

# 2008 Improving University Teaching Conference Schedule Glasgow, Scotland

**Tuesday Afternoon**

**July 29**

**1:00 (1300)**

## **3 Hour Workshops**

**Rm 5.15**      ***“Back to the Future” – Time, Technology, and Teaching***

This challenging workshop allows the participants to explore the context and practice of incorporating and using new technological and media developments in the design and delivery of courses to support the learning of all students. It focuses on ways of making the most effective use of “new” technology; and of ways of preparing students and tutors to take maximum advantage of the pedagogic aspects of technology.

*Andrew Sackville, Cathy Sherratt (Edge Hill University, UK)*

**Rm 5.12**      ***Formative Assessment and Feedback as Drivers for Transformational Change: Evidence of Learning and Workload Gains***

This workshop will provide background knowledge and skills practice for those wishing to redesign formative assessment and feedback activities for students in modules and courses. The workshop will raise issues about how we conceptualize assessment and feedback. It will show how new technologies can enrich the possibilities for feedback and can help teachers manage their workload.

*David Nicol, Catherine Owen (University of Strathclyde, UK)*

## **90 Minute Workshops**

**1:00 (1300)**

**Rm 5.13**      ***Teaching Tips for Pervasive Learning Challenges***

For every faculty member, certain “challenges” are always present. How one addresses those situations plays a heavy roll in the extent to which students in the class are able to learn. In this session, I will discuss common issues and challenges faculty face in the classroom. This session is based on information collected from close to 2,000 U.S. faculty members from throughout the United States. Topics will include getting students to prepare for class, student apathy in the classroom, and classroom management issues. Practical tips and suggestions for dealing with these issues will also be presented.

*Todd Zakrajsek (Central Michigan University, US)*

**2:30 (1430)**

**Rm 5.10**      ***New Faculty Learning Communities: A “How To” for Faculty Development***

Come and learn how and faculty initiated project can transform an institution. We will experience the how’s and why’s of a New Faculty Learning Community and how it positively impacts student learning, faculty teaching methodology and the institution at large.

*Mike Mason, Janet Chwalibog, Melissa Howe  
(Berklee College of Music, US)*

**Rm 5.11**      ***Transforming Teaching Questioning to Enhance Teacher/Student Interactions and Student Achievement***

Instructional verbal interactions, such as questioning between teachers and students can communicate both high and low expectations to students. Controlling the instructional environment by changing random questioning into a consistent format utilizing a model of question types and question sequencing elements can transform teacher/student interaction and student achievement.

*Swen Digranes (Northeastern State University, US)  
Jo Lynn Digranes (Connors State College, US)*

4:30 (1630)

## Opening Plenary

Rm 5.14

### Welcome from IUT

*Jane Halonen (University of West Florida, US)*

*Peter Seldin (Pace University, US)*

### Welcome from the University of Strathclyde

*Professor Kenneth Miller, Pro Vice-Principal*

### ***'The Gleam of the Untravell'd World': Transforming Education through Threshold Concepts and Troublesome Knowledge.***

***Professor Ray Land (University of Strathclyde, Glasgow, UK)***

*Moderator: Jane Halonen (University of West Florida, US)*

This talk will outline and invite discussion of a new analytical framework to inform programme design and assessment. The approach builds on the notion of 'threshold concepts' which can be considered as akin to a portal, opening up a new and previously inaccessible way of thinking about something. It represents a transformed way of understanding, or interpreting, or viewing something, without which the learner cannot progress. As a consequence of comprehending a threshold concept there may thus be a transformed internal view of subject matter, subject landscape, or even world view. This transformation may be sudden or it may be protracted over a considerable period of time, with the transition to understanding often involving 'troublesome knowledge'. Such a transformed view or landscape may represent how people think or practise within a particular discipline, or how they perceive, apprehend, or experience particular phenomena within that discipline (or more generally). Difficulty in understanding threshold concepts may leave the learner in a state of 'liminality', a suspended state or 'stuck place' in which understanding approximates to a kind of 'mimicry' or lack of authenticity. Insights gained by learners as they cross thresholds can be exhilarating but might also be unsettling, requiring an uncomfortable shift in identity or, paradoxically, a sense of loss. A further complication might be the operation of an 'underlying game' which requires the learner to comprehend the often tacit games of enquiry or ways of thinking and practising inherent within specific disciplinary knowledge practices.

The thresholds approach reflects a transformational model of learning. It addresses discipline-based learning and is currently being implemented in a wide range of disciplinary contexts.

### **Biography**

Ray Land is Professor of Higher Education and Director of the Centre for Academic Practice and Learning Enhancement (CAPLE) at the University of Strathclyde, Glasgow. His research interests include educational development, threshold concepts, research-teaching linkages, and theoretical aspects of digital learning. He is the author of *Educational Development: Discourse, Identity and Practice* (Open University Press, 2004) and co-editor of *Education in Cyberspace* (Routledge Falmer 2005), *Overcoming Barriers to Student Learning: Threshold Concepts and Troublesome Knowledge* (Routledge 2006) and *Threshold Concepts within the Disciplines* (Sense Publishers 2008).

7:00 (1900)

## Opening Dinner at the Barony

<http://www.strath.ac.uk/maps/baronyhall/>

**9:00 (0900)****90 Minute Workshops****Rm 5.15**     ***Accountability + Opportunity = Effective Assessment***

This workshop uses a dual approach to assessment that can transform your course into a learner-centered experience. Participants will have an inter-active opportunity to apply a unique assessment process that will help them to evaluate the effectiveness of their content coverage and pedagogical techniques.

*June Allard, Carol Harvey (Assumption College, US)*

**Rm 5.12**     ***Culture and Conflict: New Ideas for International Instructor Training and Support***

Imagine negotiating an uncomfortable or potentially dangerous situation as an international instructor, one for whom English is a second language and whose cultural assumptions about what constitutes “proper” classroom interaction may in fact, exacerbate, rather than mitigate conflictive situations. This session, intended for anyone interested in developing international instructors, focuses on a study rooted in well-known theories of student retention and research on intercultural communication, psychology, and intercultural studies.

*Kevin Johnston (Michigan State University, US)*

**Rm 5.10**     ***Demonstrating Science with a Stack of Jumbo Playing Cards***

This workshop will model a simple technique for introducing students from a wide diversity of backgrounds and levels, some critical components regarding the scope, conduct and limitations of scientific investigation.

*Allen Journet (Southeast Missouri State University, US)*

**Rm 5.11**     ***Innovations in Higher Education***

This workshop will demonstrate two constructivist practices that assist students in reflecting upon the learning that has occurred in the classroom and has been gleaned from their textbooks. Students are asked to summarize text in their own words, to expand upon a meaningful quote utilizing higher-level thinking skills, and to develop reflection techniques by realizing the connection between assigned text and their individual lives. Highlights of these innovations are the establishment of a dialogue between student and professor, a networking from student to student, and an acknowledgement of students’ insights and expertise. This workshop will show actual student work as demonstration models and provide workshop participants with opportunities to interact with the innovative approaches to learning incorporated within class journals and Reflective Dialogue Entries.

*David Walker (Bloomsburg University of Pennsylvania, US)*

## Paper Session

### Rm 5.13 Transformative Pedagogies I

Moderator: *Bob Pithers (University of Technology, AU)*

#### [Enhancing Transformation Learning through Multimedia Case-Based Instruction](#)

This paper describes the use of multimedia case-based instruction (M-CBI) in teacher education and the findings from this approach in a two-year naturalistic research project with 251 participants. M-CBI was found to be equally effective with pre-service teachers with and without prior teaching experience and facilitated their conceptual development closer to an expert level.

