicine and in business. In other fields adoption of the methodology is not evident. In this presentation, the author will reflect of the use of cases to teach instructional design to a class of fourth-year Communication Media and Film students. There have not been other courses in the program that use cases in teaching. In the session, we will read a short case and then have a discussion of the case, followed by a reflection of the process. We will use a case custom-designed for the session. Through discussion, participants will be able to decide if case-based teaching is appropriate for them and their students.

478 – “Can 3 Minutes Make a Difference?”: Bringing Brief Meditation Practice to the Undergraduate Classroom

Carlin Miller, University of Windsor*

Katelyn Elder, University of Windsor

Large class enrollments and internet-connected devices often make the university classroom a place where some students are as likely to be off-task as actively engaged in learning. This project tested the efficacy of a brief mindfulness activity in a large course for enhancing student engagement and reducing course-related stress/distress. The study collected data from 115 participants enrolled in a third year psychology course. The intervention took approximately 5 minutes of the 80 minutes allotted for each instructional day, resulting in no deleterious effects on learning outcomes. Students' self-reports indicated improved mindfulness, with 20% seeking out other opportunities to learn about meditation. Many students (54%) indicated that they had used the practice outside of class, possibly leading to long term positive effects in multiple areas. Future projects should assess the role of brief mindfulness interventions in stress reduction, anxiety reduction, overall coping, and academic engagement in the undergraduate large-class environment.

487 – Hybrid Molecular Model/Video Teaching Tool: Making Organic Chemistry Easier

Sanela Martic, Oakland University

How to teach Organic Chemistry and maintain student success without jeopardizing high standards? In order to transform the way we teach Organic Chemistry instructional videos were developed. To evaluate the effectiveness of the instructional videos on molecular modeling four types of student assessments were carried out: 1) monitoring number of student downloads; 2) comparison of student grade and number of downloads; 3) comparison of class average and downloads; and 4) evaluating and comparing student perception of videos and molecular modeling kit during the length of the course. The poster will describe key findings of this research and provide these outcomes: 1) identify which concepts in organic chemistry students found challenging; 2) define areas in organic chemistry which required molecular modeling kit; 3) determine how use of molecular modeling kits affected student performance; and 4) determine if instructional videos impacted student learning of organic chemistry.

490 – Evaluating Effectiveness of Intimate Partner Violence Education in Clinical Clerkships

Jenny Truong, Oakland University William Beaumont School of Medicine

Dawn Jung, Oakland University William Beaumont School of Medicine*

Victoria Lucia, Oakland University William Beaumont School of Medicine*

Nelia Afonso, Oakland University William Beaumont School of Medicine*

Intimate Partner Violence (IPV) is a prevalent public health issue. Insufficient coverage of IPV during medical school has contributed to graduates who perceive IPV education as irrelevant to their future practices. The aim of this project was to assess effectiveness of IPV education during clinical clerkships at Oakland University William Beaumont School of Medicine. At baseline all students had received an experiential IPV curriculum that was integrated into preclinical courses. Effectiveness was assessed with the Physician Readiness to Manage Intimate Partner Violence Survey (PREMIS). Current results show a further increase in IPV knowledge scores in comparison to scores collected in cohort's preclinical years with the most knowledge and skills about IPV during the gynecology clerkship. Incorporating IPV education during medical students' clerkship years, in addition to preclinical years, will foster future generations of physicians with skill sets to appropriately screen and provide resources to patients who are experiencing IPV.

492 – Reflecting on Reflections: A Phenomenographic Approach to Curriculum Studies

Daniela Silva, Wayne State University

Darryl Gardner, Wayne State University

This study identified various themes and concepts of curriculum over a semester-long doctoral course in Curriculum and Instruction. These themes were grouped into categories based off of journal reflections: a) mislabeling students, b) recursion, c) need for mentors, and d) teaching to the test. Each theme has had an impact on learning for students and on the way that educators teach or perceive the field of teaching. Those effects have been both positive and negative, and they are important for educators to discuss so that we may learn from the errors and successes of those before us. The intent is to analyze each reflection using a phenomenographic approach. The study suggests that new concepts of curriculum could emerge by examining reflections on curriculum theory. Through these reflections, we may experience each student's understanding and connection to the themes laid out.

495 – The Impact of Applying the Principles of The New Teacher Induction Program (NTIP) on Mentoring New Early Childhood Educators

Sara Shahbazi, University of Windsor

The Greater Essex County District School Board (GECDSB) supports the early childhood profession by recognizing the importance of early childhood educators (ECE) through a pilot mentorship study. The implementation of the Full Day Early Learning Kindergarten (FDK) Program has reintroduced ECEs in the kindergarten classroom. To monitor professional growth and support the initiatives of ECEs in the FDK program, the GECDSB applied the mentoring component of the New Teacher Induction Program on first year ECEs in FDK and investigated the program's impact from the perspective of the mentees and mentors. The poster will highlight the common themes, challenges and the appreciation and optimism expressed by the participants of the study. Overall, we hope that our research will raise awareness of the importance, professional value and knowledge of all educators in our board.

496 – Playing to Motivate Engagement

Jessica Olivares Aguila, University of Windsor

Zbigniew J. Pasek, University of Windsor*

Evelyn Ntake, University of Windsor

Teaching is the art of sharing and providing education to students, but what happens when students do not care about it? How to ignite the spark to get their attention? How to use information technology to keep all the students on the road? How to inspire students to learn? The objective of this interactive session is to demonstrate how to use Kahoot! as a tool to engage students with fun learning games in a social environment. The presenter will discuss how this tool enhance learning in an undergrad classroom and a round with just 10 trivia questions will be done. So, don't forget to bring to the session any device connected to internet.

498 – Front-end Evaluation Planning: Articulating Purpose and Key Questions

Jacqueline Singh, Qualitative Advantage, LLC

The purpose of any evaluation should be clearly stated and defined. Just like in matters of research, a key evaluation feature is to ensure "meaningful" questions are written specific to the evaluation, as there are implications for data collection, data analysis, and resources needed. But, articulating an evaluation's purpose and developing questions are perhaps the most difficult and challenging for individuals to do. In fact, evaluations are often avoided or out rightly resisted. So what's an evaluator, principal investigator, or faculty member to do? At this poster session, you'll learn about fundamental frameworks for addressing purpose and developing evaluation questions. Participants are encouraged to ask questions about various frameworks and resources shared.

