

Lilly-East Conference on College and University Teaching

April 13-14, 2007

Agenda-at-a-Glance

Friday, April 13, 2007

Registration: 110 Clayton Hall, 7:30 a.m.-5:30 p.m.
Breakfast Buffet: 101A Clayton Hall, 7:30-8:30 a.m.
Welcoming Remarks–Spirit of Lilly Conferences: 101A Clayton Hall, 8:45 a.m.

Friday	119 Clayton Hall	120 Clayton Hall	101B Clayton Hall	103 Pencader	117 Pencader	115 A&B Pencader
9:00-9:45 a.m.	1A. Taming the Professor: The Culture of Students Managing Professors Steven Simpler, Belmont University	1B. Novel Clickers: Thoughtful and Informed Uses of Student Response Devices in the Humanities David Eubanks, University of Maryland, College Park	1C. Team Teaching: Maximizing Student Learning, Engagement, and Faculty Development, and Minimizing Challenges Charles Perkins and Anne Skleder, Alvernia College	1D. Using Conceptual Diagrams/Maps to Promote Deep, Meaningful Learning in the Classroom Alison Mostrom, University of the Sciences in Philadelphia	1E. Integrative Learning and Internships Cynthia Wood and Thomas Shaffer, Pennsylvania State University, Altoona	1F. “You Must Be Smart!” Psychological Research Can Inform Daily Practices in the College Classroom Beth Morling, University of Delaware
10:00-11:15 a.m.	2A. Problem-Based Learning: Real World Problems as Blueprints for Learning, Part 1 Deborah Allen, Hal White and George Watson, University of Delaware	2B. Connecting the Dots: Learning Goals, Active Learning and Outcomes Assessment Jack Prostko and Marilyn Goldberg, University of Maryland, Baltimore County	2C. Using Group Activities to Promote Learning Barbara Millis, University of Nevada at Reno	2D. Actively Learning about Active Learning Carrie Smith and LeeAnn Cardaciotto, University of Delaware	2E. Peer Review of Teaching: A Collegial, Constructive Way to Enhance Students' Learning Carol A. Weiss, Villanova University	2F. The Time is Right: Letting Go of Bloom and Embracing other Taxonomies of Learning Leslie Wilson, University of Wisconsin, Stevens Point
11:30 a.m.-12:15 p.m.	3A. “Helicopter Parents”: Strategies for Faculty Christine Harrington, Middlesex County College	3B. Taking the Guesswork Out of Using Clickers Nancy O'Laughlin, University of Delaware	3C. Do I Have to Take This Class? Assessing and Minimizing Psychological Barriers to Learning Stephanie Grutzmacher & Janet Liechty, University of Maryland, College Park	3D. Interactive, Learning Centered Methods of Teaching Upper Level Mathematics Courses Salar Alsardary and Phyllis Blumberg, University of the Sciences in Philadelphia	3E. Affirmation Teaching Goes to College: Applying Positive Classroom Teaching Practices to Higher Education Instruction Robert DiGuilio, Johnson State College	3F. Learning from Students: Aligning Our Teaching and Their Learning Catherine Ross, University of Connecticut; Gabriele Bauer, University of Delaware

Buffet Lunch: 101A Clayton Hall, 12:15-1:30 p.m.
Introductory Remarks: Alan Fox, 2006 Delaware Professor of the Year, Philosophy, University of Delaware, 1:30 p.m.
Plenary Session: 101A Clayton Hall, 1:45-2:45 p.m.
Evaluating College Teaching: New Lessons Learned, Peter Seldin, Pace University

Friday, April 13, 2007 (continued)