*Gail Fitzgerald, Katherine Mitchem*

*(University of Missouri-Columbia, US)*

#### [A Shift to Transformational Learning Using High Fidelity Simulation](#)

This paper will develop the case for how a faculty member has adopted the transformational paradigm of nursing using high fidelity human simulation. The reasons for adopting this new paradigm of transformational learning range from changes in the healthcare education to changes in the population and society.

*Julie Greenawalt, Teresa Gropelli*

*(Indiana University of Pennsylvania, US)*

#### [Using Think-Alouds to Understand Political Thinking](#)

I use think-aloud protocols to understand how government students reason their way through complicated political issues. The lessons learned have implications for how we approach classes such as this one in order to improve our practice.

*Jeffrey Bernstein (Eastern Michigan University, US)*

### Rm 5.14

## Expert Panel

#### [Making It Meaningful: The Transformative Nature of Community Based Participatory Research](#)

Current teaching traditions and research methodologies have been generated within a predominantly Western scientific paradigm that dismisses other ways of knowing. Finding ways of exploring different genres and processes for learning and conducting research that are contextually meaningful and culturally relevant remain a challenge. This is particularly true for scholars and researchers whose hearts are in using methods that are rooted in indigenous ways of knowing. Our goal in this paper is to first open up spaces to engage in dialogues to unravel and demystify philosophical foundations that ground indigenous ways of knowing. Second, we will present a summary of community based participatory research, and elaborate on its principles that include collaboration, reflection, empowerment, and emancipation of families and communities. Finally, we will provide knowledge translation that will shed light on learning and research practices that have transformative goals for both instructors and students. Transformative learning occurs when in the process of learning, teaching, and/or of conducting research students and instructors examine their assumptions from alternative perspectives and critically reflect upon them.

*Ivy Goduka, chair; Michael Brewer, Elisha Dunn, Pepper McConnell*

*(Central Michigan University, US)*

10:30 (1030)

Break

11:00 (1100)

## Paper Session

### Rm. 5.11 Research Perspectives

Moderator: *Anna Kwan (Open University of Hong Kong, HK)*

#### [What Do Students See as the Links Between Teaching and Research?](#)

This paper is a research study focusing upon undergraduate students' understanding of the links between teaching and research within a variety of disciplines within Healthcare professions.

*Shelia Cunningham, Deeba Parmar (Middlesex University, UK)*

#### [Web Research](#)

As students search the world wide web for information, they need to determine what is fact, what's credible and how to interpret what they find; they also need to know how to write about what they find. Discussion will include ideas for student process support, teaching guidelines for this activity and assessment rubrics; samples provided.

*Jane Bowerman (University of Oklahoma, US)*

11:00 (1100)

## 60 Minute Workshops

### Rm 5.15 *Measuring the Impact of Transformation through Outcomes Assessment*

Discuss with colleagues the use of outcomes assessment in assisting faculty to move from teacher-centered to learner-centered instruction. Effective examples and strategies will be provided for building on the process of assessment to enhance instruction.

*Joanne Nicoll, Carol, Washburn (University of Pittsburgh, US)*

### Rm 5.13 *Employing Transformative Learning Strategies to Enhance On-Line and On-Ground Instruction*

The purpose of the study will be to address the enhancing of on-line and on-ground instruction and offer a middle ground between our society's love affair with technology and a traditional need for human contact and a sense of belonging. The discussion will address the fact that many colleges and universities that offering on-line instruction feel a need to provide an interrelatedness between visual, audio, kinesthetic and interaction found in quality on-ground instruction.

*Robert Kibby, Clifford Tyler (National University, US)*

### Rm 5.12 *“ReBoot Camp:” A Summer Institute on Teaching with Technology*

This session will engage participants in an interactive case study into how faculty, faculty development officers, and academic technology support personnel can collaborate to meet the challenges posed by the new media culture and its effects on classroom teaching and learning. This model incorporates faculty determined learning outcomes as well as institutional support (through workshops, online resources, peer mentoring, and software) to create innovative approaches to incorporating digital media into classroom teaching.

*Roya Nassery, Janet Chwalibog, Mike Carrera, Michael Bierylo  
(Berklee College of Music, US)*

### Rm 5.10 [Using Research-Teaching Linkages to Enhance Graduate Attributes: a sector wide research project.](#)

This research project forms part of the work commissioned as QAA Scotland's Quality Enhancement Theme *Research Teaching Linkages: Enhancing Graduate Attributes*. The theme was concerned with the progressive development of graduate attributes throughout the continuum of the undergraduate and postgraduate programme. It considered how best to support the achievement of such attributes through utilising research, creative, scholarly and performance work to inform the curriculum, teaching, learning and assessment activities, and the learning environment.

*George Gordon, Ray Land (University of Strathclyde, Glasgow, UK)*

## Digital Showcase

*(Don't forget to vote for your favorite!)*

**Rm 5.14**

### ***Faulkner's "As I Lay Dying" House: A Second Life Experiment***

Given that digital natives tend to employ hyper attention (multitasking) more readily than deep attention (sustained focus on one task), courses that demand deep attention (e.g. literature classes) can be increasingly difficult for younger generations. This showcase illustrates the use of Second Life to help engage digital natives in the task of reading William Faulkner's *As I Lay Dying*, a task requiring deep attention.

*Paul Quick (University of Georgia, US)*

### ***Art Greens***

Demonstration of ways to utilize free Web applications such as Google Earth, SketchUp and Blogs to integrate ecology topics into the University Art classroom.

*June Julian (University of the Arts, US)*

### ***English Alive: Designing a Digital Age Composition Program***

Changing the way composition programs are taught can change student attitudes towards the relevancy of English classes in the digital age. By using local cultural events and allowing students to create projects in multi-modalities, "English Alive; A Hybrid Learning Community" has revitalized the Drexel program.

*Valerie Arms (Drexel University, US)*

### ***The Curse of Carpal Tunnel***

Students in the Bachelor of Dental Surgery (BDS) or Bachelor of Oral Health (BOH) programmes complete a 5-7 minute video as part of their undergraduate programmes. Both groups of students are required to research a topic and produce a video CD or DVD to be used either for continuing education or for patient education. BDS students have a choice of topic whereas BOH students are given a topic. Story-boards are approved by the paper coordinator prior to commencement of work on the project. Students work in groups of 2 or 3, and engage in a variety of learning activities, that develop a range of skills including critical thinking, communication, time management, problem solving and collaboration. Each project extends over approximately 13 weeks.

*Rosemary Kardos (University of Otago, NZ)*

**12:00 Lunch**

**1200**

**Wednesday Afternoon**

**July 30**

**1:30 (1330)**

**90 Minute Workshops**

**Rm 5.15**

### ***Fair Assessment of Small Group Transformative Learning***

Selected methods for promoting self-directed learning, problem-solving, group competence and reflective thinking in students (e.g. reflective journals, concept maps, performance assessment and reading forms) will be introduced. Discussion will focus on practical recommendations and assessment resources that could be used to fairly assess transformative learning in a wide variety of disciplines.

*Ingrid Scholten (Flinders University of South Australia, AU),*

*Catherine Pettigrew (University College, Cork, IE)*

**Rm 5.12**

### ***Transforming Lives: Enhancing Faculty-Student Mentoring Relationships***

Mentoring provides opportunities for transforming the lives of mentees and mentors alike. Effective mentoring is directly linked with student engagement, student retention, and student success, and can contribute to faculty job satisfaction. This workshop will review best practices in mentoring students and will actively engage participants in a variety of exercises designed to analyze diverse student issues and gain hands-on practice in applying effective mentoring behaviors and skills. It can also serve as a model workshop that participants can deliver for faculty at their own institutions.