507 – GATA Network: Strategies Used to Promote Transformative Teaching and Learning among Graduate and Teaching Assistants

Laura Chittle, University of Windsor

Elizabeth Ismail, University of Windsor

Pierre Boulos, University of Windsor

The GATA Network is a collaborative initiative supported jointly by the Faculty of Graduate Studies and the Centre for Teaching and Learning at the University of Windsor. The Network creates mentorship opportunities and teaching and learning resources to support graduate and undergraduate teaching assistants (GAs/TAs) with improving pedagogical knowledge and skills. The poster discusses ways the Network engages GA/TAs by facilitating leadership and professional development opportunities. Specifically, the GA/TA awards are presented to GAs/TAs who contribute to a positive, learning-centred environment (Keating & Potter, 2014). Furthermore we discuss the large-scale professional development events offered to GAs/TAs that provide transformative leadership opportunities to experienced assistants who are drawn on to develop and lead workshops. An emphasis is placed on the transformative tools and social media outlets used to provide GAs/TAs with a medium to gather teaching and learning theories and as a platform to connect with educational developers.

513 – Permaculture and Transformative Learning: It Is All About Interacting Relationships

Jenni Hotte, University of Windsor

Transformative learning is grounded in relationships that are part of interacting systems. A transformative learning environment requires understanding these systems and engaging with them to promote the 'revised interpretation of the meaning of one's experience...(Mezirow, 1996, 162).'

Permaculture is a theory and practice that looks to nature for a model that can be adapted as a self-sustainable way of thinking about the world. Much like teaching, permaculture reveals opportunities for complex interconnecting systems to support change and promote growth. In teaching, this means recognizing the systems at play (learner, instructor, course content, current theories, community, etc.) and highlighting the opportunities unique to current learning environments. Participants will gain a new framework to approach transformative learning and engage with the concept.

518 – Identifying Student Approaches to Learning: Undergraduate Student Perceptions of Teaching and Learning at the University of Windsor

Brandon Sabourin, University of Windsor

Each undergraduate student engages in actions and makes decisions which influence their learning. These decisions comprise a student approach to learning (Biggs & Tang, 2011). The purpose of this study was to identify the student approaches to learning of undergraduate students studying in the Faculty of Science at the University of Windsor. This study was guided the question: Which student approaches to learning are undergraduate science students at the University of Windsor identifying as their dominant approach? Additional questions about the definition of learning, and potential practical implications of student learning research were investigated. Students completed an online survey, comprised of the Revised Two Factor Study Process Questionnaire (R-SPQ-2F) (Biggs, Kember, and Leung, 2001), three qualitative questions, and demographics. Preliminary results will be discussed in this poster, and complete results will be published in an M.Ed. thesis in the spring of 2016.

528 – Building Online Community and Content Skills Using Class Citizenship Behaviors

Christina Moore, Oakland University

The flexibility of online and hybrid classes also functions as a challenge when facilitating collaboration and cultivating community. How can instructors build community into the structure of a class that meets in real-time sparingly, if at all? This poster illustrates how an instructor implemented Class Citizenship Behaviors in hybrid and fully-online classes to encourage social engagement, empathy, and helping behavior among students. Every week, students had an opportunity to contribute to a discussion forum that called for one of these behaviors. This poster provides examples and excerpts from these class interactions. "Classroom Citizenship Behaviors" is an adaptation of what business studies call "organizational citizenship behaviors," and these citizenship behaviors are inspired by a study of Google's knowledge work environment (Dekas et al, 2013).

532 – Employing Audio Feedback to Transform Assessment and Revision of Technical Writing

Christopher Wilson, Oakland University

Background: Technical writing such as clinical documentation has differences compared to other styles of writing that college students are familiar with. Handwritten or typed feedback on writing performance is time intensive with limited opportunity for meaningful exchange of ideas. Methods: Since 2013, audio feedback recorded as an MP3 file is provided to each student after submission of a first attempt at clinical documentation. Audio feedback provides context, nuances, and meaning that is prohibitive to provide in writing. MP3 file is uploaded to Moodle for student review and revision. Results: Audio feedback has been successfully implemented in the Doctor of Physical Therapy program over the last 3 years. Student feedback of audio grading is positive and clinical sites compliment DPT students on clinical documentation. Discussion and Conclusion: Providing audio feedback may be able to transform grading of technical writing by improving student learning without increasing time workload of grading instructor.

533 – Transform Undergraduate Research Teaching to Promote Metacognitive Skills Building

Lan Yao, University of Windsor

This poster introduces our experience in transforming a 4-credit Undergraduate Nursing Research lecture to a blended class. The purpose is to improve nursing students' interests in and appreciation for research, and to promote self-regulated learning and metacognitive skills building among the students. Metacognition is "thinking about one's own thinking". Metacognition is the process nurses use for clinical reasoning and reflection. One of the common challenges for a large undergraduate nursing research class is low student engagement, due in part to undergraduate students' inadequate awareness of the connections between research and clinical practice. To this end, three pedagogical strategies (course redesigning, technology and flipped instruction) are implemented to balance collaborative and self-regulated learning with lecturing, in teaching Winter 2016 undergraduate nursing research. Effects of the transformation on students' metacognitive knowledge will be assessed at the end of the semester, and be compared between students taken this transformed vs. other untransformed nursing courses.

