2014 Conference Program
# SCHEDULE AT A GLANCE

**February 7th, 2014**

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<td>8:00am</td>
<td>Registration Opens</td>
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<tr>
<td>9:30am - 10:30am</td>
<td>Concurrent Sessions</td>
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<tr>
<td>Rm 460</td>
<td>Symposium 1</td>
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<td><em>Bridging the Gap: Using popular culture texts to teach an interdisciplinary unit</em></td>
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<td>Crystal LaVoulle</td>
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<td><em>Maximizing Critical Thinking in the Classroom</em></td>
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<td>Steve Miller</td>
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<td>Rm 464</td>
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<td><em>Reflective Journaling to Enhance International Service Learning</em></td>
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<td>Theresa Lawson, Leslie Myers, Ashley Lee, Paula Haynes</td>
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<td>Rm 174</td>
<td>Symposium 4</td>
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<td><em>Inclusion Strategies in the College Classroom</em></td>
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<td>Jannis Taylor, Crystal Colter, Kathie Shiba</td>
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<td>Maryville College</td>
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<td>10:30am - 10:45am</td>
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<td>10:45am – 11:45am</td>
<td>Opening Plenary and Invited Address</td>
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<td>Rm 400</td>
<td><em>What Does a C Mean?</em></td>
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<td>Dan Bernstein</td>
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<td>University of Kansas</td>
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<td>11:45am - 12:00pm</td>
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<td>12:00pm - 1:00pm</td>
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<td>Rm 460</td>
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<td><em>Developing the College Mindset in Our Students</em></td>
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<td>Mary Clement</td>
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<td>Rm 462</td>
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<td><em>Getting Innogaged! Part 1: Faculty exploration + collaboration = publication</em></td>
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<td>Lynn Boettler, Diana Gregory, Debra Coffee, Stacy Keltner, Sabine Smith, Rian Satterwhite, Brian LeDuc</td>
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<td><em>The Inside-Out Prison Exchange</em></td>
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<td>Tanja Link, Peter Fenton</td>
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<td><em>Flip and Slip: A Teaching Model Utilizing Effective Learner-Centered and Performance-Based Instruction Together with Exit-Slip Strategy</em></td>
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<td>Hashim Saber</td>
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<td>University of North Georgia</td>
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<td>2:00pm - 2:15pm</td>
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<td>2:15pm - 3:15pm</td>
<td><strong>Symposium 9</strong>&lt;br&gt;&lt;i&gt;Building a Bridge for Student Success: Connecting Reluctant Undergraduates with Library Services through the use of Embedded Librarians&lt;/i&gt;&lt;br&gt;Michelle Abbott, Susanna Smith, Jeannie Blakely, Alex MacMurdo&lt;br&gt;Georgia Highlands College</td>
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<td>Rm 462</td>
<td><strong>Symposium 10</strong>&lt;br&gt;&lt;i&gt;What the best teachers do: Agreement between student evaluations and faculty perception&lt;/i&gt;&lt;br&gt;Satish Nargundkar, Milind Shrikhande&lt;br&gt;Georgia State University</td>
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<td>Rm 464</td>
<td><strong>Symposium 11</strong>&lt;br&gt;&lt;i&gt;Using De Bono’s 6 Thinking Hats for Creative Thinking, Effective Decision Making, Engaged Meetings, and Faster Problem Solving&lt;/i&gt;&lt;br&gt;Linda Marie Golian-Lui&lt;br&gt;Kennesaw State University</td>
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<td>Rm 174</td>
<td><strong>Symposium 12</strong>&lt;br&gt;&lt;i&gt;Engaging Students with Multimodal Assignments&lt;/i&gt;&lt;br&gt;Jeannie Beard&lt;br&gt;Kennesaw State University</td>
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<td>Rm 182</td>
<td><strong>Symposium 13</strong>&lt;br&gt;&lt;i&gt;Life and Light: An Interdisciplinary First-Year Learning Community Seminar in the Biological and Physical Sciences&lt;/i&gt;&lt;br&gt;Paul Kasili&lt;br&gt;Bunker Hill Community College</td>
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<td>3:30pm - 4:30pm</td>
<td><strong>Symposium 14</strong>&lt;br&gt;&lt;i&gt;Affordable Learning Georgia: A New USG Initiative to Promote Use of OER’s and Lower Cost Learning Materials&lt;/i&gt;&lt;br&gt;Lauren Fancher, Board of Regents&lt;br&gt;Bonnie Robinson, University of North Georgia&lt;br&gt;Jeanne Sewell, Georgia College and State University</td>
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<td>Rm 462</td>
<td><strong>Symposium 15</strong>&lt;br&gt;&lt;i&gt;Constantly Connected, Commonly Distracted: Causes and Consequences of Todayâ€™s Classroom Behaviors&lt;/i&gt;&lt;br&gt;Eric Gresch, Janita Rawls, Pingping Song, Kyle Huff, Melinda Cline&lt;br&gt;Georgia Gwinnett College</td>
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<td>Rm 464</td>
<td><strong>Symposium 16</strong>&lt;br&gt;&lt;i&gt;Teaching without Lectures: The Method, Student Perceptions, and Outcomes&lt;/i&gt;&lt;br&gt;Thomas Cooper, Karen Briggs, John Holliday, Brad Bailey&lt;br&gt;University of North Georgia</td>
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<td>Rm 174</td>
<td><strong>Symposium 17</strong>&lt;br&gt;&lt;i&gt;Getting Innogaged! Part 2: Intentionally designed FLCs that lead to publication&lt;/i&gt;&lt;br&gt;Lynn Boettler, Diana Gregory&lt;br&gt;Kennesaw State University</td>
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<td>4:30pm - 5:30pm</td>
<td><strong>Reception &amp; Poster Presentations</strong></td>
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<td>Poster Presentations</td>
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<td>4:30pm - 5:30pm</td>
<td><strong>Poster Presentations</strong></td>
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<tr>
<td>1</td>
<td>Pros and Cons of the Development of a Departmental Core Assessment Plan</td>
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<td>Amy Harden</td>
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<td>2</td>
<td>Using a Virtual Environment/Simulation Game to Incorporate Problem Based Learning Strategies</td>
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<td>&quot;Try It&quot; Say Students from Hybrid Georgia College Courses</td>
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<td>Elaine Whitaker</td>
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<td>Georgia College &amp; State University</td>
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<td>The Teacher in us All: Assessing Student Learning through Group Tests</td>
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<td>Jennifer Randall</td>
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<td>Dalton State College</td>
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<td>Innovative Communities: The Impact of Embedding Special Education Faculty in General Education Methods Courses</td>
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<td>Jill Williams, Patricia Alvarez McHatton</td>
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<td>6</td>
<td>Assessing Undergraduate Research in Theatre and Dance Using AAC&amp;U Values Rubrics and Portfolios</td>
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<td>Karen Berman</td>
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<td>7</td>
<td>Assessing Student Learning Outcomes for Effective Teaching and Learning</td>
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<td>Keenya Mosley</td>
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<td>Savannah State University</td>
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<td>Assistive Technology</td>
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<td>Larry Beard, Joseph Akpan, Linda Johnston</td>
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<td>Jacksonville State University</td>
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<td>9</td>
<td>Institutional Support for Innovative Teaching &amp; Technology Integration</td>
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<td>Laura Landry-Meyer, Jacqueline Roe</td>
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<td>Bowling Green State University</td>
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<td>10</td>
<td>Retaining Support Faculty</td>
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<td>Nancy Prochaska</td>
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<td>Kennesaw State University</td>
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<td>11</td>
<td>Assessing Teaching Strategies and the Learning Environment: Examining the Confidence of our Teacher Candidates</td>
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<td>Pamala Carter, Kay Cowan</td>
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<td>University of TN-Chattanooga</td>
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<td>12</td>
<td>To Change or Not to Change, Helping Student Answer the Question</td>
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<td>Rebecca Cox-Davenport, Paula Haynes, Teresa Lawson</td>
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<td>13</td>
<td>More Than Multiculturalism: Teaching Anti-Racism for Social Change</td>
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<td>Seneca Vaught</td>
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### February 8th, 2014