*Bonnie Farley-Lucas, Meg Sargent*

*(Southern Connecticut State University, US)*

## Paper Sessions

### Rm 5.10 Institutional Enhancement

Moderator: *Todd Zakrajsek (Central Michigan University, US)*

#### [Changing Practice in Academia](#)

This paper reports on responses to the assessments used for a new unit within the Graduate Certificate of Higher Education (GCHE) at the Centre of the Advancement of Learning and Teaching (CALT), and the impact of these assessments in terms of awareness raising and motivation for changes in practice.

*Judith Rochecouste (Monash University, AU)*

#### [Classrooms of the Future](#)

This paper will explore changes to the classroom for today's net-savvy students.

*David Levin (California State University–Northridge, US)*

#### [Transforming Learning in Different Content Areas and Institutions: Goals and Strategies](#)

In this paper, we recount our experiences in professional preparation courses with very specific content and in general education course whose goals and objectives are extremely broad. By beginning with activating events and following with activities that continue to challenge their intellectual and emotional commitments to certain types of knowledge, we have helped many of our students achieve a significant degree of perspective transformation.

*Sandra Hellyer-Riggs, Larry Riggs (Ball State University, US)*

#### [A Quality University Experience - Expectations vs. Reality](#)

The results from this study showed that students' expectations were not being met in a range of areas. This study revealed that students prioritized their expectations and their highest priorities tended to link to areas such as assessment and feedback. It should be noted that the perception of met expectations did depend on a range of contextual factors such as the language and educational background of students, level of contact with full-time rather than part-time staff and class size. Given the increasing focus on quality and the ever increasing diversity of the student cohort there is a need for more explicit discussion on student expectations and meeting their expectations at the beginning, middle and end of their course.

*Tony Holland, Bob Pithers (University of Technology, AU)*

### Rm 5.11 Course Design

Moderator: *Claudia Stanny (University of West Florida, US)*

#### [Sculpting a University Course: The Process of Transformation](#)

This paper examines the conversational approach to course remodeling and suggests ways in which the processes were transformational for the teacher, the staff developer and hopefully for the students. The authors argue that these conversational processes offer a dynamic and flexible approach to course remodeling, and that they can encourage and prompt deep thinking about beliefs and values related to teaching and learning and the approaches chosen to implement them.

*Dorothy Spiller (University of Waikato, NZ)*

#### [The “3 E Classroom”: Transforming to a New Context](#)

This presentation will be of interest to educators who are looking for ideas on how to change the traditional classroom from one that reflects the characteristics of the printing press to one that focuses on the effective use of technology and innovative assessment strategies. The “3e Classroom” is characterized by environmentally sound practices, experiential opportunities, and e-learning tools.

*Sandra Bassendowski (University of Saskatchewan, CA)*

#### [Redesigning Written Feedback To Students When Class Sizes Are Large](#)

This paper argues that mass higher education is squeezing out teacher-student dialogue. As a result, written feedback, which is essentially a monologue, now has to carry much of the burden of communication. This paper contains suggestions to address this situation.

*David Nicol (University of Strathclyde, UK)*

## Expert Panels

### Rm 5.14 Transformation and Faculty Evaluation

Faculty evaluation is critical to changing values, behavior, and thus the culture of teaching and learning at an institution; but modifying the criteria and priorities that have traditionally defined the evaluation process is possible only if one understands and respects the challenges, trade-offs, and commitments involved. This panel assesses the difficulties and provides realistic advice.

*Don Smith, Mervin Chisholm, Edward Hayes, Suzanne LaBrecque*  
(University of Houston, US)

### Rm 5.13 Aesthetic Education in Coursework: Notice, Describe, Connect, and Discover Possibilities

The panel will engage participants in a lively discussion about their experiences and insights into the use of the arts across the curriculum to stimulate student learning and open up the possibilities of new and exciting ways of seeing curriculum development and implementation. Examples of campus collaboration, student assignments and use of campus resources will be presented. No prior knowledge of the arts or any particular skill or ability is required, only an openness to learning. The panelists will give the participants a way to frame an aesthetic experience in Glasgow (work of art, architecture, music) as they appreciate their surroundings during the conference.

*Faith Deveaux, Sandra DeMinco, Amanda Gulla, Janet Kremenitzer*  
(Lehman College of the City University of New York, US)

3:00 (1500)

30 Minute Break

## Paper Session

### 3:30 (1530) Cognition and Metacognition

Rm 5.13

Moderator: *Ray Land* (University of Strathclyde, UK)

#### [Gender Differences in Cognitive Functioning](#)

Gender differences in cognitive functioning and achievement do not always favour one sex with the literature related to intelligence testing suggesting that males outperform females on tests of visual-spatial ability, and mathematical reasoning whereas females do better on tests involving memory and language use. This paper argues that data from the learning and study strategies inventory (LASSI) allows a practical metacognitive analysis suggesting significant gender differences in certain areas of self-perceived performance.

*Kevin Downing* (City University of Hong Kong, CN)

#### [Creating the Conditions for Constructivist Learning](#)

How do you know if the learning environment that you have developed encourages constructivist learning. We propose that there are eight key characteristics that will help you identify an effective constructivist learning environment.

*Robert Aitken* (University of Otago, NZ)

3:30 (1530)

## Digital Showcases

(Don't forget to vote for your favorite!)

Rm 5.14

### *Blogging to Improve Writing*

Using student-created blogs and other 21st century web-based resources enable students in development English classes to publish for a global audience. The results have demonstrated improved clarity, correctness and coherence in their writing. Students are publishing essays, stories, images, podcasts, and videos – all of which illustrate their mastering of new knowledge and their willingness to write at length, revise and edit with much finer regard to detail. Review and editing of essays becomes the responsibility of all class members rather than the sole responsibility of the professor, and instruction is happening anytime, anywhere... maximizing the peak learning times for students. The Kingsborough Digital Showcase will demonstrate the ease of use and the power of blogging.

*Denise Lewis* (City University of New York, US)

### ***The Sick Patient: Münchausen Syndrome***

Undergraduate students prepare and present a 5-7 minute video assignment on a topic of relevance to general dental practitioners. The identification of a person with Münchausen syndrome can frequently be overlooked as the patient moves from practitioner to practitioner seeking treatment for a fictitious condition.

*Tom Kardos (University of Otago, NZ)*

### ***Modeling New Media Use for Future Teachers***

With a student population primarily from rural or small-town environments where access to technology has traditionally been limited, the university must provide students with opportunities to use new technologies to enhance their learning and preparation for teaching in an increasingly digital world. We will examine the approaches of four disciplines to this challenge: Foreign Languages (Spanish), Health and Physical Education, Educational Technology, and Social Studies. In each discipline we will show highlights from recent work and projects under development that will promote the technological transformation needed for student success in this digital age.

*Richard Shelton, Donna Shelton (Northeastern State University, US)*

**3:30 (1530)**

## **Round Tables**

**Rm 5.15**

### ***Case and Simulation Stories for Student-Centered Online Learning***

I invite colleagues to discuss how they use stories (case studies, simulations, PBL, etc.) to engage students and if they find these strategies to foster transformative learning. I will share examples of stories used in my online graduate courses created by me and by students and invite them to do the same.