| | 363 SFH | 364 SFH | 371 SFH | 372 SFH | 373 SFH | 374 SFH | 376 SFH |
|------------------------|---|--|---|--|---|---|---|
| 9:30-10:05 a.m. | 516 – Digital Devices in the Classroom: Dilemmas and Discussion T. Noel Windsor | 536 – Using Collaboration to Connect Community, Campus, and Classroom S. Ruskiewicz P. Todoroff L. Gabrion C. Moaty OU | 521 – Your Aims, Activities and Accomplishments Documented in a Portfolio: Why and How to Build Your Teaching Dossier J. AK Bornais D. M. Andrews W. A. Wright Windsor | Round Table/ Open Conversation 508 – Taking Math to the Next Dimension: Using Math to Teach Thinking Skills J. Teeuwen Windsor | 444 – A Bleak House: Preparing Ph.Ds for the Contemporary Job Market J. Cappucci Windsor | 465 – Filling a Gap: An Essential Step to Transformative T&L S. Kuang OUWB R. Smydra, OU | 441 – How Do We Write Now?: Teaching Voice with Social Media C. Moore, OU R. Smydra, OU |
| 10:10-10:45 a.m. | | | | | 443 – Transforming Teaching Through Targeted Faculty Learning Communities A. Nichols Hess OU | 469 – Using Threshold Concepts as a Means for Transformative Teaching: Experiences from an Undergraduate IS Course G. Bhandari Windsor | 464 – Journey into Transformative Assessment G. Allar OU |
| 11:00-11:35 a.m. | 472 – Digital Revolution: Transforming Research, Collaboration, Organization, and Teaching Practices S. Moore OU | 511 – The Stories We Tell: Transforming Teaching Through Celebratory Narrative J. Raffoul E. Kustra M. Potter* Windsor | 446 – Threshold Concepts and Transformational Learning S. Loftus OUWB | 480 – Using the 5E Constructivist Strategy for Class Management in a Postmodern Society S. Tabrizi G. Rideout* Windsor | 452 – From Traditional Teaching and Learning to Student Engagement: A Case Study J. Stagner D. Pusca Windsor | 475 – Transformative Learning through Student-Faculty Partnerships in Curriculum Development and Community Engagement D. Cavallo-Medved et. al Windsor | 488 – Profiling Teaching Practices Within a Multi-Disciplinary Department... A. Goodwin D. M. Andrews J. C. Dixon Windsor |
| 11:40 a.m. -12:15 p.m. | | | | 485 – A Multimedia Approach to Build Understanding of Structural Racism, Classism, Sexism, and Homophobia on Health R. Cheezum OU | 509 – Transforming Time Management: Student Time Usage During Fall Reading Week K. Cramer R. Pschibul N. Tavares Windsor | 491 – Rethinking Pedagogical: How ... Transformative T&L Can Help Reduce Student Plagiarism J. Colella-Sandercock H. Alahmadi Windsor | 497 – Transforming Inter-Professional Practice through Interdisciplinary Education B. McLaughlin A. Farias G. Cooper* Schulich, Windsor |
| 2:30-3:05 p.m. | 453 – Enhancing Your Course Through Service Learning: Planning Your Course Redesign T. Christ OU | 517 – To Catch a Thief: Tackling the Problem of Plagiarism A. Skene Windsor | Open Conversation with Keynote Jeff King | 538 – Transforming the Classroom into an Inclusive Learning Environment J. Garcia Michigan State | 505 – If You Could Read My Mind: Transforming Course Content to Student Learning P. Todoroff, OU R. Kessler, KCAD | 489 – Reintroducing Lateral Thinking: Teach Creativity While You Teach Everything Else A. Capelli OU | 514 – ... Teaching to Both Introverted and Extraverted Students L. Dietz, DePaul J. Katz, OU |
| 3:10-3:45 p.m. | | | | | 466 – Bringing the Abstract into Focus: Applications of Behavioral Theory Through Text Connections L. Lapeyrouse U of M Flint | 537 – "Coursesourcing" a Text: Peer Review and Collaborative Writing... M. Crawford, Windsor F. Doci*, Ottawa D. Johnston*, Windsor | 544 – Challenging the "Three Peer-Reviewed Articles" Assignment... E. Spunaugle OU |

Workshop Sessions 9:30-10:45 a.m.

516 – Digital Devices in the Classroom: Dilemmas and Discussion

Tanya Noel, University of Windsor

*363 South Foundation Hall
Thursday, May 19, 9:30-10:45 a.m.*

There are challenges in using teaching methods associated with high-quality learning such as interactivity and frequent, formative feedback in large classes. Technology, in the form of web-based classroom interaction via “bring-your-own-device” (BYOD) systems, makes use of the devices most of our students bring to class, and has the potential to transform the lecture into a more effective learning experience. Worries exist, however, regarding use of such devices in class, given the ease of distraction, and quality of student note-taking and comprehension when using a laptop or tablet. The dilemma of allowing and using smart devices in the classroom will be addressed in this session. Recent literature regarding impact of student device use in class, and concerns regarding note-taking will be shared, as will the benefits and drawbacks of BYOD technology. Facilitated discussions will allow participants to examine this issue further and consider practical approaches for their own courses.

536 – Using Collaboration to Connect Community, Campus, and Classroom

Sheryl Ruszkiewicz, Oakland University

Pamela Todoroff, Oakland University

Laura Gabrion, Oakland University

Cindy Mooty, Oakland University

*364 South Foundation Hall
Thursday, May 19, 9:30-10:45 a.m.*

In higher education, independent work environments and knowledge silos can isolate many members of the campus community including students, faculty, university offices, and staff. Not only does isolation stifle an individual’s need for social interaction, but “people are not as effective or productive when they work alone as they are when they collaborate with others” (Surowiecki, 2004). A lack of collaboration poses an issue to the campus as a whole, and teaching and learning specifically because, according to Coleman and Bandyopadhyay (2011), “the workplace is filled with the need to work together, share information, and collaborate on many levels”. To address the need for more collaboration in higher education institutions, this session will present heuristics based on pedagogical best practices and teaching experience to encourage effective collaboration between students (in face-to-face, hybrid, and online courses), between students and campus offices, and between students and industry partners.

521 – Your Aims, Activities and Accomplishments Documented in a Portfolio:

Why and How to Build Your Teaching Dossier

Judy AK Bornais, University of Windsor

David M. Andrews, University of Windsor

Alan Wright, University of Windsor

*371 South Foundation Hall
Thursday, May 19, 9:30-10:05 a.m.*

The 1990s saw a plethora of guides and articles designed to help faculty build their dossiers (Anderson, 1993; O’Neil & Wright, 1995; Richlin & Cox, 1995). Yet two decades later, many faculty have not written their teaching dossiers, nor are they familiar with how to evaluate one for awards, hiring, or tenure and promotion purposes (Van Note Chism, 2007). This interactive workshop will provide participants with an opportunity to learn: about how teaching dossiers can be used for both summative and formative purposes; what material to collect and include in a dossier, and; how a dossier may be evaluated for different professional purposes. Consistent with the conference theme, this workshop will conclude with a discussion about how the process of discernment required in developing a dossier can get at the true value of teaching and be transformative for educators.