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<td>9:00am - 10:00am</td>
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| Rm 460             | Symposium 18  
*Teaching with Cases: A Conversation About Good Practice*  
Jacqueline Roe, Laura Landry-Meyer  
Bowling Green State University |
| Rm 462             | Symposium 19  
*Up Close & Personal: Harnessing Online Forums for Collaborative Dialog in the F2F Environment*  
*(Participants must bring their own laptop)*  
Johnny Woods  
Kennesaw State University |
| Rm 464             | Symposium 20  
*Evaluation of a Hybrid Psychology Class*  
Ginny Zhan  
Kennesaw State University |
| Rm 174             | Symposium 21  
*Incorporating Leadership Skills into Teaching*  
Beth Stutzmann, Donna Colebeck  
Southern Polytechnic State University |
| Rm 182             | Symposium 22  
*Core Curriculum Assessment Guidelines for Faculty and Instructors*  
Katharine Adams, Jeremy Tost  
Valdosta State University |
| 10:00am - 10:15am  | Break                                                                                |
| 10:15am - 11:15am  |                                                                                     |
| Rm 460             | Symposium 23  
*Flipping the Classroom to Engage the Introverted Learner*  
Terry (Tee) Barron, Gillespie Mary  
Georgia Gwinnett College |
| Rm 462             | Symposium 24  
*Concept Maps - A Tool for Refreshing and Assessing*  
Susanna Molitoris-Miller  
Kennesaw State University |
| Rm 464             | Symposium 25  
*The Strategy Project: An Authentic Assignment for Active Learning*  
Hillary Steiner  
Kennesaw State University |
| Rm 174             | Symposium 26  
*Making Professional Connections through Constant Student-Generated Reviews Using Google Plus and Blogs in Calculus II*  
Minsu Kim  
University of North Georgia |
| 11:30am - 12:30pm  | Closing Plenary & Invited Address  
*Envisioning the Possibilities: Scholarly Teaching, the Scholarship of Teaching and Learning, and You?*  
Peter Felten  
Elon University |
PRESENTATION ABSTRACTS

Friday, 9:30am - 10:30am | Rm 460

Bridging the Gap: Using popular culture texts to teach an interdisciplinary unit
Crystal LaVoulle
Georgia State University

The title of this presentation, "Bridging the Gap: Using popular culture texts to teach an interdisciplinary unit", speaks to the space that rest between students influenced by popular culture and teachers who seek to increase motivation and intensify students' achievement. The strategies offered in this presentation link curriculum with students real life experiences and use hip hop texts, generated from poetry, stories, novels, biographies or various magazine and newspaper articles written about hip hop culture to develop critical literacy. This presentation offers a fusion of English/ language arts, math, science and social studies content with various forms of popular culture.

In this session, participants will view a PowerPoint presentation about the instructional planning process and teacher reflections. The research presented adds to the growing investigation that examines the intricacies of popular culture texts. Through this presentation, teachers can learn to guide students toward using language in urbane ways within the confines of school (Valdes, Bunch, Snow, Lee, & Matos, 2005) by tapping into the language that students bring to school. As popular culture becomes a more dominating aspect of the school environment, it may give insight to educators with students that are heavily influenced by the nuances of popular culture such as hip-hop culture.

Friday, 9:30am - 10:30am | Rm 462

Maximizing Critical Thinking in the Classroom
Steve Miller
Kennesaw State University

First Year Studies programs seek to enhance student success by teaching key information and skills. In this seminar, participants will discuss ways to gear every aspect of a class (lecture/discussions, homework, student presentations, grading) around engaging higher level thinking. (See Bloom’s Taxonomy.) Techniques will be demonstrated, allowing participants to candidly discuss challenges in implementation. In the presenter's Freshman class, students engaged with the material and responded positively, both in class and in evaluations. Techniques could transfer well to other subjects. Class components included:

- Reading for higher level reflection rather than "guessing what might be tested and memorizing it." For each chapter read, students wrote personal reflections, applications, and critique (agree/disagree) rather than summarizing the material. Result: Most students showed significant engagement, some extraordinary.
- Often "Flipping the Classroom" by letting students present the results of their research.
- Using on-topic, nonfiction story-telling to allow students to practice applying wisdom across various fields.

cetl.kennesaw.edu/summit | The Center for Excellence in Teaching and Learning

1000 Chastain Road, House 54, MD 5400, Kennesaw, GA 30144 | Phone: 770.423.6410
• "Daily B*** S***", gathering quotes and stories from respected people who committed logical fallacies or made poor decisions based upon flawed research. Students evaluated each passage and inductively formulated ways to detect faulty lines of evidence. Impact: students seemed to especially enjoy and glean from this activity.