Friday	119 Clayton Hall	120 Clayton Hall	101B Clayton Hall	103 Pencader	117 Pencader	115 A&B Pencader
3:00-3:45 p.m.	4A. Wiki Work: Using Wikis for Collaborative Undergraduate Research Christopher Penna and James Dean, University of Delaware	4B. Fishing on the Fly: Reeling in the Responses Kathleen Pusecker and Emily Smith, University of Delaware	4C. Why Group Work Fails: Challenges Using Group Work and Strategies for Dealing with Specific Group Work Problems Yesim Yilmazel-Sahir, University of Maryland, College Park	4D. Building Better Teachers: Evaluating the Effectiveness of a Departmental TA Training Program Mohamed Fahmi, Michael Black, and Rania Mameesh, University of Maryland, College Park	4E. Cross-Disciplinary Comparisons of Students' Attitudes Toward Service Learning Theresa Ruffrano-Ruffner, Thomas Short, Thomas Van Dyke, and Mindy Wygonik, Indiana University of Pennsylvania	4F. C'est si bon: Bach and Balance Sheets--An Examination of Skill-Building Pedagogies Kathryn Wixon, Jamie Doran, and Diane Follet, Muhlenberg College
4:00-5:15 p.m.	5A. Problem-Based Learning: Real World Problems as Blueprints for Learning, Part 2 Deborah Allen, Hal White and George Watson, University of Delaware	5B. Creating Movie, TV, and Broadway Parodies to Hook Students on New Topics Ron Berk, Johns Hopkins University	5C. Portrait of the Student as a Young Wolf: Motivating Undergraduates Darby Lewes, Lycoming College	5D. Staying Sane in Insane Places: Living Well While Doing Good Susan Robison, College of Notre Dame of Maryland	5E. 12-Step Recovery Program for Professors Addicted to Lecturing (Lectureholics) Neil Davidson, University of Maryland, College Park	5F. The Impact of Motivation on Learning: Direct Methods to Help Students Todd Zakrajsek, Central Michigan University

Reception and Poster Session: Clayton Hall Lobby, 5:15-6:30 p.m. (see Poster Session listing)

Buffet Dinner: 101A Clayton Hall, 6:45-7:45 p.m.

Mistake Proof Your Career: Susan Robison, College of Notre Dame of Maryland, 120 Clayton Hall, 8:00 p.m.

Saturday, April 14, 2007

Registration: 110 Clayton Hall, 7:30 a.m.-Noon

Breakfast Buffet: 101A Clayton Hall, 7:30 a.m. – 8:30 a.m.

Welcoming Remarks: Dan Rich, Provost, University of Delaware, 8:45 a.m.

Plenary Session: 9:00-10:00 a.m., 101A Clayton Hall

A Blueprint for Engaging the Scholarship of Teaching and Learning, Milton Cox, Miami University of Ohio

Saturday	119 Clayton Hall	120 Clayton Hall	101B Clayton Hall	103 Pencader	117 Pencader	115 A&B Pencader
10:15-11:00 a.m.	6A. Data Drives Inquiry: A Strategy for Designing Activities that Promote Critical Thinking Bill Roberson, University of Albany	6B. Clickers in the Classroom: Adapting the Tool to Best Fit Your Classroom Laura Cathcart and Sabrina Kramer, University of Maryland, College Park	6C. Teaching Standards for Assessing the Credibility of Internet Sources: An Interactive Case Study William Rivers, University of Delaware	6D. Moving Beyond Political Correctness: Strategies for Addressing Social Justice in a Social Science Setting Tara Woolfolk, Michael Sturm, and Bethany Willis Hepp, University of Delaware	6E. The I.R.B. Mentality: Insider Secrets for Preparing Acceptable Proposals Debra Wetcher-Hendricks, Moravian College	6F. "The PowerPoints of History": Challenges and Opportunities for Using PowerPoint in the College Classroom Paul Rosier, Villanova University
11:00 a.m. to Noon	7A. Capturing Their Minds in Class: Harnessing Image Power to Reach Visually-Oriented Undergrads Ralph Begleiter, University of Delaware	7B. Fostering Great Discussions and Improving Student Participation Greg Reihman, Lehigh University	7C. Case Study Instruction: Research-Based Practices to Maximize Learning Sarah DeHaas, Juniata College	7D. Developing Self-Regulated Learners: Essential Concepts and Strategies Marcia Marinelli, University of Maryland, College Park	7E. Teaching Race and Ethnicity Courses: Strategies to Increase Empathetic Disposition in Teachers and Students Olguta Vilceanu and Donna Marie Peters, Temple University	7F. Collaborative Introductory Lab Activities: An Active Way to Start General Science Labs James Wingrave, Bridget Brennan and Julie Lloyd, University of Delaware

Buffet Lunch with Discipline-based Tables: 11:45 a.m.-1:00 p.m., 101A Clayton Hall