Concurrent Sessions 9:30-10:05 a.m.

Round Table and Open Conversation

372 South Foundation Hall

Thursday, May 19, 9:30-10:05 a.m.

Join us for an informal discussion of the highlights and challenges of transformative teaching and learning. What are some examples of transformative teaching and learning that you have been involved with? What would you like to try in the future?

444 – A Bleak House: Preparing Ph.Ds for the Challenges of the Contemporary Job Market

John Cappucci, University of Windsor

*373 South Foundation Hall
Thursday, May 19, 9:30-10:05 a.m.*

The current academic job market is unpromising with an increasing number of recently-minted Ph.Ds finding it next to impossible to secure tenure-track positions. The blame for this unfortunate situation is continuously shifted from the government to the university to the student. The objective of this presentation is to appraise the required skills graduate schools must impart to their Ph.D. students in order to better prepare them for this difficult job market. To accomplish this objective, the session will identify the credentials of the typical “successful candidate” found in scholarly literature, case studies, and personal experiences. Participants will be in a better position to advise potential and current graduate students about the feasibility of pursuing doctoral studies. Participants will also be able to review their own grad programs in light of these demands.

465 – Filling a Gap: An Essential Step to Transformative Teaching and Learning

*Serena Kuang, Oakland University William Beaumont
School of Medicine*

*374 South Foundation Hall
Thursday, May 19, 9:30-10:05 a.m.*

Numerous factors that influence learning can be categorized into two categories: external and internal. Current educational approaches are mainly to improve various external factors, whereas efforts made to optimize learners’ internal factors are rarely seen. The objectives of this on-going research project are to: 1) identify and emphasize this gap that potentially impedes transformative teaching and learning (T&L) and address the key link in T&L, and 2) report the author’s research effort to fill the gap. To reach these objectives, factors that influence T&L are analyzed, current educational approaches/efforts are reviewed, personal experience is shared, and how the author’s on-going research will fill the gap is addressed. This will be a 30-minute interactive oral presentation. Participants will become fully aware of this gap and may be interested in collaborating with the author in the future.

441 – How Do We Write Now?: Transforming How We Teach Voice with Social Media

*Christina Moore, Oakland University
Rachel Smydra, Oakland University*

*376 South Foundation Hall
Thursday, May 19, 9:30-10:05 a.m.*

Many courses require students to write papers in a formal, authoritative voice. Depending on the discipline or assignment needs, instructors may provide instruction to students on how to craft an authentic voice, but may pay little attention to the expansive boundaries some platforms offer writers. Students write their papers according to our demands and then engage in different writing and rhetorical practices on social media and other digital media. Should these writing practices be at odds with one another, or should we invite discussion on how writing identities shift for different audiences? In this session, participants will define and compare classical writing development of voice to how writers construct voice in digital spaces. The presenters will share activities and discussion questions to use in the classroom.

Concurrent Sessions 10:10-10:45 a.m.

508 – Taking Math to the Next Dimension: Using Math to Teach Thinking Skills

Justin Teeuwen, University of Windsor

*372 South Foundation Hall
Thursday, May 19, 10:10-10:45 a.m.*

This workshop focuses on deepening mathematics education beyond “recipe-learning” toward “recipe-building”; ultimately building the thinking skills required in all fields. Through experience, participants in this workshop will: identify the “major thinking skills” that can be developed using the mathematics curriculum; practice extending mathematics to mediate the development of thinking skills; and reflect on the impact of thinking skills’ development on math anxiety, attitude, self-efficacy and problem-solving ability. This workshop begins with a brief presentation on the “big ideas”, or key concepts, behind mathematics. A discussion of the “Major thinking skills” will follow. Participants will then engage in completing intriguing challenges and puzzles. Reflection time will be given to consolidate the skills learned and to share the new teaching practices that will emerge. Participants will leave with exemplars, reflections and presentation content. This workshop should provide new insight into transforming teaching beyond the curriculum.

443 – Transforming Teaching Through Targeted Faculty Learning Communities

Amanda Nichols Hess, Oakland University

*373 South Foundation Hall
Thursday, May 19, 10:10-10:45 a.m.*

Increasingly, faculty members and college instructors are expected to transform their teaching practices with technology. But how can competencies and comfort levels be built up so they can teach with technology in thoughtful, effective, and transformative ways? This presentation examines how a faculty learning community structure was used to engage a group of academic librarians in thinking about, and using, technology in instructionally meaningful ways. This presentation addresses the scholarship behind the faculty learning community’s creation, the design process used to develop and deploy it through two academic years, and the data collected from participants on how the experience transformed their technology beliefs, practices, and sense of self-efficacy.

469 – Using Threshold Concepts as a Means for Transformative Teaching: Experiences from an Undergraduate IS Course

Gokul Bhandari, University of Windsor

*374 South Foundation Hall
Thursday, May 19, 10:10-10:45 a.m.*

Threshold concepts, in the context of a pedagogy, refer to the central ideas in a course the understanding of which is essential for the mastery of the subject. According to Meyer and Land (2003), threshold concepts have the following features: Transformative, Troublesome, Irreversible, Integrative, Bounded, Discursive, Reconstitutive, and Liminality. In this presentation, we will share our experiences and findings of using threshold concepts as a basis for transformative teaching in a business undergraduate level information systems (IS) course. Outcomes: Discussion of how we identified threshold concepts for the IS course, what those concepts are, how we integrated and implemented them in our courses, and the challenges we faced. Content: After the formal presentation, the participants will be provided with a rubric to identify threshold concepts for their own courses. An elaborate discussion regarding the transformative aspect of those threshold concepts will follow.

464 – Journey into Transformative Assessment

Gregory Allar, Oakland University

*376 South Foundation Hall
Thursday, May 19, 10:10-10:45 a.m.*

Evaluation of student understanding is typically gauged with formative or summative assessment strategies. In courses that rely heavily on summative assessment, students may only have a mid-term and final, or perhaps a paper to demonstrate competency. Summative assessment typically does not offer an opportunity for students to respond to instructor feedback, nor can instructors use summative assessment to respond to student concerns by adapting their teaching style. Formative assessment and feedback are two components that support both student learning and instructor performance. This session presents a number of strategies designed to gauge understanding, foster critical thinking skills and provide feedback to enhance student learning and, in turn, transform teaching practices. The session will present examples of peer review with papers and how Twitter posts, similes, infographics, rubrics, cartoons, to name a few strategies, are used in course content.