*Henry Merrill (Indiana University, US)*

### ***Fostering Student Success and Engagement: A View from Successful Teachers***

Given the task of identifying specific techniques to improve first-year student engagement and success at a major U.S. university, a committee of respected educators chose instead to recommend 12 steps for improving their campus climate for teaching and learning, convinced that improvements in student engagement would follow.

*Ed Jensen (Oregon State University, US)*

### ***A Discussion about Assignments as Central Tool of Learning Transformation***

One way to promote the transformation from teacher-centered to a student-centered teaching process is to design activities, tasks and assignments that involve students in a more effective learning. So, I propose to discuss assignments as key element to obtain more effective learning.

*Núria Hernández Nanclares (Universidad de Oviedo, ES)*

### ***How Can Universities Create Teaching and Learning Environments Conducive to Transformative Education?***

For transformational learning to occur, inclusive and expressive learning spaces need to be provided so that educators and learners can interact in meaningful ways. In this context then, how can the modern university provide the appropriate environment for transformational learning to take place?

*Martijntje Kulski (Curtin University of Technology, AU)*

### ***Digital Media Curriculum Converted from Liberal Arts to Practitioner Based***

A discussion on how a digital media program began a transition from a liberal arts based curriculum into a practitioner based curriculum.

*Phillip Parisi (Lyndon State College, US)*

### ***Story Telling as a Transformational Tool***

Sitting around the table telling stories has been a form of teaching and learning as far back as our collective memories serve us and in virtually every culture around the world. During this roundtable discussion, participants will have the opportunity to reflect on the incorporation of storytelling into their curriculum, to consider what types of stories could be utilized in their classroom, and to examine the use of metaphor, oral histories, place-based writing, community stories, narratives, and case studies as a transformational teaching tool.

*Iris Wilkinson (Washburn University, US)*

### ***Interdisciplinarity Teaching for the Enhancement of the Academic of Education***

The study to be discussed here is an “action research” that examines the distinctiveness of the project that was initiated as teaching/educational action with an interdisciplinary character from the contextual and methodical point of view.

*Yehudit Koznizky-Gendler*

*(Zefat-Academic College of Bar Ilan University, IL)*

### **Rm 5.12 *Developing Reflective Teaching and Enhanced Learning through Selective Activities***

We will explore building transformational faculty activities and enhancing student learning through the creation of a series of informal and formal support structures.

*Barbara Hornum, Antonis Asprakis (Drexel University, US)*

### ***Passing the Rural Legacy in Teacher Education: A Mentoring Approach***

The purpose of the round table discussion is to disseminate an approach to mentoring doctoral students in the field of special education.

*Kalie Kossar (California University of Pennsylvania, US)*

*Kathryn Servilio (West Virginia University, US)*

### ***Bridging the Mathematics-Physics Gap***

Modern Students have been taught Physics without Mathematics, and vice-versa. We shall discuss an integrated approach that challenges students to bridge this gap.

*Neils Walet (University of Manchester, UK)*

### **Rm 5.11 *Addressing 21<sup>st</sup> Century Teaching and Learning through Faculty Development***

During this roundtable session, the presenters will discuss West Virginia University’s College of Human Resources and Education faculty technology integration and teaching change processes as a result of professional development experiences.

*Timothy Mitchem, John Oughton, Pamela Whitehouse\*,  
(West Virginia University, US)*

*\* Co-Presenting via web conference*

## **Workshop**

### **Rm 5.10 *Practice, Feedback, and Reflection as Tools for Transformation***

Come and exchange ideas as we learn about opportunities in our own courses where the elements of practice, feedback and reflection can improve the quality of learning.

*Carol Washburn, Joanne Nicol (University of Pittsburgh, US)*

**4:45 (1645)**

**Rm 5.14**

**Plenary Session** (limited seating)

***A Conversation on Teaching and Learning Between Bill McKeachie and Peter Seldin***

This session will feature a conversation between Bill and Peter, two seasoned pro's who between them have been working to improve university teaching, its evaluation, and student learning for nearly 100 years. (What an exhausting thought!) They will address new lessons learned, latest research results, what works and what doesn't. The Bill and Peter Show will reflect their collective experiences in working with faculty and administrators at nearly 500 colleges and universities throughout the world.

*Bill McKeachie (University of Michigan, US)*

*Moderator: Peter Seldin, (Pace University, US)*

**7:00 (1900)**

**Civic Reception**

**[Glasgow City Council Chambers](#)**

**9:00 (0900)****90 Minute Workshop****Rm 5.11      *Hybrid Electronic Classroom Design: Student Expectations and Views***

This workshop will present the results of a study on student satisfaction with learning in a hybrid course. Implications for hybrid electronic classroom design will be discussed and applied to participants courses.

*Sarah Ginsberg (Eastern Michigan University, US)*

**Paper Sessions:****Rm 5.15      **Student Engagement****

Moderator: *Bill McKeachie (University of Michigan, US)*

***Transforming to PLEaSE: Personalized Learning Environment and Students Engagement***

This presentation reports on the pedagogical approach to engage undergraduate in-service teachers learning to use ICT for primary education. Students were transformed through their engagement with the online tools and their involvement in the discussion forums and blogs.

*Raja Maznah Raja Hussain (University of Malaya, MA)*

***Using YouTube to Improve Student Engagement***

This presentation illustrates a course assignment that incorporated YouTube – a Web 2.0 tool -- as a learning tool, and discusses how the assignment, which included student-led presentations and research, created an active learning environment, engaged students, along with an opportunity for students to contribute content to the class.

*Timothy Shea (University of Massachusetts-Dartmouth, US)*

*Pamela Sherer (Providence College, US)*

***Promotion Transformational Learning through Co-Curricular Activities: Some Issues to Consider***

In this paper, the authors describe the efforts made by City University in Hong Kong to promote and facilitate transformational learning in its student population through a variety of co-curricular activities. In particular, the paper reports the findings of an assessment project commissioned specially to examine students' experiential learning in these activities and assess the student learning outcomes achieved. The findings have implications for administrators, teachers and assessment personnel who are interested in, or are involved with, facilitating transformational learning in co-curricular activities.

*Bernadette Stoneman (City University of Hong Kong, CN)*

***REAP***

The Re-engineering Assessment Practices (REAP) project involved the implementation and evaluation of new models of assessment practice supported by technology in large cohort first year classes across three Scottish Higher Education institutions – the University of Strathclyde (lead), Glasgow Caledonian University Business School and the University of Glasgow. It has also examined how to embed new assessment practices within institutional strategies and within quality enhancement processes. REAP was one of six projects funded by the Scottish Funding Council under its e-learning transformation programme.

*David Nicol (University of Strathclyde, UK)*

## Rm 5.13 **Developing Broader Boundaries**

Moderator: *Venkat Sharma (University of West Florida, US)*

### ***Transforming Curriculum From Addressing The Needs Of A Local Audience Of Students To A National Audience***

This paper is intended to share with other institutions how local workplace shortages can be filled with designing and launching online programs that prepare individuals from a wider audience and ultimately produce more candidates qualified to fill those shortage areas. The University of Hawaii will discuss their curriculum transformation to address a wider student audience as part of their Connections to Teaching Careers project.

*Rachel Boulay (University of Hawaii, US)*

### ***Transforming for Interdisciplinary Learning in a University Honors Program***

To take on the design of an Honors Program (HP) in a large university is to attempt to create a separate but integrated educational entity – an organism within an organism – one which nourishes and is nourished by the university as a whole. This paper will explain the rationale behind the program design (focusing on interdisciplinarity), report on its progress, successes and challenges, and solicit input from the larger community regarding best educational practices for the new century.