1:15-2:30 p.m.	8A. More than Just for Fun: Effectively Using Popular Film and Television in Classroom Teaching Susan Walker and Jennifer Fairbourn, University of Maryland, College Park	8B. Assessing Student Learning in Group-Oriented Classes Barbara Millis, University of Nevada at Reno	8C. Classroom Bingo: Three Low-Tech Designs that Teach Your Topic Stephen Sugar, University of Maryland, Baltimore County	8D. Six Easy Ways to Promote Active Learning in Large Classes Phillip Sokolove, University of Maryland, Baltimore County	8E. Teaching Disciplinary Thinking in Gateway Courses Debra Swoboda, York College of the City University of New York	8F. Using Multiple Active Learning Techniques in Introductory College Physics with Assessment of Problems and Outcomes Bernard Brunner, University of the Sciences in Philadelphia
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Conference Closing Remarks: 101A Clayton Hall, 2:30-3:00 p.m.

Poster Session

Friday, April 13, 2007, 5:15-6:30 p.m., Clayton Hall Lobby
Posters on display throughout the day.

A faculty team works to develop concept inventory monitoring the effects of implementing new teaching approaches and curriculum reform

Presented by Ann Smith, Volker Briken, Kenneth Frauwirth, Brenda Fredericksen, Lian-Yong Gao, Steven Hutcherson, Sam Joseph, Gili Marbach-Ad, Kevin McIver, David Mosser, Boots Quimby, Patty Shields, Wenxia Song, Daniel Stein, and Robert Yuan: *University of Maryland, College Park*

Developing a faculty-graduate student learning community for improving teaching and learning in nutrition and food science

Presented by Uche Akobundu and Marla Luther: *University of Maryland, College Park*

Practicing what we preach: Engaging future high school teachers in problem-based learning

Presented by Laura Eisenman, Gary Allison, and Amy Pleet: *University of Delaware*

A day in the life of a full-time asynchronous online professor in 2006

Presented by Danny Benau: *University of the Sciences in Philadelphia*

Making connections between math and chemistry in a team-taught course

Presented by Valerie Bergeron and Kim Gregor: *Delaware Technical and Community College*

Peer observation as a means to teaching improvement

Presented by Drick Boyd: *Eastern University*

Effects of active learning activities on student retention, engagement, and attitudes in large introductory psychology classes

Presented by LeeAnn Cardaciotto, Carrie Smith, Matthew Shafer, and Jocelyn Jones: *University of Delaware*

Design and evaluation of small group assignments

Presented by Lynnda Emery: *Eastern Kentucky University*

Creating learning communities in classrooms and online

Presented by Suzanne Gallagher and Mary Jo Pierantozzi: *Gwynedd-Mercy College*

Globalizing the classroom: Using international case studies to enhance student learning

Presented by Bahira Trask, Barbara Settles, Michelle Knight, and Bethany Willis Hepp: *University of Delaware*

Enhancing interpretational and technical skills in microbiology labs through tutorials involving visual aids

Presented by Dina Jacob and Adriana Le Van: *University of Maryland, College Park*

Ways to help university faculty enhance student learning through technology: Assessing outcomes from a "hands-on" campus-wide e-learning/e-teaching initiative

Presented by Jane Kenney, *West Chester University* and Padmini Banerjee, *Delaware State University*

Assessing the effectiveness of personal response devices on student learning and classroom engagement

Presented by Daniel King: *Drexel University*

Building an innovative teaching and learning center grounded in the SoTL: A collaborative blueprint for success

Presented by Patricia Lawler and Donna Ziegenfuss: *Widener University*

Comparing on-line learning to in-class learning

Presented by Robert Ledman and John Stovall: *Georgia Southwestern State University*

Efficacy of strategies for teaching multiculturalism

Presented by Linda Oravec: *Towson University*

Application of concept map in clinical teaching

Presented by Stephanie Pichaikul: *Pennsylvania State University*

Chemistry as a second language: A method to try to enhance fluency in chemistry

Presented by David Reingold and David Widman: *Juniata College*

Implementing a service-learning project in an introductory wildlife course: Getting students excited and prepared for the future

Presented by Penny Rodrick-Williams: *University of Delaware*

Learning by teaching: Using self-explanation and reciprocal peer teaching in the laboratory

Presented by Jeffrey Spraggins: *University of Delaware*

Comparing the effectiveness of assessment methods in an upper level psychology course: Readiness assessment tests vs. frequent quizzing

Presented by Suzanne Weinstein: *Pennsylvania State University*

No teacher left behind: Collaborative teacher preparation programs that work

Presented by Carlise Womack: *Bainbridge College*