Workshop Sessions 11:00 a.m.-12:15 p.m.

472 – Digital Revolution: Transforming Research, Collaboration, Organization, and Teaching Practices

Shaun Moore, Oakland University

*363 South Foundation Hall
Thursday, May 19, 11:00 a.m.-12:15 p.m. a.m.*

Bring your laptop/tablet/smartphone to this interactive workshop to learn how to use the following free applications to transform and organize your life: Google Apps (Email, Calendar, Drive) Cloud Storage (Dropbox, OneDrive, iCloud) Task Managers (Wunderlist, Trello, HabitRPG) Discover practical techniques you can adopt to stay digitally organized, keep track of and prioritize multiple projects, collaborate with others, and fundamentally change the way you teach and conduct research. Learn how to effectively utilize collaboration tools. Enhance your own research and organization, as well as that of your students, colleagues, or staff. Change from a disorganized print model to a highly adaptable digital model. Get your unread email messages under control. Situational examples will be provided from one speaker who holds three unique positions: full-time staff member, part-time faculty member, and newly graduated doctoral student. Practical application to use the technologies to maximize efficiency will apply to faculty, staff, and students.

511 – The Stories We Tell: Transforming Teaching through Celebratory Narrative

Jessica Raffoul, University of Windsor

Erika Kustra, University of Windsor

Michael Potter, University of Windsor*

*364 South Foundation Hall
Thursday, May 19, 11:00 a.m.-12:15 p.m.*

Across class, cultures, borders, perhaps we share most our reliance on stories – to understand ourselves, one another, and fundamentally, to give meaning to experience. Researchers have long written about the transformative power of storytelling: its capacity to build culture; challenge dominant discourses; reveal and strengthen new narratives; celebrate values; build confidence (Williams, Labonte, & O'Brien, 2003; Shor & Freire, 1987; Sole, & Wilson, 2002). Berry (as cited in Boal & Schultz, 2007) notes that we can better understand the reasons behind an organization's actions, patterns, and value systems, if we learn its stories. As instructors in higher education, what are our teaching stories? And how do they translate to practice? In this workshop, participants will identify their teaching success stories, building a common narrative with which we can transform institutional views and value systems regarding teaching. Join us as we foster a culture that inspires and encourages excellent teaching!

446 – Threshold Concepts and Transformational Learning

Stephen Loftus, Oakland University

371 South Foundation Hall

Thursday, May 19, 11:00 a.m.-12:15 p.m.

Threshold concepts have been generating much excitement in recent years in higher education. They offer a powerful way to conceptualize what really needs emphasis in the curriculum and how we can provide that emphasis to students in supportive ways. A major characteristic of threshold concepts is the transformative effect they can have on learners. By articulating the threshold concepts of their discipline, faculty can concentrate their teaching efforts on helping students engage with these key ideas that students must grasp if they are to have a genuine understanding of the discipline. A focus on threshold concepts can also help us avoid overstuffing a curriculum. The session introduces participants to the characteristics of threshold concepts, their transformative power, and how to use them in curriculum planning.

Concurrent Sessions 11:00-11:35 a.m.

480 – Using the 5E Constructivist Strategy for Transformative Class Management in a Postmodern Society

Sirous Tabrizi, University of Windsor

372 South Foundation Hall

Glenn Rideout, University of Windsor*

Thursday, May 19, 11:00-11:35 p.m.

In a postmodern education system, students are expected to express, experience, discuss, and critique a diversity of opinions on various topics. This often requires structures and supports for the resulting discussions in a manner that facilitates individual growth. This presentation will explore a means for such support: the 5E Constructivist strategy (Engage, Explore, Explain, Elaborate, and Evaluate). Each step of 5E describes a phase of learning that provides a common activity for both teachers and students to: use and build on prior knowledge and experience to construct meaning, and continually assess their understanding of a particular topic. Hence, it can promote creativity and personal growth in students, which is a goal of transformative learning. In this presentation then, each step of 5E will be described such that participants will become familiar with the 5E method and understand how it can be used in a classroom for transformative learning.

452 – From Traditional Teaching and Learning to Student Engagement: A Case Study

Jacqueline Stagner, University of Windsor

373 South Foundation Hall

Daniela Pusca, University of Windsor

Thursday, May 19, 11:00-11:35 p.m.

This session leads the participants through the activities and decisions that were made to implement an outcomes-based learning system in a first-year Engineering Design course. By implementing the learning outcomes, students have a clear statement of what they need to achieve. Furthermore, the course learning outcomes map to the Graduate Attributes that must be assessed for Canadian Engineering Accreditation Board (CEAB) accreditation of the undergraduate engineering programs. This session will demonstrate several teaching and learning approaches that were implemented to engage learners in a flipped classroom environment. As a result of engaging the students in the learning process through in-class activities, better results were obtained with regard to the targeted learning outcomes. Finally, this presentation will discuss several additional challenges that needed to be overcome concurrently, such as increased enrollment and tracking the Graduate Attributes using a new learning management system.

475 – Transformative Learning through Student-Faculty Partnerships in Curriculum Development and Community Engagement

Dora Cavallo-Medved, University of Windsor
Youshaa El-Abed, University of Windsor
Melanie Grondin, University of Windsor
Ahmed Salim, University of Windsor

374 South Foundation Hall
Thursday, May 19, 11:00-11:35 p.m.

Student-faculty partnerships that actively engage students can transform student outlooks, motivations, values and skills and promote leadership. Our research focuses on creating partnership opportunities that provide undergraduate students with leadership roles in curriculum development and community outreach. We will use interactive demonstrations to highlight two diverse models of student engagement designed in student-faculty partnership: 1) interactive online tools used within the classrooms for formative assessment, and 2) public education and community outreach programs in partnership with the University of Windsor's Faculty of Science and Windsor Cancer Research Group. Our goal is to provide insight and examples on how to build student-faculty partnerships that focuses on student experience, creativity and motivation. We will also demonstrate how such partnerships transform learning for students and faculty, build meaningful professional relationships and enrich the overall undergraduate experience.