*Monica Halka (Georgia Institute of Technology, US)*

## Rm 5.12 **Reflective Practices**

Moderator: *John Zubizarreta (Columbia College, US)*

### ***Self-Regulated Learning through Reflection***

This paper explores the development of student centered learning through the use of virtual and personalised learning environments. Results indicate that students do reflect upon their learning and self regulate their learning activities adopting a more student centered approach to teaching and learning.

*Noreen Siddiqui (Glasgow Caledonian Academy, UK)*

### ***Challenge, Reflect, Revise: Work Skills, Life Skills***

The paper reflects on the characteristics of an undergraduate program that focuses on developing in students the attributes and skills valued by business firms. Transformation is a function of the challenges and opportunities for reflection offered by the programme.

*Greg Parry (Edith Cowan University, AU)*

### ***Teacher Centered Transition to Student Controlled Learning and Self-Assessment***

This paper investigates the transition of Digital Media majors used to working in a teacher centered learning environment. The purpose of this study was to see how this sample would work within a student-controlled classroom by creating their own course and assessment.

*Phillip Parisi (Lyndon State College, US)*

**RM 5.10****Assessment**

Moderator: *Jane Halonen (University of West Florida, US)*

**[Strategic Assessment and Effective Learning: The Transformative Use of E-Portfolio](#)**

The central question of the paper is to assess the capacity of the electronic portfolio used in “International Economic Relations” to transform student’s learning and its use as a strategic assessment tool.

*Núria Hernández Nanclares (Universidad de Ovido, ES)*

**[Investigating Transformative Learning in Capstone Portfolios](#)**

This paper describes the analysis of more than 35 Capstone Portfolios completed by graduates of the online M. S. in Adult Education during the last 7 semesters. The purpose of this formative evaluation research was to determine if the goals of the Capstone Portfolio are being met and investigate if this process represents transformative learning for some students.

*Henry Merrill (Indiana University, US)*

**[How Does Formative Evaluation Contribute to Successful and Effective Learning?](#)**

Giving some feedback to students on their performance is critical for promoting appropriate learning. However, students need a more supportive environment in order to take advantage of the feedback to improve future learning.

*Junko Nishigaki (Osaka City University, JP)*

### **Expert Panel:**

**Rm 5.14****Teaching Centers as Agents of Transformational Change**

Teaching centers can function as agents for transformational change in a university culture. Four directors of teaching centers will describe their center and the types of transformational change promoted by the work of the center at their institution.

*Claudia Stanny (University of West Florida, US),*

*James Groccia (Auburn University, US),*

*Linda Nilson (Clemson University, US),*

*Bill Hill (Kennesaw State University, US)*

**10:30-11:30****Break with Posters: 5<sup>th</sup> floor foyer**

*(Don't forget to vote for your favorite!)*

**The Online Tutor in Transformative Learning: Personality, Attitude, and Performance**

*Charmaine McKenzie (The University of the West Indies, JM)*

**[Using EPSS Systems as a Transfer Strategy for Pre-service Teachers: Evidence from the Classroom](#)**

*Gail Fitzgerald (University of Missouri, US)*

*Katherine Mitchem ( California University of Pennsylvania, US)*

**Developing a Shared Vision for Curriculum Change**

*Rosemay Kardos (University of Otago, NZ)*

**Pedagogical Strategies to Create Transformational Learning**

*Jim Dever (University of Strathclyde, UK)*

**Developing an Instrument for Assessing Dynamics in Self-Directed Transformative Learning**

*Dirk Bissbort (University of Koblenz-Landau, DE)*

**An Interactive Session on Assembling and Testing a Desktop Computer**

*Jesús González, Héctor Pomares,  
(University of Granada, ES)*

**Impact of Instructional Implementation on Learning with Multimedia Case-based Instruction**

*Katherine Mitchem,( California University of Pennsylvania, US)  
Gail Fitzgerald (University of Missouri, US)*

**Use of an E-learning Platform to Create a Virtual Lab in Computer and Electrical Engineering Courses**

*Hector Pomares, Ignacio Rojas (University of Granada, ES)*

**Gateway Project: Responding to Campus and System-wide Course Transformation Initiatives**

*Rowena Santiago (California State University, San Bernardino, US)*

**Transforming Higher Education Teaching and Learning with Universal Instructional Design**

*Thomas Brothen (University of Minnesota, US)*

**Enhancing Online Courses: Effective Audio, Visual, and Kinesthetic Activities**

*Marilyn Moore (National University, US)*

**Teaching Digital Systems Design with a new didactic environment through the Internet**

*Hector Pomares (University of Granada, ES)*

**Transforming Problem-Based Learning**

*J.H.C. Moust (Maastricht University, NL)*

**Teaching Super-Computing Techniques using Sony PlayStation Consoles**

*Jesus González, Hector Pomares, Ignacio Rojas  
(University of Granada, ES)*

**How to Teach Distance Education Students Using LiveText**

*J. Gordon Nelson (Jacksonville State University, US)*

**Personality Features and Personal Values of Ideal University Teacher**

*Zlatka Cugmas (University of Maribor, SI)*

**Bringing Research Closer To Everyday Life: A Case in Teaching**

*Ángeles Agüero Zapata, Encarnación Ramírez Fernández  
(University of Jaen, ES)*

## **The Use of Learning Online (Ilias): Challenges For The Future**

*Ángeles Agüero Zapata, Encarnación Ramírez Fernández  
(University of Jaen, ES)*

## **A Different Learning Is Possible: Neuroanatomy by Analysis of Clinical Cases**

*Ángeles Agüero Zapata, Encarnación Ramírez Fernández  
(University of Jaen, ES)*

**12:00**

### **90 Minute Workshop**

**Rm 5.15**

#### ***Reflection, Transformation, and Significant Learning in Higher Education***

The crucial element of critical reflection is the key to marshaling the power of significant, transformative, higher-level learning. Participants in this brief workshop will share a variety of ideas for how to embrace reflection to improve student learning through practical strategies that can be implemented in the classroom.

*John Zubizarreta (Columbia College, US)*

**12:00**

### **Paper Sessions:**

**Rm 5.13**

#### **Faculty Enhancement**

Moderator: *Jan Rubin (Saginaw Valley State University, US)*

##### ***Teacher Leadership Development in China***

This paper is a result of an international collaboration to provide staff development for professors of English at Hebei University. This submission will present a research base on the concept of teacher leadership, the details of the collaborative program developed between the universities focused, and the data obtained to evaluate the success of the implementation.

*Kevin Lordon (California University of Pennsylvania, US)*

##### ***Communities of Practice—An Alternative Means of Academic Promotion***

This article suggests using Communities of Practice as a way of solving the problem professional isolation, accompanied by lack of time to deal with research, and poor infrastructure for research purposes, that concerns many professors in small universities and colleges.

*Tzachi Milgrom (Hadassah College Jerusalem, IL)*

## Rm 5.10 The Digital World

Moderator: *Carol Harvey (Assumption College, US)*

### [Busy Doing Nothing...Influencing the Development of Meaningful Discourse Online](#)

This paper will report the latest phase of a programme of research, exploring online learning in a part-time postgraduate programme in Clinical Education, which is delivered by means of Supported Online Learning. The current research seeks to identify the influence that a tutor might have on the development of deep and meaningful dialogue in an online discussion board.