• Test in ways that don't require massive, mindless memorization.

Creating a class culture (trust and mutual respect), that allows for free thinking and expression. (Not an easy task!) A first day survey helped to set the appropriate tone.

**Reflective Journaling to Enhance International Service Learning**
Theresa Lawson, Leslie Myers, Ashley Lee, Paula Haynes
Lander University

Service learning is defined as "an experiential process that integrates meaningful community service with active engagement and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities" (Sigma Theta Tau, 2011). An international service-learning nursing course was developed to utilize nursing theory and practice in the context of an intensive, directed service-learning opportunity in a medical mission setting in Honduras. The Lander University School of Nursing formed a partnership with Volunteers in Medical Missions for an established number of spaces on the medical mission team and developed a collaborative process for planning clinic experiences for students. Students are selected by an application and screening process and are prepared for financial requirements, communication barriers, medical mission roles, and travel in a developing country. In Honduras, students participate in five days of medical and dental clinics in varying locations by providing support in registration, medical care, pharmacy, and dentistry.

Literature suggests that a majority of the learning during service learning activities takes place during later reflection, so reflective journaling activities have been developed using the Neuman Systems Model as a conceptual framework to guide the reflection process. Journaling assignments also allowed students to demonstrate achievement of course objectives such as utilizing the nursing process to assist clients whose lines of resistance have been penetrated by selected stressors in attaining and maintaining health, assessment of factors which influence health attainment and maintenance, and incorporation of the nursing process and other problem-solving approaches to promote wellness for clients in a developing country.

**Inclusion Strategies in the College Classroom**
Crystal Colter, Kathie Shiba, Jannis Taylor
Maryville College

McKeachie (1994) notes, "Even before the class period begins you can communicate nonverbally (p. 22)." Attendees will consider methods for establishing a respectful classroom culture and sustaining that atmosphere throughout the semester. Specifically, attendees will be given opportunities to learn about, and in some instances, practice: syllabi statements, first-day-of-class activities, seating arrangements, proactive inclusion/integration of students with physical disabilities, sharing activities, and discussion structures. These
approaches facilitate community building among students with various backgrounds, identities, and learning styles. Researchers, such as Buskist and Saville (2001), have found that creating a welcoming classroom environment not only assists with increased communication skills, but also increased motivation, participation, and retention. A resource list will be distributed to all session attendees.

**Developing the College Mindset in Our Students**

Mary Clement  
Berry College

Have you ever had a student ask to retake a test or ask how they can raise their grade during the last week of the semester? If so, this presentation is for you. The high school mindset of "there is no way I can't pass" needs to be changed when students attend college, and even upperclassmen may not understand how they are graded or the reasons for homework. This presentation informs us about how to get students to succeed and take responsibility for their work. Practical suggestions are introduced and practiced, with mini-quizzes adding to the interaction in this session. The topics covered include the meaning of excused, quiz, and homework to today's college students; grading systems that students understand; how giving a rationale works; early feedback as a teaching tool; and how to help high school students actually become college students who succeed.

**Getting Innogaged! Part 1: Faculty exploration + collaboration = publication**

Lynn Boettler, Diana Gregory, Debra Coffee, Stacy Keltner, Sabine Smith, Rian Satterwhite, Brian LeDuc  
Kennesaw State University

In this panel session, faculty from a variety of disciplines share the experiences and outcomes that resulted from their participation in a faculty learning community (FLC) entitled Getting Innogaged! Both a tool for faculty development and an incubator for publication, the FLC discussed in this session offered faculty a chance to collaboratively learn about and develop community-engaged pedagogy while simultaneously studying and practicing principles of creativity/innovation. Participants in the FLC have been chronicling their progress and documenting their innogaging instructional designs, which will ultimately become chapters for a book that launches this original concept of INNOGAGEMENT. In addition to discussing the products of their FLC experience, panelists provide an overview of how the FLC was designed for those interested in adopting similar models at their own institutions. Time will be allotted for Q&A.

**The Inside-Out Prison Exchange**

Tanja Link, Peter Fenton  
Kennesaw State University

The Inside-Out model offers a unique and innovative style of active learning in a non-traditional environment. For 15 weeks, college (outside) students enter a correctional facility to study and learn together with
incarcerated (inside) individuals as equal peers about a wide range of social issues. Through its unmatched approach, Inside-Out increases the opportunities for men and women, inside and outside of prison, to have transformative learning experiences that emphasize collaboration and dialogue. The course offers a chance for college students to go behind the walls to reconsider what they have come to know about crime and justice. At the same time, it is also an opportunity for those inside prison to place their life experiences in a larger framework. Established by Temple University in 1997, Inside-Out is currently taught at universities and correctional facilities throughout the United States and abroad. The presentation will outline the Inside-Out model, examine teaching strategies and learning activities, and discuss the current efforts to bring Inside-Out to KSU.

**Friday, 1:00pm - 2:00pm | Rm 174**

**Flip and Slip: A Teaching Model Utilizing Effective Learner-Centered and Performance-Based Instruction Together with Exit-Slip Strategy**  
Hashim Saber  
University of North Georgia

This presentation involves the development of a flipped model utilizing learner-centered, inquiry-intensive, and Performance-Based strategies. The proposed framework for the flipped model is a blend of selected ingredients of two well-known research-based frameworks, Understanding By Design and Dimensions Of Learning together with some additional ingredients. The proposed framework is translated to three-stage instructional model that includes Engage and Explore (Access prior knowledge, stimulate thinking, and set the stage and trigger students’ interest and provides time to think about the concepts and skills to be learned with minimal teacher guidance). This stage, which is done at home, involves watching a podcast or reading parts of the textbook and then demonstrates understanding during class period. The second stage is Explain and Expand, which is done in class, guides students to construct meaning from their exploration and apply new conceptual understanding to a unique situation and expands understanding of the concept. The third stage is Employ (Applies and transfers students’ understandings to meaningful use situations to solve problems, and produce products or performances tasks). This is a group work where students spend about 2/3 of class time working on mastering skills and applying their knowledge meaningfully. In addition to different evaluation methods within the stages, we use Exit-Slip strategy that requires students to write responses to questions designed for each stage. Exit Slips help students reflect on what they have learned and express what or how they are thinking about the new information. Examples of lesson plans will be given.