488 – Profiling Teaching Practices Within a Multi-Disciplinary Department in Advance of Anticipated Curriculum Transformation

Adam Goodwin, University of Windsor
David M. Andrews, University of Windsor
Jess C. Dixon, University of Windsor

376 South Foundation Hall
Thursday, May 19, 11:00-11:35 p.m.

To better understand the state of the undergraduate curriculum in the Department of Kinesiology at the University of Windsor prior to anticipated reform, a departmental research team assessed course syllabi from the previous five years. This session will focus on the profile of teaching practices across the department's different academic sub-disciplines. Developing the profile of teaching practices is intended to provide the department with information that will allow it to maintain a high standard of teaching and learning during a time of curricular transformation. The session will discuss assessments, teaching delivery methods, and assigned readings. These results will help guide the department through curriculum transformation by providing evidence of alignment or gaps within sub-disciplines.

Concurrent Sessions 11:40 a.m.-12:15 p.m.

485 – A Multimedia Approach to Build Student Empathy and Understanding of the Impact of Structural Racism, Classism, Sexism, and Homophobia on Health

Rebecca Cheezum, Oakland University

372 South Foundation Hall
Thursday, May 19, 11:40 a.m.-12:15 p.m.

This workshop will present a case study of one course that used the television show *The Wire* in lieu of a textbook to help enhance student empathy and increase understanding of the ways in which structural ideologies impact health. The workshop will present the literature related to using the humanities to develop empathy among students, an example of an in-class activity from the course, a discussion of ways workshop attendees may incorporate similar content into their courses, and evidence of student and instructor transformation. The presenter will conclude by describing the benefits and challenges of this course format and provide an annotated syllabus with course assignments, resources, and reflections.

509 – Transforming Time Management: Student Time Usage During Fall Reading Week

Kenneth Cramer, University of Windsor
Rebecca Pschibul, University of Manitoba
Nilo Tavares, University of Windsor

373 South Foundation Hall
Thursday, May 19, 11:40 a.m.-12:15 p.m.

We tracked student time usage before, during, and after Fall Reading Week (FRW) with the help of an app. For 21 days, 420 students received 3 random smartphone notifications. At each invitation, students completed a survey, outlining what they were doing moments before, their stress and/or recreation levels, and university workload. We evaluated two hypotheses whether (a) students who choose to vacation during FRW were less stressed following the break; or (b) students who choose to dedicate their time to their studies were less stressed in the week following. A multiple regression analysis, predicting student stress during the week following the FRW, accounted for 49% of the variance and supported the second hypothesis; namely, post-break stress was higher when (a) stress was high before and during FRW, (b) workload was higher following (but low prior to) FRW, and (c) recreation was higher during FRW. Implications for students counseling are discussed.

491 – Rethinking Pedagogy: How the Implementation of Transformative Teaching and Learning Can Help Reduce Student Plagiarism

Julia Colella-Sandercock, University of Windsor
Hanin Alahmadi, University of Windsor

374 South Foundation Hall
Thursday, May 18, 11:40 a.m.-12:15 p.m.

Transformative student learning is a paramount means of providing students with opportunities to develop, reflect, and critically examine themselves and the world they live in. With plagiarism increasing in higher education, transformative teaching can provide avenues that may help mitigate the amount of student plagiarism that occurs. If students are dishonest during their academic career, how will this impact the society they live in? Transformative teaching and learning represent important means of allowing students to shift from a transactional model of knowledge transfer to a system that allows for the expansion of one's consciousness and, most importantly, both professional and personal development. Through participation in interactive activities that focus on transformative teaching, participants will re-examine and reflect on their current plagiarism notions. The primary goal of this workshop is to challenge and change students' perspective on plagiarism through implementation of transformative teaching.

497 – Transforming Inter-Professional Practice Through Interdisciplinary Education

Brenda McLaughlin, Schulich School of Medicine & Dentistry, Windsor
Anna Farias, Schulich School of Medicine & Dentistry, Windsor
Gerry Cooper, Schulich School of Medicine & Dentistry, Windsor*

376 South Foundation Hall
Thursday, May 18, 11:40 a.m.-12:15 p.m.

This Inter-professional education (IPE) presentation will actively engage participants in exploring transformative teaching methods that penetrate academic silo barriers by applying a model of cross-disciplinary collaboration. Activities will focus on adapting innovative teaching practices by addressing the need to build cross-faculty networks for IPE. Round table discussions between interdisciplinary professions will generate engagement. Published research and feedback from the presenters' IPE Day will be examined to build an understanding of new directions for improved inter-professional collaboration in a variety of professional practice fields.

Workshop Sessions 2:30 p.m.-3:45 p.m.

453 – Enhancing Your Course Through Service-Learning: Planning Your Course Redesign

Tanya Christ, Oakland University

*363 South Foundation Hall
Thursday, May 19, 2:30-3:45 p.m.*

Service learning is a high-impact and transformative teaching practice. This interactive workshop session will guide participants through the course redesign process to integrate service learning into an existing course. The workshop will provide models of service-learning course design, and guide participants through the course redesign process. Participants will leave the session with a plan for course redesign that integrates service learning.

517 – To Catch a Thief: Tackling the Problem of Plagiarism

Allyson Skene, University of Windsor

*364 South Foundation Hall
Thursday, May 19, 2:30-3:45 p.m.*

Plagiarism is a serious and growing problem in institutions of higher education. With easy access to a plethora of online resources, plus an upsurge of essay mills providing pre-written papers, it has become easier and easier for students to simply copy and paste their way to academic success. Many instructors have turned to plagiarism detection software to help them determine the originality of student writing, but unfortunately both the limitations of the technology itself and the context in which it is applied generates its own set of practical and ethical problems. In this interactive workshop, participants will examine a variety of types of plagiarism, as well as the output from plagiarism detection software to foster a richer understanding what plagiarism is and what causes it. Participants will then work together to develop a tool-kit for promoting a culture of academic integrity in their classrooms and their institutions.

Open Conversation with Keynote Jeff King

371 South Foundation Hall

Thursday, May 19, 1:00-2:15 p.m.