*Cathy Sherratt (Edge Hill University, UK)*

### [Online Learning Adaptable for Students with Diverse Skills](#)

To what extent is an online course suitable for a heterogeneous group which includes 'regular' students, students with learning disabilities and honors students? Through the five years of research, we realized that an online course may improve students' learning, emphasizing: self-directed learning, participation in forums, satisfaction from online labs, and the final grade evaluation. It seems that the online course enables diverse-skilled students to express their latent abilities as shown with a heterogeneous group.

*Miri Shonfeld, Ilana Rohen (Kibbutzim College of Education, IL)*

### [Impact of On-Line Delivery on Teaching Strategies and Learning Expectations](#)

The knowledge explosion, technological advances, economic changes, and demographic shifts have increased the demand for learner-centered programs and courses where learners can improve their skills to critically analyze new information and engage in critical reasoning. The increased use of educational technology and availability of new delivery tools in presenting problem-based courses available for on-line studies opens new horizons for learning and teaching.

*Dalia Giedrimiene (Saint Joseph College, US)*

### [Transforming e-Communications to Civil e-Learning Communities](#)

This paper explores best practices and provides practical suggestions for guiding faculty and students into more effective and congenial online interactions. Examples from pedagogy in practice will be offered to enhance e-mail communication and online chat and discussion.

*Jennifer Hudson, Bonnie Farley-Lucas*

*(Southern Connecticut State University, US)*

## Rm 5.12 International Spotlight: Case Studies

Moderator: *Jim Wilkinson (Harvard University, US)*

### [Authentic Assessment in Higher Education: A Case Study in Malaysia](#)

Innovative, multidimensional, broad-based assessment strategies, relevant to real life, process oriented and providing rich portrayals of student should be employed to equip students with the relevant knowledge and skills in the era of internationalization and globalization. It is thus the aim of this paper to look into the implementation of authentic assessment in the Faculty of Education, MARA University of Technology, Malaysia to shed light on authentic assessment in higher education in the 21st century.

*Yuen Fook Chan (MARA University of Technology, MY)*

### [Modern Globalization Challenges and Opportunities for Chinese Higher Education](#)

With the rapid globalization in the past few decades, The Chinese have seen the growing influence to the outside world for the country's economic miracle. At the same time, the higher educational system in the country has little been changed as the integration to the outside world for China's economic and trade globalization. This paper is going to discuss five key issues facing the modern Chinese higher education system.

*Shaobin Ji (Wenzhou Vocational and Technical College, CN)*

## Rm 5.11 **Designing Transformational Climates**

Moderator: *Hedi Salanki (University of West Florida, US)*

### ***Building and Sustaining Culturally Responsive Campus and Learning Environments***

Higher educational institutions in the United States in this relatively new Millennium face some of their toughest challenges and greatest opportunities from a growing multicultural population. I define it to mean: cultivating campus and class environments that support, encourage, retain and graduate students of color who, in turn, enhance and add tremendous value to the education of the rest of the student and faculty populations and eventually become responsible and productive citizens.

*Louis Gailen (Regent University, US)*

### ***From Sage to Guide: Transforming the Classroom Experience***

Being learner-centered moves the balance of power from teacher to student. Content is not “covered”; it is used to develop learning skills. The role of the teacher shifts from that of content expert to learning facilitator. The responsibility for learning moves from the teacher to the learner. Finally, evaluation is not just something to generate grades; it can be used as a tool to promote learning.

*Robert Mill (University of Denver, US)*

### ***Creating a Climate for Transformational Learning***

This paper will demonstrate ways to develop a climate conducive to transformational learning and an opportunity for teacher candidates to understand the complexities of educational issues in today’s world through a lens aligned with the Purdue University Calumet and INTASC teaching standards. Understanding the expectations of their chosen career provides the forum for new learning.

*Nancy Davis (Purdue University Calumet, US)*

### ***Transforming Teaching Practice in a Linguistic and Culturally Diverse Higher Education Setting***

This paper provides an overview of an interdisciplinary approach to the acquisition of professional communication skills by students from linguistically and culturally diverse backgrounds in a Master of Accounting program. In particular, the paper shows how lecturers can move away from content download and make a greater contribution to the development of students’ professional communication skills in collaboration with language teachers.

*Elaine Evans (Macquarie University, AU)*

## **Expert Panel**

## Rm 5.14 ***Reframing Questions: Transforming our Perspectives for the Global Classroom***

This session will present a case study of a small public university’s experience initiating an international graduate program. We will identify challenges related to Eastern and Western cultures and examine possible solutions.

*Mary Bucy, Linda Stonecipher (Western Oregon University, US)*

*David Bucy (Bucy Associates, US)*

**1:30 (1330)**

**Tourist Break!**

**9:00 (0900)****90 Minute Workshops****Rm 5.15**     ***Will Your Ground-Breaking Program Outlast You? Sustaining Educational Transformations***

Learner-centered curricular innovations in education are not uncommon, but their long-term survival rate is less so, reducing greatly the opportunity for promising innovations to become actual transformations in educational practice. In this 90-minute highly-participatory workshop, attendees will have the opportunity to learn about relevant models of diffusion and institutionalization of innovations and then develop an action plan to apply these models to learner-centered programs at their own institutions.

*Vicki Roth (University of Rochester, US)*

**Rm 5.13**     ***Using Communication and Theatre Techniques to Improve Learning***

Participants will learn how to use communication and theatre techniques to explore the creative process and to facilitate learning experientially and imaginatively. Workshop activities are designed to identify vocal, physical, and written resources that lead to more effective communication in a variety of university settings and situations.

*Janet Rubin (Saginaw Valley State University, US)*

*Kathryn Fehrman (California Western School of Law, US)*

**Paper Sessions****Rm 5.10**     **Transforming Student Identity**

Moderator: *Monie Naidoo (University of Limpopo, ZA)*

***“Designing the Dreamcoat” – Helping Learners Discover New Perspectives***

This paper focuses on the importance of an explicit, flexible pedagogy which informs the planning, design, presentation, delivery, assessment and evaluation of a supported online Master’s level programme for Clinical Educators which has now been running successfully for nine years. Set within a broader discussion of transformative learning, it examines specific strategies the programme tutors use to challenge the pre-existing conceptions of clinical education and to develop insight and understanding in the participants’ practice.

*Andrew Sackville, Cathy Sherratt (Edge Hill University, UK)*

***Contesting Old Identities: Transforming Notions of Self as Learner***

This paper discusses the pedagogical strategy of the discovery of individual learning style preferences. It positions this strategy as a vital tool in assisting adult learners in transforming previous perceptions about themselves as learners, and in so doing, creates potential for learning.

*Julie Willans (Central Queensland University, AU)*

***\*College Student Metamorphosis: What Can Institutions Do to Keep Up?***

The ever-changing landscape on the University campus has dictated the need for drastic changes in the traditional one-way lecture approach that many instructors in higher education utilize. Two of these changes, which some consider a fairly new occurrence, are taking place in the academic world in ever greater numbers, the proliferation of the nontraditional student and the ever-increasing number of online universities. Anyone connected with a university knows that these problems are escalating daily, and when combined with an age-old problem of students with short attention spans, the problem of the much-used one-way lecture only becomes more palpable.

*Jim Dever (University of Strathclyde, UK)*

*\*McKeachie Award Winner*

## Rm 5.12

### On Theory

Moderator: *June Allard (Professor Emerita, Assumption College, US)*

#### [Counter-Hegemonic Pedagogy in Higher Education](#)

This paper reports on a module of a course delivered using deliberate and intentional travel for formal educational purposes. The experience issued an unmistakable summons to a transgressive and transformative learning expedition and the potential of such sites to be counter-hegemonic and operate as venues for personal transformation and emancipatory pedagogy was investigated.