**Friday, 2:15pm - 3:15pm | Rm 460**

**Building a Bridge for Student Success: Connecting Reluctant Undergraduates with Library Services through the use of Embedded Librarians**  
Michelle Abbott, Susanna Smith, Jeannie Blakely, Alex MacMurdo  
Georgia Highlands College

Many, if not most, undergraduate students struggle to locate appropriate research materials, and even fewer of them know what to do with sources once they find them. Despite this detrimental lack of information competency, many students are reluctant to access the readily-available library services provided by their libraries. The presentation will describe a model in which undergraduate students are taught how to use library services in their courses at their own universities. This model has been successfully implemented at Georgia Highlands College through the use of embedded librarians who work with faculty to create a relevant and engaging learning environment for all students.
college or university. Many college libraries now provide online chat, assignment-specific classroom-based instruction, and library guides to encourage students to seek assistance, yet many still do not reach out until the dire circumstance of an impending deadline forces their hand. At GHC, we are combating student reluctance, even fear, through the use of embedded librarians in traditional, hybrid, and web-based courses. For us, the presence of an embedded librarian is synonymous with increased student success. Our librarians are listed as instructors in our LMS and do some assignment grading, thus giving them more authority from the students’ perspective. Instructors design active-learning activities that require face-to-face interaction, individual online chat and/or participation in an online discussion with the embedded librarian. This interaction between students and librarians builds a bridge and establishes a rapport that increases students’ voluntary access of library services beyond the required interactions established by the instructors. Our panel includes librarian and instructor teams ready to answer questions about our journey into the world of embedded librarians: what worked, what did not, student feedback, example assignments, and more.

**What the best teachers do: Agreement between student evaluations and faculty perception**
Satish Nargundkar, Milind Shrikhande
Georgia State University

We conducted semi-structured interviews of the most successful teachers in a large college of business regarding the relative importance of factors that contribute to effective teaching. The results were compared with the factor analysis of data from over 100,000 student evaluations over a four year period. The results showed a remarkable agreement in terms of the top two factors, and some differences among the others. The faculty were further asked about their teaching styles based on Grasha’s teaching style inventory, and to describe how they approached each class. The results show similarities in approaches across various functional areas of business.

**Using De Bono’s 6 Thinking Hats for Creative Thinking, Effective Decision Making, Engaged Meetings, and Faster Problem Solving**
Linda Marie Golian-Lui
Kennesaw State University

Thinking is like breathing - we take it for granted. We assume that the way we think is the "right" way and that everyone thinks the same way. We involve too much in the thinking process creating a "thinking stew" filled with emotions, ruts, opinions, and personal values. De Bono’s six thinking hats is a simple, fun, and effective lateral thinking technique that helps organizations communicate more effectively and stimulates creative brainstorming and problem solving. Come and learn and experience this unique communication tool.
Engaging Students with Multimodal Assignments
Jeannie Beard
Kennesaw State University

In my dissertation entitled, Composing on the Screen: Student Perceptions of Traditional and Multimodal Composition, I asked students in two first-year composition courses about their experience with composing a video documentary essay in relation to their experience with writing traditional papers. Though some of the results were what I expected, I was surprised to find that students found that composing in multiple modes (using image, video, sound), gave them a greater understanding and appreciation for their topics and better prepared them to write. Many students reported that creating a video was a more in depth and enriching experience than just writing a paper, and many felt that multimodal composition is a tool that they will be more likely to use in their professional and personal lives. In this session, I will discuss the findings of my research and share with colleagues some of the ways I have integrated these discoveries into my own teaching practices with very effective results. I will discuss ways that multimodal assignments can be worked into a course, the types of assignments that can be given, and some examples of student work from the past two semesters.

Life and Light: An Interdisciplinary First-Year Learning Community Seminar in the Biological and Physical Sciences
Paul Kasili
Bunker Hill Community College

Bunker Hill Community College (BHCC) offers Learning Community Seminars (LCS) to first-year students aimed at facilitating a smooth academic and social transition into college life. Each LCS section explores a different theme and the seminars are offered in the following diverse categories: Art, Culture & Media Seminars, Civics & Politics, Race, Ethnicity & Cultural Identity, Gender & Identity, Health & Wellness, Learning & Success, Military & Veterans, Religion & Spirituality, Science & Sustainability, Work & Family, and Professional Studies Seminars. LCS’s in these categories offer learning environments that provide first-year students with an integrated approach to learning by offering shared and active learning experiences. This session discusses an interdisciplinary freshman seminar themed, “Life & Light” based on an interdisciplinary curriculum that uniquely integrates Biology and Physics. Students in this seminar examine the fundamental principles of Biology and Physics through a combination of virtual laboratory and classroom exercises, and apply these ideas to real-world applications thus linking academic and out-of-class experiences. By integrating the biological and physical sciences, the “Life & Light” LCS gives students a new perspective to science and changes how they think about principles, concepts and applications of Biology and Physics. This interdisciplinary curriculum also promotes and enhances active learning, student relationships and faculty collaboration. Finally, we will discuss the approaches and techniques used to apply the basic elements and strategies of active learning to this LCS.
Affordable Learning Georgia: A New USG Initiative to Promote Use of OER’s and Lower Cost Learning Materials
Lauren Fancher
Board of Regents, University System of Georgia

The University System of Georgia (USG) Affordable Learning Georgia initiative promotes student success by providing affordable textbook alternatives, part of the overall plan to expand affordable access to USG education through multiple pathways including both traditional residential, "traditional" online, and new online modalities such as MOOCs. This one-stop service to help USG faculty and staff identify lower-cost, electronic, free, and Open Educational Resources builds on the cost-effective subscription resources provided by GALILEO and the USG libraries. A panel discusses these University System efforts to foster creation and adoption of Open Educational Resources in order to increase student access to learning, retention, and completion.