Continue the conversation started in the keynote address! Open Conversations are opportunities for participants to engage in a conversation with Jeff King and colleagues, sharing their knowledge, research, views and experiences on the keynote session's themes.

538 – Transforming the Classroom into an Inclusive Learning Environment

Jessica Garcia, Michigan State University

*372 South Foundation Hall
Thursday, May 19, 2:30-3:45 p.m.*

With increasingly diverse campuses, many instructors find themselves in uncharted territory. When handled appropriately, diversity can lend itself to improved critical thinking, problem-solving skills, and civic engagement. It can also contribute to tension, hostility and open conflict if left unattended. In this session, participants will identify and share key strategies to transform the classroom into a space that inspires meaningful communication and enhances student achievement. The first half of this session will review the pedagogical rationale for building an inclusive classroom and consider basic strategies in course design and curriculum to transform the learning environment. The second half will consider the importance of self-work for instructors and students to engage in to minimize bias, increase empathy, and enhance inclusive learning. We will explore several active pedagogical techniques to facilitate this transformative process.

Concurrent Sessions 2:30 p.m.-3:05 p.m.

505 – If You Could Read My Mind: Transforming Course Content to Student Learning

Pamela Todoroff, Oakland University

373 South Foundation Hall

Rhonda Kessler, Kendall College of Art and Design

Thursday, May 19, 2:30-3:05 p.m.

If we could see how our students learn—really see the gears turning for that “light bulb moment”—how would it transform our instruction? We will look at a model of how everyone learns (the Cognitive Information Processing model) and then apply it to a model of instruction (Gagné’s Nine Events of Instruction). Together these models give us a picture of the learning process that we can use to shift the paradigm from where we are in the course content to where our students are in the learning process. Focusing on the student learning process allows us to present content at just the right stage of learning. Knowing when to lecture, when to offer group work, and when to let the students perform makes all the difference in their acquisition of knowledge. This session will conclude with sharing our classroom experiences and applying the learning models to transform our teaching.

489 – Reintroducing Lateral Thinking: Teach Creativity While You Teach Everything Else

Andrew Capelli, Oakland University

374 South Foundation Hall

Thursday, May 19, 2:30-3:05 p.m.

In 1967, the author Edward de Bono coined the term “lateral thinking.” Compared to traditional logical (vertical) thinking, lateral thinking relies on imagination and creativity. As the global economy and the workforce needed to compete in it continues to change, lateral thinking skills will be called upon with greater frequency. This presentation seeks to reintroduce lateral thinking to the educational vernacular, and to discuss the purposeful and active incorporation of the teaching of thinking across all curricula. Attendees will be challenged to examine their own biases and styles of thinking. The utility of lateral thinking will be explored in comparison to critical thinking. Participants will learn to look for opportunities to encourage the skill of thinking, not just correct answers. By transforming their approach to developing thinking amongst students, educators can help transform the learning environment in a way that increases creativity, inquiry, and “out of the box” results.

514 – Transforming Classroom Communication: Teaching to Both Introverted and Extraverted Students

Lauri Dietz, DePaul University

376 South Foundation Hall

Jenna Katz, Oakland University

Thursday, May 19, 2:30-3:05 p.m.

Concerned that introverted learners are becoming marginalized in today’s collaborative learning culture? Come to this interactive workshop to learn about active learning pitfalls that may inadvertently be creating barriers for introverted student participation. As we explore the topic, workshop participants will engage in active learning examples designed for introverted and extraverted learners so that all students benefit from collaborative learning. Participants will leave the workshop with practices they can use to create an inclusive learning environment that leverages diversity to foster all students’ transformative learning in both online and face-to-face settings.

Concurrent Sessions 3:10 p.m.-3:45 p.m.

466 – Bringing the Abstract into Focus: Exploring Applications of Behavioral Theory Through Text Connections

Lisa Lapeyrouse, University of Michigan-Flint

*373 South Foundation Hall
Thursday, May 19, 3:10-3:45 p.m.*

Few students (27.4%) complete assigned readings before class. Subsequently, the likelihood of having engaging discussions of course readings often fall flat. In an effort to promote the timely completion of required course readings and enhance the critical thinking skills of students, a series of “text-connection” homework assignments were integrated into an undergraduate introduction to health theories course. Results, as evidenced in student writing assignments, suggest that students engaged with required reading in ways that enhanced their overall understanding of core course concepts. Further, and most unexpectedly, these text connection assignments were also found to enhance global understandings of health and health care as well as a deeper appreciation for diversity. Attendees will explore how text connection assignments improve engagement and enhance the critical thinking skills of students.

537 – "Coursesourcing" a Text: Peer Review and Collaborative Writing as a Model for Dialogic Learning and Imagining

*Michael Crawford, University of Windsor
Florida Doci*, University of Ottawa
Dave Johnston*, University of Windsor*

*374 South Foundation Hall
Thursday, May 19, 3:10-3:45 p.m.*

Arguably, university science courses are losing ground when it comes to opportunities for students to develop research, argumentation and writing skills. Class sizes and internationalization exacerbate the challenge. Students can graduate a science program without writing a major essay: multiple choice exams and short answer assignments are becoming the norm. Collaborative learning and peer-review offer both promise and peril to reinvigorating writing and communication competence. During this presentation we will describe a dialogical course design based on collaborative learning and peer review that aimed to produce a student-authored book. The unusual aspiration of the resulting publication was to elicit wider conversations between student authors, and eventually, among their readers regarding the ethical, economic, legal and political ramifications of an emerging scientific field. The co-authors of this book will participate in the presentation via recorded videos.

544 – Challenging the “Three Peer-Reviewed Articles” Assignment: Using Library Instruction to Advance Transformative Learning in Your Classroom

Emily Spunaugle, Oakland University

*376 South Foundation Hall
Thursday, May 19, 3:10-3:45 p.m.*

The scholarship and practice of librarianship increasingly connect information literacy instruction with educational psychology and instructional design, creating a focus on metaliteracy, which exceeds a purely behavioral notion of information literacy embodied in previous standards. This presentation employs one of the six Frames to encourage collaboration with librarians to reconceptualize assignments requiring library instruction that implicitly perpetuate research habits devoid of applicability across multiple information contexts. This session will discuss honing transferrable dispositions and knowledge practices that also engage the affective, cognitive, and metacognitive literacies of students. Attendees will discuss opportunities for leveraging research requirements of an existing assignment to foster metaliteracy in classrooms committed to transformative learning.