*Mervin Chisholm (University of the West Indies, JM)*

#### [Transforming Teaching: From Theory to Practice](#)

Transformative learning is ideally suited for graduate student teachers and new faculty in teacher education programs in the college or university environment. Through the author's personal teaching experiences at the University of Saskatchewan, this paper addresses classroom conditions, teaching and assessment strategies that foster transformative teaching and learning.

*Kim West (University of Saskatchewan, CA)*

#### [Educational Theories in 'Real World' Contexts: Building Transformational Learning Opportunities](#)

This paper reports on an approach taken to teaching and assessment in a first year methods course in the Bachelor of Education Degree Programme at the University of the West Indies, Mona Campus. The course introduces student teachers to the knowledge base for teaching and centers primarily on teacher planning which constitutes one of the main teaching tasks that teachers perform. The overall result of this learner-centered approach to teaching and assessment reveals the potential it has for giving student teachers more responsibility for their learning while helping them to construct their own knowledge base so as to engage critically with 'received knowledge'.

*Dian McCallum (University of the West Indies, JM)*

#### [Theorizing Learning-centered Teaching: An Examination of Teachers' Ways of Knowing](#)

This paper examines the influences on teaching practice, including epistemology, scholarly community and pedagogical traditions. It conceptualises teaching as integral to what is being taught. This is not to deny that there are key principles that are educationally sound, nor to propose a disciplinary isolationism but rather this paper proposes an examination of what is to be taught (in either its disciplinary or interdisciplinary context) and an examination of teachers' accounts of their teaching and what is important in their scholarly, research and professional communities. If teaching is to become more learning centred, it is important to understand the influences which shape teaching practice and this paper is one step in this direction.

*Anna Jones (University of Melbourne, AU)*

## Rm 5.11

### Transformative Pedagogies II

Moderator: *Bill Hill (Kennesaw State University, US)*

#### [Universal Instructional Design: Transforming Teaching and Learning to Ensure Inclusion](#)

Universal Design (UD) began as an architectural concept, a proactive response to legislative mandates as well as societal and economic changes that called for providing access for people with disabilities. UD promotes the consideration of the needs of all potential users in the planning and development of a space, product, or program—an approach that is equally applicable to architecture or education. It also supports the notion that when providing an architectural feature—or educational service—to enhance accessibility and inclusion for one population, we are often benefiting all occupants or participants.

*Jeanne Higbee (University of Minnesota, US)*

#### [Making Connections for Learning through the Let Me Learn Learning System©](#)

This paper will posit that the Let Me Learn Advanced Learning System© provides the professor with the tools to accomplish these tasks. My presentation will explain the fundamental differences between LML and other learning patterns/learning styles theories. It will articulate how LML works for both teacher and student. And finally, it will demonstrate its effectiveness. In short, it will articulate a clear path to obtaining the goals of the best university professors.

*Frances Johnson (Rowan University, US)*



## Expert Panel

### **Rm 5.14**      ***“Makers of Meaning:” The Fulbright Experience and Transformational Learning***

Senior faculty and administrators from a wide variety of disciplinary perspectives and higher educational settings in the United States will draw upon their personal experiences as Fulbright Scholars, as well as recent research, to describe how they have applied transformational learning in the classroom and in educational administration. Engaging the audience in a conversation about the meaning of international teaching, and the role it plays in personal, pedagogical, and institutional transformation will be a goal of this session.

*Carolyn Stefanco (California State University, US)*

*Jane Aiken (Georgetown University of Law, US)*

*John Battenburg (California Polytechnic State University, US)*

*Sandra Webster (Westminster College, US)*

*Thomas Dryer (University of Georgia, US)*

**10:30 (1030)**

**Break**

**11:00 (1100)**

**60 Minute Workshop**

### **Rm 5.10**      ***Using Wireless Classroom Internet to Enrich and Transform Student Learning***

Through an interactive and case-based format, this workshop session explores and demonstrates the rich opportunities for transformative and constructivist learning that are afforded by wireless internet access the classroom, including a number of concrete examples of in-class activities for individual and group engagement and enrichment of personal learning across a variety of disciplines. Also described and demonstrated will be a number of strategies for managing classrooms effectively so as to diminish or eliminate the effects of the distraction to students inherent in broad availability of internet resources – especially communication tools such as instant messaging and social networks.

*Carol Miles (Carleton University, CA)*

### **Rm 5.11**      ***The Mandela-Rhodes Foundation (MRF) Leadership Development Programme As Transformative Learning Strategy***

A discussion on the MRF Leadership Development programme (LDP) as a strategy to enhance leadership development in postgraduate students to meet the unique contextual social needs in Southern Africa.

*Kethamonie Naidoo (University of Limpopo, ZA)*

*Rejoice Ngcobo (Mandela-Rhodes Foundation, ZA)*

*Shaleen Els (Nelson Mandela Metropolitan University, ZA)*

## Paper Session

### Rm 5.13 Graduate Matters

Moderator: *Chula King (University of West Florida, US)*

#### [School Administrative Intern Program: Linking Strategies to Meaningful Learning Experiences](#)

The relationship of an exciting Field Experience Intern Program at National University-California to transformative learning theory and three domains will be examined and assessed. This Intern Program is designed for school leadership graduate students, which has successfully applied and practiced learned leadership theory and strategies to real life learning experiences through fieldwork activities.

*Clifford Tyler, Robert Scharf (National University, US)*

#### [Doctoral Students as Agents and Beneficiaries of Institutional Change](#)

Assessment data from Harvard University's Departmental Teaching Fellows program demonstrate the effectiveness of doctoral students as agents of transformation; their liminal positions within departments allow them to improve many of the key qualities of "intellectual community" identified by Walker et al. in the Carnegie Foundation's 2008 release, *The Formation of Scholars: Rethinking Doctoral Education for the Twenty-First Century*.

*Cassandra Horii (Harvard University, US)*

## Roundtables

### Rm 5.15

#### [Experience Teaching Science Courses in the Classroom and On-Line](#)

With the diffusion of new technologies, distance education is promoting creative and critical approaches to teaching. The emphasis has shifted from traditional lectures and reading assignments to the use of interactive tools and on-line discussions. Therefore, few science courses were offered using both ways of delivery of lectures: traditional – in the classroom, and alternative – on-line by using Blackboard. Maximizing the potential of teaching-learning environment and adding new creative teaching strategies we can achieve that our students as distance learners would be successful in their academic pursuits.

*Dalia Giedrimiene (Saint Joseph College, US)*

#### [Design for the Support System for Presentation Training](#)

In this paper we report a presentation training system that shows the speaker values that audiences input while the speaker do the presentation rehearsal and provides the speaker with recommendations for improving the delivery of the presentation, such as speak more slowly and look at the audiences, etc. Our system is equipped with an input device for audiences. It gets values from audiences and analyzes to give the speaker instant feedback with respect to the speaking rate, timing, and face position. We think that we will be able to improve the skills of presentations on real-time by this system.

*Aya Inauria (Osaka Electro-Communication University, JP)*

#### ***Real World Problem Solving: An Integrative Module for All Disciplines***

Straight lines to 'wicked' loops - real-world problem-solving: a module to equip individuals with the skills necessary to succeed in a world full of 'wicked' problems by developing creative open-ended problem-solving skills.

*Jacqueline Wilson, Anna Hiley, Aileen Collis  
(The University of Manchester, UK)*

#### ***Increasing Teacher Candidates' Use of Cooperative Learning in Practice Teaching***

This presentation focuses on increasing the use of genuine cooperative learning by teacher candidates during their field experiences. I believe that these strategies have the ability to transform instruction that is displayed by teacher candidates.