Constantly Connected, Commonly Distracted: Causes and Consequences of Today’s Classroom Behaviors
Eric Gresch, Janita Rawls, Pingping Song, Kyle Huff, Melinda Cline
Georgia Gwinnett College

A student’s ability to focus his or her attention while in the classroom is an important concern for faculty. Distracting classroom behaviors divert a student’s focus and may interfere with student learning and performance. Understanding the causes and consequences of distractive classroom behaviors can influence course planning, preparation and classroom management. Wasley (2008) notes that many faculty members have created extensive course policies within their syllabi addressing student conduct while in the classroom. This study seeks to inform faculty by examining which policies are needed, which ones may be eliminated, and by suggesting new policies for consideration during syllabus development. The research expands the literature by examining current student’s perceptions of several previously identified distractive behaviors and by adding new ones of interest, such as social media. Specifically, this study examines which behaviors a student finds distracting; ways in which a student distracts him/herself; ways in which a student is distracted by other student’s behavior; and, perhaps most importantly, who the student believes is responsible for minimizing distractive behaviors and taking corrective action. Research findings from a medium-size public institution will be presented. The interactive discussion will also include implications for faculty members.

Teaching without Lectures: The Method, Student Perceptions, and Outcomes
Thomas Cooper, Karen Briggs, John Holliday, Brad Bailey
University of North Georgia

For decades, education experts have recommended a shift from traditional lecture instruction toward more student-centered methods in which students take responsibility for their own learning through problem
solving. But are today’s college students receptive to such a break from tradition in classes that have typically been dominated by lectures? In this session, we will discuss results from the first year of a two-year quasi-experimental study funded by the Educational Advancement Foundation to compare the effects of using a student-centered approach with very little direct instruction to a traditional lecture approach in precalculus. A Likert-type survey was used to assess the students’ preferences for teaching style, and open-ended surveys and interviews were used to gather more detailed information on the students’ perceptions and attitudes. In addition, a pre-test and common final exam was used to compare achievement. We will describe the specifics of the teaching approach and provide an overview of both the quantitative and qualitative results.

Friday, 3:30pm - 4:30pm | Rm 174

Getting Innogaged! Part 2: Intentionally designed FLCs that lead to publication
Lynn Boettler, Diana Gregory
Kennesaw State University

Although a follow-up to Getting Innogaged! Part 1, it is not necessary to have attended the preceding session. This session offers a successful model for structuring faculty learning communities (FLCs) intentionally designed to elicit scholarly products. A description of the activities, materials, and timeline employed in a faculty learning community entitled Getting Innogaged!, which is currently developing a book by the same name, will be provided. In addition, facilitators share strategies for motivating and organizing faculty toward a common goal as well as the ups and downs of bringing a major scholarly product to fruition. Time will be allotted for Q&A.

Saturday, 9:00am - 10:00am | Rm 460

Teaching with Cases: A Conversation About Good Practice
Jacqueline Roe, Laura Landry-Meyer
Bowling Green State University

The use of case studies as a teaching tool is increasingly popular in a wide variety of disciplines, including management (Healy & McCutcheon, 2010), civil engineering (Newson & Delatte, 2011), nursing education (Dinc and Gorgulu, 2002), psychology (Mayo, 2004), among many others. The thoughtful application of case studies have been shown to broaden students’ understanding of complex and contentious issues. Furthermore, well-designed cases create motivation that can boost students’ listening and cooperative learning skills (Grupe and Jay, 2000).

Although the value of the case method is well established, the complexity, length, intended purpose, and format of case studies can vary greatly. For example, students may need to reconcile the conflicting aspects of "ill structured" situations in ways that develop their problem-solving skills. On the other hand, shorter, less comprehensive cases can be designed for small group discussion to reinforce the learning of new terms and concepts. Cases may be used to illustrate a lecture point or assigned for individual assessment purposes. Their format is not limited to the written word; cases may also be introduced through documentaries, film, or you-tube clips.
In this interactive session, we will discuss multiple types and uses of case studies, as well as ways to adapt cases to meet teaching objectives. Potential pitfalls of case use will be discussed. This presentation will include opportunities for reflection and participant contributions. Handouts will be provided.

**Up Close & Personal: Harnessing Online Forums for Collaborative Dialog in the F2F Environment**
Johnny Woods
Kennesaw State University

Creating opportunities for critical dialog in the classroom is important in the learning process. Face-to-Face classrooms have the benefit of immediate and dynamic synchronous verbal dialog. Students in the F2F environment can apply what they have learned and experienced in an open forum that is facilitated by the instructor in real time. Online classrooms, for the most part, rely heavily on asynchronous online discussion forums. These forums have the benefit of allowing students who might not normally speak in a face to face class engage with their classmates. However, these forums lose some of their impact because they don’t allow students to a dynamic and immediate dialog with their peers or the instructor. This session will explore the use of online forums for communication in a f2f course.

Why not combine the best of both worlds and use online forums for collaborative dialogue in face to face classrooms?

**Evaluation of a Hybrid Psychology Class**
Ginny Zhan
Kennesaw State University

As online and hybrid courses become more prevalent on university campuses, researchers have examined their effectiveness. Overall it seems online and hybrid classes are associated with stronger student learning outcomes (US Department of Education, 2010). This presentation discusses the effectiveness of an upper-level psychology class as it transitioned into a hybrid format. In 2012, I taught Ethnic Minority Psychology for the first time as a hybrid course, and again in 2013. Traditionally this course was characterized by a very interactive classroom with active student involvement in discussions and group work. I was curious and concerned about how effective the hybrid class would be compared to the face-to-face format. To examine this question I used both a subjective and an objective measure. Students in both classes (N=80) filled out a Likert-scale survey questionnaire on their views of effectiveness of the hybrid format, their assessment of the weekly online discussions, and their opinions on specific aspects of their learning. The grades from these two hybrid classes were also compared with those from the previous face-to-face classes. Results indicate that students in hybrid class in both semesters overwhelmingly (over 90%) support the hybrid format. They find the online discussions contributed to their learning, and they recommend that the course continue to be taught as a hybrid in the future. The grades from hybrid classes are not statistically different from the face-to-face classes. These findings may be useful for instructors of all academic disciplines in their effort to transition from face-to-face to hybrid format.
Incorporating Leadership Skills into Teaching
Beth Stutzmann, Donna Colebeck
Southern Polytechnic State University

Leadership skills provide practical experience desired by employers, aid with student engagement and retention, and benefit students preparing for careers. In this presentation, professors discuss the concept of leadership; individual and group leaders; and ways leadership (and life) skills can be integrated within courses, on-campus programs and extracurricular organizations.
Participants will engage in an activity to experience group dynamics, becoming aware as to how a leader may emerge within a group setting. They will be surveyed in the session as to identify the nature of leadership skills; how they use leadership-building skills in their courses; share ideas for designing an engaging and leadership-building class.
At the end of the session, participants will be able to:
- Identify and correlate Leadership Skills that can be infused into one’s course
- Create teaching activities to incorporate these Leadership Skills into one’s course
- Recognize and describe on-campus Leadership opportunities for students through organizations and other campus programs