Planning Your Conference Experience

| Wednesday, May 18 | |
|--------------------------|---|
| 10:15-11:30 | Concurrent Sessions (Morning) Room: _____ South Foundation Hall Title: Notes: |
| | |
| 2:00-3:15 | Concurrent Sessions (Afternoon) Room: _____ South Foundation Hall Title: Notes: |
| | |
| 3:30-5:00 | Poster Session and Reception Banquet Rooms, Oakland Center Notes: |
| | |

| Thursday, May 19 | |
|-------------------------|---|
| 9:30-10:45 | Concurrent Sessions (Morning: Part 1) Room: _____ South Foundation Hall Title: Notes: |
| | |
| 11:00-12:15 | Concurrent Sessions (Morning: Part 2) Room: _____ South Foundation Hall Title: Notes: |
| | |
| 2:30-3:45 | Concurrent Sessions (Afternoon) Room: _____ South Foundation Hall Title: Notes: |
| | |

Now you have a plan for which sessions you will attend! Use the Session Takeaways section to take notes during the sessions, and share your highlights, questions, and takeaways on Twitter.

Tweet the Conference

#tlconf16

Twitter allows us to share ideas, questions, and takeaways in real time. Give your handbook ideas staying power by archiving them in this digital medium along with your colleagues.

We may prompt you to tweet at specific times, but be sure to share the great moments in your corner of the conference.

Here are some ideas for what to tweet.



Tenth Annual Teaching and Learning Conference
@tlconf16

| | |
|---|---|
|  | Share a Session Highlight @sessionstar Help everyone get a peek into your great sessions. #tlconf16 |
|  | Archive an Action Plan @actionplan This handbook offers space to write an action plan for implementing conference strategies. #tlconf16 |
|  | Reflect and Respond @reflectrespond Share what you take away from a session, whether it's an answer or a question. #tlconf16 |
|  | Network with Colleagues @network See what others are saying about the conference, and get a look into others' interests and work. #tlconf16 |

Concurrent Session Takeaways

| |
|--|
| Concurrent Session Title: |
| Notes |
| Summary and Highlights |
| How will I apply this into my practice? |
| How can this be applied at my institution? |
| Concurrent Session Title: |
| Notes |
| Summary and Highlights |

How will I apply this into my practice?

How can this be applied at my institution?

Concurrent Session Title:

Notes

Summary and Highlights

How will I apply this into my practice?

How can this be applied at my institution?

Keynote Session Takeaways

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|--|
| Keynote Session Title: |
| Notes |
| Summary and Highlights |
| How will I apply this into my practice? |
| How can this be applied at my institution? |
| Keynote Session Title: |
| Notes |
| Summary and Highlights |
| How will I apply this into my practice? |
| How can this be applied at my institution? |

Poster Session Takeaways

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| Poster Title: |
| Notes |
| Summary and Highlights |
| How will I apply this into my practice? |
| How can this be applied at my institution? |
| Poster Title: |
| Notes |
| Summary and Highlights |
| How will I apply this into my practice? |
| How can this be applied at my institution? |

Networking

| | |
|---------------------|--|
| 1. Colleague's Name | |
| Contact Info | |
| Institution/Role | |
| Contact Regarding | |
| Comments | |
| | |
| 2. Colleague's Name | |
| Contact Info | |
| Institution/Role | |
| Contact Regarding? | |
| Comments | |
| | |
| 3. Colleague's Name | |
| Contact Info | |
| Institution/Role | |
| Contact Regarding | |
| Comments | |
| | |
| 4. Colleague's Name | |
| Contact Info | |
| Institution/Role | |
| Contact Regarding | |
| Comments | |
| | |

Follow-Up and Follow-Through

Immediate Action Plan

List what you will implement or follow-up on when you get back to your home institution.

- 1.
- 2.
- 3.
- 4.

Future Action Plans

List some action plans that you would like to implement in the long term.

- 1.
- 2.
- 3.
- 4.

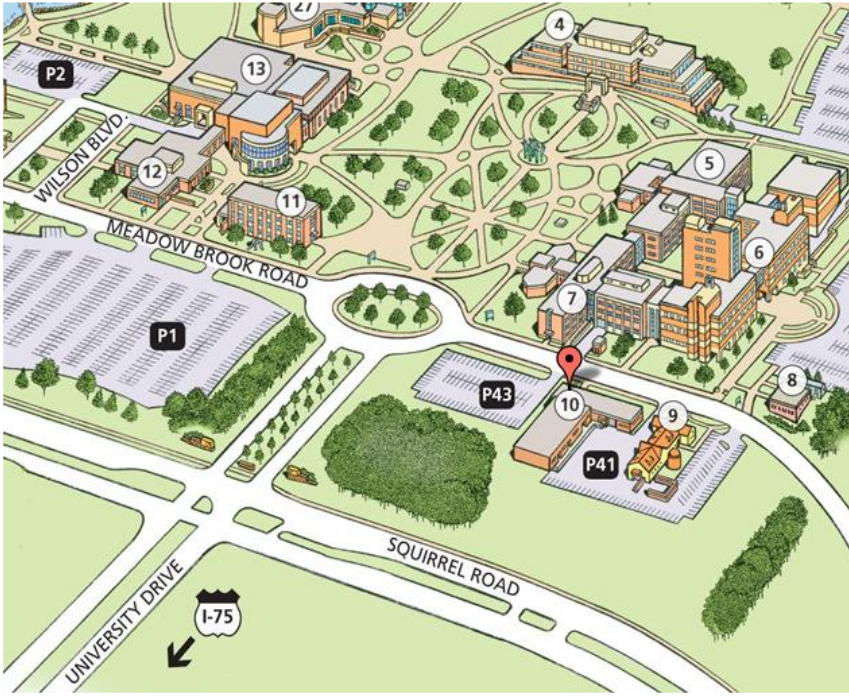


Reflections on the Conference

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Additional Notes



Oakland University Campus

- P1** Recommended Parking
- P2** Recommended Parking
- 11** South Foundation Hall
- 13** Oakland Center

Oakland Center Floor Map