*Kathleen Conway (Southeast Missouri State University, US)*

### ***How Integrating Aesthetic Education Can Transform a Classroom***

Students in universities need to be challenged and classroom instruction needs to be more creative and less boring. The discussion will address how this professor has integrated non-traditional assignments, springing from an art form, in order to create new learning opportunities for students.

*Faith Deveaux (Lehman College of the City University of New York, US)*

### ***The Display of Visual Information in Classrooms***

Studies of eye movements of subjects who are reading are used to guide a discussion of the display of visual information in classrooms. We discuss four classrooms ranging in size from a 1600-seat auditorium to a 30-seat multimedia classroom designed specifically for collaborative education.

*David Harrison (University of Toronto, CA)*

**11:30 (1130)**

## **Roundtable**

**Rm 5.12**

### ***Student Self-Determination as an Indicator of Transformative Learning***

This study is an attempt to assess the self determination aspect of transformative learning experiences in a bachelor's degree completion program. Results of the changes in the level and direction of self determination will be discussed.

*Natalie Manbeck (National-Louis University, US)*

### ***Simulation: A Teaching Learning Strategy and Vehicle for Revitalizing Teachers***

This round table discussion will engage participants in examining the use of simulation as a teaching/learning strategy for students, and as a vehicle to stimulate and revitalize teachers and teaching. While some examples will be from healthcare education, the discussion will focus on the use of simulation across disciplines.

*Mary Anne Rizzolo (National League for Nursing, US)*

### ***Beyond the Classroom: Building a Program to Transform Student Engagement***

The Center for Teaching and Learning at Hobart and William Smith Colleges has piloted an innovative program that enriches disciplinary learning by focusing beyond traditional classroom settings. The Teaching Fellows Program creates sustainable cultural shifts for deepening and broadening student engagement in learning, by using collaborative engagement that depends on faculty and departments to help create, maintain, and assess progressive programs within specific disciplines.

*Susan Pliner (Hobart and William Smith Colleges, US)*

**12:00 – 1:30 (1200 – 1330)**

## **Lunch**

**1:30 (1330)****90 Minute Workshop****Rm 5.12**     ***Teadents, Stuchers, and Quescussions: Transformative Education in the Classroom***

This workshop is intended to disrupt the teacher/student paradigm by introducing a classroom strategy called “quescussion,” a technique whereby normal discussion is rendered completely interrogative. Participants will be invited to ‘quescuss’ a brief text in order to appreciate the challenges and satisfactions of delaying certainty so that surprising pedagogical developments can occur.

*Paul Bidwell (University of Saskatchewan, CA)*

**Paper Sessions****Rm 5.13**     **Information Literacy and Writing**

Moderator: *Peter Seldin (Pace University, US)*

**[Teachers’ Response to a ‘Learning-Centered’ Approach to Assessing Literacy Performance](#)**

This paper presents a study of the responses of some in-service teachers in the Department of Educational Studies, University of the West Indies, Mona, to a ‘learning-centered’ approach to the assessment of literacy performance. This course practically transformed the participants’ approach to literacy assessment.

*Jossette Smikle (University of the West Indies, Mona, JM)*

**[Transforming Academic Writing Practices](#)**

This paper reports on a writer’s group set up to develop academics’ research orientation and capacity. This study found that experience of writer’s group introduced academics to pedagogies that facilitated their own writing and raised questions about the place of writing in their careers and in their teaching.

*Rowena Murray (University of Strathclyde, UK)*

**[School and Service Promoting Emotional and Information Literacy](#)**

One of the challenges in Higher Education is to enable students, regardless of academic, social or cultural background, to become confident information literate learners who are able to exploit a range of resources to support their academic work. Information skills workshops, built into programme content, enabled students to develop study and information skills, improve resourcefulness in terms of seeking most relevant texts, but most critically provided a realistic, valuable and hands-on opportunity to become active learners, whilst building up competence in the use of exploiting literature.

*Christine Stevenson, Joan O’Keefe (University of Sunderland, UK)*

## Rm 5.10 First Year Experience

Moderator: *Catherine Riordan (Central Michigan University, US)*

### [How Do They Manage It? Study and Learning Strategies of Year One Understanding University Students' Self-Motivation Strategies for Academic Learning](#)

This paper reports a survey to understand the types of self-motivation learning strategies used by university students. Students in the Student Learning Motivation Project (SLMP) Scheme and their non-scheme peers were invited to fill out a questionnaire to share three of their most frequently used self-motivation strategies for academic learning. The results suggest that SLMP students tend to set goals and plans and manage their time for achieving their academic goals, exhibiting higher motivation in self-regulated learning.

*Anna Kwan (Open University Hong Kong, HK)*

### [Promoting Meaning Making: A Closer Look at a First Year Seminar](#)

At the University of Texas at Austin, one of the largest public universities in the United States, first year students can take small seminar classes designed to foster students becoming critically reflective of their assumptions and to engage them in discourse. This paper describes one first year seminar's pedagogical approaches and classroom conditions. Examples of student work will be included as well as student course evaluations.

*Kathy Schmidt (The University of Texas at Austin, US)*

## Rm 5.11 Teaching Teachers

Moderator: *Elizabeth Hammer (Xavier University New Orleans, US)*

### [The Articulation of ODL and Face-to-Face: Teaching History to Teachers](#)

A discussion of the MOEC/UWI Secondary Distance Programme. It examines the articulation of ODL and face-to-face in the delivery of content courses to teachers already in the classroom with specific reference to History.

*Aleric Josephs (University of the West Indies, Mona, JM)*

### [Teacher Education at a Crossroads: Declared and Perceived Stories](#)

The study seeks to determine whether faculty members in a teacher education college in Israel, who are supposed to implement the decision-makers' policy, actually aware of the declared, formal changes of the decision-makers (who are the executive-board members of the college), and do they indeed put these changes into practice.

*Miriam Mevorach (Levinsky College of Education, IL)*

### [Master Programs in Teachers Colleges: New Learning Opportunities— Music Education](#)

Until 2001, Israeli M.A. and M.Ed. programs were a territory exclusively controlled by Israeli universities. The paper deals with the development of M.Ed. program in an Israeli teachers' college exemplifying the process via "Music Education". The program has been granted permission to enroll students by the Council for Higher Education.

*Mordechai Miron, Lia Laor*

*(Tel Aviv University and Levinsky College of Education, IL)*

## Expert Panel

## Rm 5.14 Transforming Faculty Evaluation Practices in a Post-Boyer World

The University of West Florida is adopting significant changes in annual evaluation and tenure/promotion review practices based on the philosophical adoption of principles promulgated by Ernest Boyer. The panel explores different perspectives on what dimensions must be addressed for a transformational system to take root and be successful in the long term.

*Jane Halonen, Chula King, Venkat Sharma, Hedi Salanki-Rubardt  
(University of West Florida, US)*

3:00 (1500)

Break

**3:30 (1530)**

**Rm 5.14 Closing Plenary and Advance on Vancouver!**

***Planning for Vancouver 2009***

*John Moore (Simon Fraser University, CA)*

***Leadership Transition***

*Jane Halonen (University of West Florida, US)*

*Peter Seldin (Pace University, US)*

*Todd Zakrajsek (Central Michigan University, US)*

**7:00 (1900)**

**Closing Banquet at the Tall Ship**

*Delegates will be picked up at the Millennium Hotel and Premiere Inn at 6:30 (1830)*