Core Curriculum Assessment Guidelines for Faculty and Instructors
Katharine Adams, Jeremy Tost
Valdosta State University

Faculty from across departments and universities are putting forth considerable effort in developing, implementing, and documenting their core curriculum assessment practices. In hopes of continuously improving upon current assessment practices, and in an effort to better support faculty in determining appropriate assessments for each core curriculum course, consultants to the General Education Council at a southeast regional university reviewed 34 assessment plans submitted by faculty who taught core curriculum courses during the fall 2012 and spring 2013 semesters. Based on identifiable strengths and weakness among assessment plans submitted and a thorough review of the literature, step by step guidelines were developed to assist faculty in logically thinking through the multifaceted and complex process of assessment during the development phase. Assessment guidelines may be modified for use by faculty from various universities, departments, and disciplines.
Important considerations highlighted in the assessment guidelines include:
(a) Identifying course specific knowledge and skills to be assessed as related to the core curriculum outcome;
(b) identifying the depth of processing (e.g., Bloom’s Taxonomy) required to demonstrate the identified knowledge and skill;
(c) developing a reliable and valid assessment activity to measure student mastery by considering the appropriate student response format, level of processing required, efficient use of class time, ease of administration, and other factors that impact reliability and validity;
(d) evaluating individual student proficiency and aggregate student performance;

Saturday, 9:00am - 10:00am | Rm 174
Saturday, 9:00am - 10:00am | Rm 182
(e) implementation practices;
(f) review, analysis, and dissemination of findings; and
(g) preparation for the final assessment report and use of findings.

Flipping the Classroom to Engage the Introverted Learner
Terry (Tee) Barron, Gillespie Mary
Georgia Gwinnett College

Introverted learners often fall through the cracks in the traditional lecture style of teaching. Extroverted, gregarious students typically answer most questions in class even when we, as engaged teachers, try everything we can to make introverted learners feel comfortable and participate. Many times we try to coax introverts to become extroverts instead recognizing that they have special gifts as well; they typically are deep thinkers and great problem solvers and will communicate effectively using the appropriate pedagogical techniques to help them express their knowledge.

The Flipped Classroom is a proven method of engaging students that results in deeper learning and higher achievement. The major impetus of the Flipped Classroom is to motivate students to prepare for class ahead of time by using various on-line and written resources to gain a foundational understanding of the material, while class time is used to engage students in higher-level orders of thinking and problem solving.

In this mixed methods design, results indicate that introverted learners feel more comfortable when instructors flip the classroom, which directly contributes to higher achievement. Increases in grades are attributed to both the Flipped Classroom method of teaching as well as innovative communication initiatives with students such as social media, texting, Skype and on-line tools paired with the textbook. In class, introverted students felt more comfortable answering questions, completing problems at the board and participating in group work.

Session participants will receive downloadable files for all resources presented, including surveys used, class preparatory quizzes and activities that promote student engagement.

Concept Maps - A Tool for Refreshing and Assessing
Susanna Molitoris-Miller
Kennesaw State University

A college classroom is full of a variety of learners with different backgrounds and levels of proficiency in the topics we teach. Concept mapping can be a useful and valuable tool to use with your students to help them draw on this previous knowledge and to help you gain some idea of what knowledge (correct and sometimes incorrect) they bring to the classroom. In this session we will review what concept mapping is, how to lead your students in creating concept maps and several possible classroom uses for this tool.
The Strategy Project: An Authentic Assignment for Active Learning

Hillary Steiner
Kennesaw State University

In order for students to be successful in difficult college courses, they must become metacognitive, self-regulated learners with a variety of effective learning strategies at their disposal. Many instructors teach active learning strategies in their courses and stress their importance, yet students may remain unconvinced, especially given the amount of time and effort good learning strategies require. This presentation will describe an assignment, adaptable for a variety of courses, which requires students to try newly learned strategies in an authentic venue. Because active learning strategies are so effective, often only one successful trial in an authentic situation is required for students to agree to use them consistently. "The Strategy Project" assignment involves the application of active reading, note-taking, studying, time management, and communication strategies to a student’s current course. Five instructors implemented this assignment in their first-year seminars, and data was collected regarding the assignment’s effects on students. Quantitative and qualitative data, including self-reported evidence of grade improvement and student artifacts and reflections from the project will be presented, and adaptability of this assignment for other courses will be discussed. Attendees to this session will be provided a copy of the assignment as well as hands-on guidance on how the assignment can be implemented in their own courses.

Making Professional Connections through Constant Student-Generated Reviews Using Google Plus and Blogs in Calculus II

Minsu Kim
University of North Georgia

Researchers and instructors have been interested in the educational use of mobile technologies in flipped classrooms. Some instructors utilize blogs as an extension to the classroom in order to enhance students’ engagement and interaction, such as sharing opinions and useful resources. Although mathematics instructors have adopted the innovative pedagogy to their classes for engagement and application for new material, the pedagogical methods have not emphasized the use of technologies regarding reviewing learned material because instructors believe that review is the students’ responsibility. Utilizing benefits of mobile technologies and social networking services, the aims of this project are to encourage students to keep refreshing their knowledge and understanding of learned material, to synthesize all topics in Calculus II, and to enhance their engagement and collaborative learning through student-generated reviews using Google Plus and blogs. This research project has conducted from the Spring to Fall semesters of 2014 with 60 students in Calculus II at University of North Georgia.

I will employ three different data sources:
1) survey about students’ perspective and attitude on this project,
2) students’ achievements measured by the first exam and final exam, and
3) student evaluations.
The results of this project will contribute to the educational use of mobile technologies and social networking services for student-generated reviews and vital resources for knowledge about Distance Education & Technology Integration. Students have opportunities to have a variety of activities both inside and outside of class and develop the educational use of mobile technologies and social networking services.
POSTER ABSTRACTS

Poster 1

Pros and Cons of the Development of a Departmental Core Assessment Plan
Amy Harden
Ball State University

Through the process of developing an assessment plan for a departmental common core program consisting of eleven student learning objectives incorporated into a total of eighteen courses and shared among eleven distinct major programs, specific pros and cons have been identified. The department common core of three courses (two required and one selected from a variety of programmatic courses) provided a unique challenge for the development of an assessment plan. Over a period of two to three years, representatives from the various programs within the department collaborated to develop student learning outcomes and assessment rubrics common to the department core program, as well as an assessment plan that provided consistency and flexibility for the number of courses included in the core (including all of the courses that students could select) and the vast number of potential different instructors teaching the courses at one time, and over time. Due to the value for academic freedom, consideration was given to developing a flexible system that would avoid dictating to instructors a specific type of assignment/project/etc. in order to complete the assessment. Instructors were free to incorporate the assessment measurement into their course wherever they deemed appropriate. The consistency of the assessment was developed from the rubrics which were to not to be revised by individual instructors. Review of the initial data was reviewed to determine the overall learning outcome as well as the potential effectiveness of the rubrics, and the differences of the assessments between courses measuring the same student learning outcome.

Poster 2

Using a Virtual Environment/Simulation Game to Incorporate Problem Based Learning Strategies
Amy Harden
Ball State University

To be prepared to enter the workforce ready to succeed, students must have the skills to identify and work through roadblocks, cooperate with peers, and solve integrated problems. Classroom utilization of Problem-based learning (PBL) strategies involves the students and allows them to work out conflicts/solutions in a group centralized manner. Some industry expectations (due to high financial or safety risks) are extremely difficult to communicate to students in a classroom or activity assignments. The fashion industry (Buyers role) is one such example. Due to the financial risks involved, the buying function is one area that is nearly impossible to fully incorporate into classroom. In the industry, professional buyers receive direct feedback on the success and adequacy of their plan from the sale of products. Students can be led through the process of making, and balancing a six month plan, but they do not receive feedback from the decision made in the plan. Development of a virtual environment/simulation game allows students the opportunity to test their decisions. Prior to the availability of a virtual environment, a complete simulation that provided information on how the
students’ plan functioned was not possible. Within a virtual environment, students played the role of a fashion buyer. Using PBL strategies, students built a six-month buying plan, analyzed the competition, target market, and product assortment. The simulation game was completed providing students with sales feedback and an opportunity to identify adjustments in a way that is similar to the industry without the risk of major financial loss.

"Try It" Say Students from Hybrid Georgia College Courses
Elaine Whitaker
Georgia College & State University

Hybrid, active, engaged, liberal learning at Georgia College has developed organically in a variety of disciplinary contexts. Although the proposed poster focuses on first-year writing (Core A1), its leadership-focused insights into student engagement are applicable to all college contexts. Courses assessed range from blends of face-to-face, student-led groups with GeorgiaView-facilitated discussions to entirely online summer courses. Assessment of four years of blended/distance learning that promotes student leadership will include both direct and indirect measures. Student voices will be provided by accompanying the poster with a three-minute video prepared by a Georgia College student, Trey Barnett. The video features interviews with three seniors who concur in recommending that all college students try blended or distance learning at least once.

The Teacher in us All: Assessing Student Learning through Group Tests
Jennifer Randall
Dalton State College

Traditional tests often gauge how well students can memorize material instead of whether students truly understand what they have learned or if they will remember information from a class. By adding a group section to tests, students are able to verbalize what they have studied and learned, teaching others just as they have been taught. It is often in the teaching that material comes alive, becomes more meaningful, and stays with an individual longer. For this reason, I experimented with group quizzes as well as group tests in my British Literature class with positive results, and such group assessment could be used in any class to ascertain whether students truly understand what they are studying. Individuals also enjoy being part of a group or at least part of something bigger than their own perspective, so an occasional group test or quiz is a terrific way to unite the class and help students feel like they contributed to the greater good. For example, on a test, the directions could have students choose 10 out of 15 items to discuss, identify, or solve. After students work on their own, they will then be partnered with one or two other students and discuss answers, methods, and thoughts, writing down what they and their partners discuss for each question. Another option is to have fill-in-the-blank answers and to require students to interview a classmate or two at the beginning or end of a test, which will then be graded as part of both student’s test (how well the first student listened and understood what was being said and how well the second student explained and understood what they were sharing). While the idea of group tests or quizzes can seem daunting at first, particularly in terms of planning and grading, they can save time and more successfully force students to demonstrate their grasp of material.
Innovative Communities: The Impact of Embedding Special Education Faculty in General Education Methods Courses
Jill Williams, Patricia Alvarez McHatton
Kennesaw State University

Teacher educations face an urgent need to effectively prepare general educators to support students with disabilities due to continued disparities in student outcomes. Teacher educators are exploring ways to ensure teacher candidates are ready to meet the needs of students with diverse learning needs. Some teacher preparation programs have opted to merge general education and special education programs via dual certification. However, the manner in which content is infused may differ significantly across programs. Developing teacher educator teams with embedded special education faculty may ensure infusion of special education at the intersection of content and student learning needs versus as separate elements. This may also serve as a vehicle for creating a viable, sustainable community of practice between faculty from varied disciplines.

This session describes two initiatives in which Special Education faculty were embedded into General Education methods courses (Elementary STEM cohort and secondary Biology, Chemistry, and Physics). Embedded special education faculty co-taught with science faculty on a variety of topics and visited candidates’ classrooms. The presentation will increase awareness and understanding of alternative, innovative frameworks for developing communities of practice between faculty from varied disciplines to prepare general educators to better meet the needs of all learners. Details on how faculty collaborated and results from pre-post surveys addressing attitudes toward inclusion and students with disabilities will be presented along with implications and future directions.

Assessing Undergraduate Research in Theatre and Dance Using AAC&U Values Rubrics and Portfolios
Karen Berman
Georgia College & State University

The Theatre Department with Dance created a comprehensive undergraduate research agenda implemented through conferences, community outreach, and service learning. Assessment was based on the AAC&U Value Rubrics and portfolios. Students in Theatre attended 6 regional and/or national conferences plus 2 on-campus conferences. Students in Dance attended 1 regional conference. Students in the Theatre as Social Change course attended 1 on-campus conference. Faculty presented at multiple conferences. 7 faculty mentored undergraduate research, including all 4 tenured/tenure track faculty plus 3 additional faculty members. 66 individual students in Theatre participated in 154 projects that were assessed in this report. 28 individual students were assessed on a group of projects with Early College. 33 individual Dance Minor students were assessed on their community engagement work. Aggregate results of assessment on rubrics were represented. Assessment of the 88 objectives in the AAC&U VALUE Rubric resulted in a better understanding of the strengths and weaknesses in the Theatre and Dance curriculum. Quantitative Literacy objectives are on the low end of the scoring and, as we suspected Creative Thinking, Problem-Solving, Teamwork, and Intercultural
Knowledge resulted in highest scores. Student Portfolios provided particularly detailed data regarding experiences of what was learned from the research.

**Poster 7**

**Assessing Student Learning Outcomes for Effective Teaching and Learning**
Keenya Mosley
Savannah State University

This presentation will focus on the accountability of using assessment data from student learning outcomes to influence decisions about instructional strategies and course content to improve classroom learning. Various assessments should be used to continuously make improvements in college courses. The data should be gathered each semester and reviewed annually. More so, the documentation of this process is essential to making these changes. Information will be provided on identifying assessments appropriate for course objectives and outcomes, when to employ assessments and how to utilize the results. The content of the presentation can be applied to various courses.

**Poster 8**

**Assistive Technology**
Larry Beard, Joseph Akpan, Linda Johnston
Jacksonville State University

Despite enormous improvements in AT devices and services in American classrooms, the number of students with special needs, and the complexity of needs that they and their families experience continues to be skyrocketed nationwide. In response to these urgent needs, more advanced and specialized assistive technologies have been developed that educators can use to revamp and redefine education of individuals with special needs, multiple learning styles, and physical challenges. AT helps students with special needs develop independent thinking skills, maintain self-reliance, increase autonomy, develop problem-solving skills, facilitate a sense of continuity in living conditions as much as possible, and become more actively involved in their educational activities at home, schools and communities. It allows teachers to reach out to all children at home, in the classroom, workplace, and community through outreach programs. AT, both high and light provide enormous potential for students with special needs to capitalize on their strengths and by bypassing, or compensate for loss of function, making the most out of their educational experiences.

**Poster 9**

**Institutional Support for Innovative Teaching & Technology Integration**
Laura Landry-Meyer, Jacqueline Roe
Bowling Green State University

The convergence of two incentive programs: a provost-level innovative teaching grant and a college-level technology boot camp allowed us to explore new pedagogies in an introductory level course. Specifically, we explored if partial flipping of course content was effective in terms of 1) student learning and 2) class management (e.g., time).
Starting Fall 2013, two sections of an introductory lifespan human development courses were partially flipped. The two course sections were similar in size (51, 54) and class rank distribution (e.g., freshmen 24, 27). Students had their first exposure to course content outside of class, with 8-10 minutes of in-class lectures that delved into specific topics. In-class activities were chosen/designated to engage students and reinforce/extend learning.

Multiple formative and summative evaluation methods were used to evaluate the effectiveness. To assess student learning, we included data on student assignments, a comprehensive 100-item knowledge "quiz" to determine knowledge retention, student course evaluation, and final course grades. These results will be presented with implications for practice.

To assess effectiveness of class management, we included student midterm feedback, multiple faculty peer evaluations, anecdotal faculty self-report, and the Reformed Teaching Observation (RTOP). Results about the transformation to partial flipping in each section will be discussed with specific implications for its effectiveness.

Poster 10
Retaining Support Faculty
Nancy Prochaska
Kennesaw State University

Support Faculty are a valuable part of the teaching team, but often they are overlooked, neglected, isolated, and under-valued. As a result, reduced performance and turnover can be a problem. In order to improve the situation for our Support Faculty, I developed a handbook called "Nearly Everything You Need to Know to Succeed as a Support Faculty Member in the Coles College." Five years later, I revised and updated it. What I discovered is how many policies and procedures change in a year! This has prompted the Coles College to give new attention to our Support Faculty and as a result, we are finding improved retention and satisfaction among our Support Faculty.

Poster 11
Assessing Teaching Strategies and the Learning Environment: Examining the Confidence of our Teacher Candidates
Pamala Carter, Kay Cowan
University of TN-Chattanooga

Today’s teachers are evaluated on their students performance. More than ever, the importance of creating a supportive learning environment and appropriate teaching strategies to positively affect learning outcomes are imperative skills that teacher candidates must quickly master. In our teacher education program, cooperating teachers (classroom teachers) and supervisors (university instructors) are hired to observe and provide meaningful feedback to candidates to help them navigate these complex activities. These individuals are asked to assess the teacher candidate’s competence from an objective point of view and respond to the confidence of the teacher candidate in various aspects of teaching. This study surveyed teacher candidates and their
supervisors to determine how confident candidates were to address the domains of learning environment and teaching strategies in the classroom. The findings reveal some differences that warrant conversation. What should a teacher candidate know and be able to demonstrate in these areas? How does an effective teacher candidate look compared to the effective classroom teacher? How do you observe the potential to be successful? How well can others assess these behaviors? To accurately assess and provide meaningful feedback to our candidates, discussions about what constitutes a supportive learning environment and appropriate teaching strategies are needed, particularly as they relate to the beginning teacher. The session will provide findings from our study but also will open the dialogue to discuss these essential questions that impact teacher education programs across the country.

Poster 12

To Change or Not to Change, Helping Student Answer the Question
Rebecca Cox-Davenport, Paula Haynes, Tersea Lawson
Lander University

The purpose of the presentation is to present nursing faculty with original triangulated research about nursing students' patterns and perspectives on changing answers on multiple choice tests. Students and faculty have strong opinions concerning changing answers, but student beliefs do not always translate into their behavior causing students anxiety. This presentation will include qualitative themes about student perceptions and quantitative data about the impact on test grades from the current study. The literature surrounding the phenomenon of changing answers will also be discussed. Faculty have an opportunity to have an impact on student testing and make students stronger test takers.

Poster 13

More Than Multiculturalism: Teaching Anti-Racism for Social Change
Seneca Vaught
Kennesaw State University

This poster addresses the use of critical pedagogy in a first-year learning community to develop engaged learning and student leadership within an anti-racism framework. The project illustrates an interdisciplinary methodology to move past the apathy that multiculturalism and critical thinking strategies often present to students in a "post-racial" society. We explore how to leverage some of the best aspects of these approaches in community-based projects to challenge racial inequality and inspire social change.