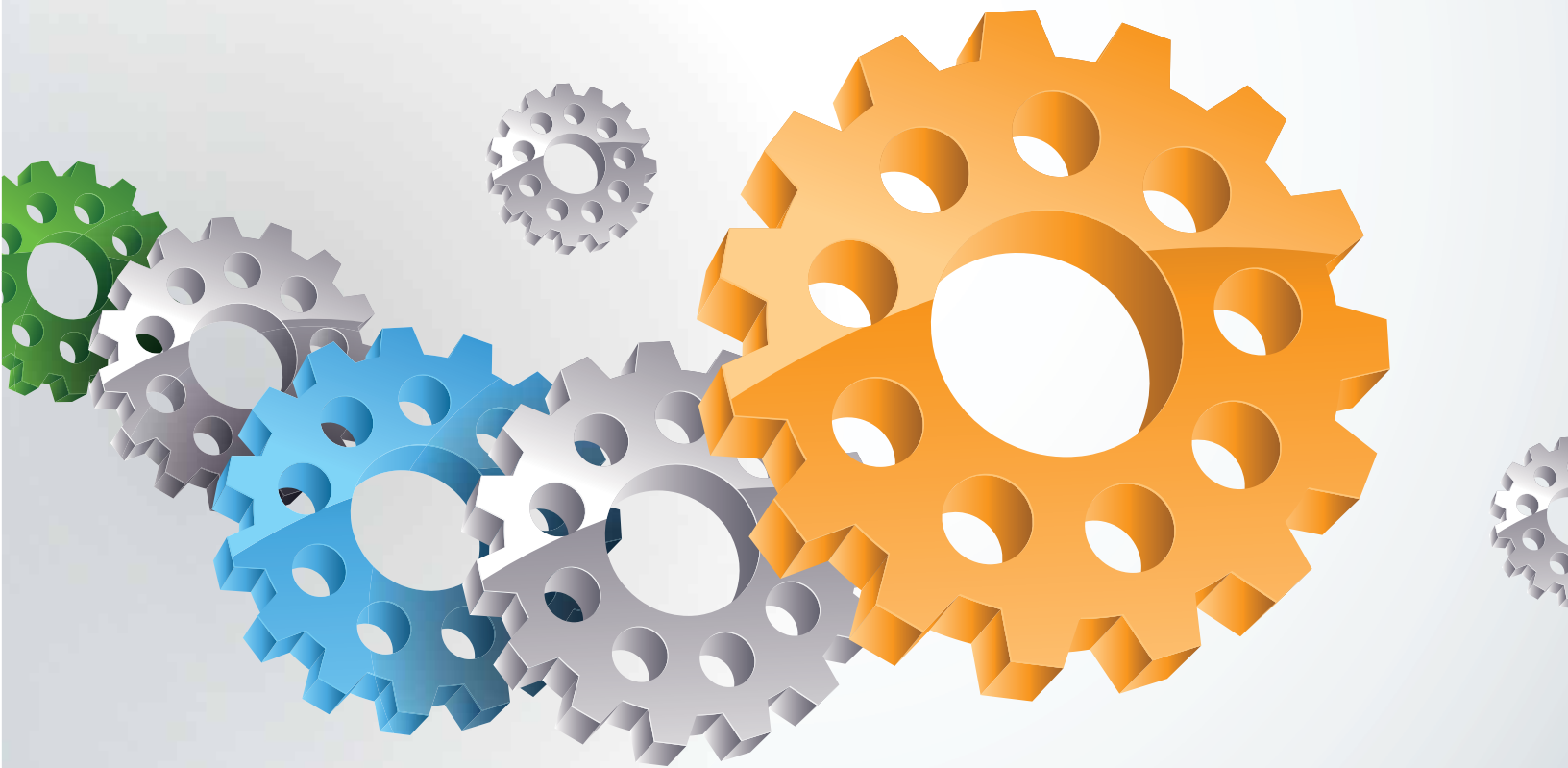THE 4TH ANNUAL

SoTLacademy
2012

COLLABORATIVE ENGAGEMENT
May 20-22, 2012

Eberhard Conference Center
Grand Valley State University
Grand Rapids, Michigan

Conference Overview

SUNDAY

May 20

12:00–5:40 p.m.
Pre-Conference Workshop

"An Inquiry into Teaching and Learning:
Starting and Strengthening a SoTL Project"

Separate registration required

6:00–8:00 p.m.
Cocktail Reception

Location .... B.O.B., 2nd Floor,

200 Monroe Ave. NW

Evening .... Dinner on your own

MONDAY

May 21

8:00–9:00 a.m. .... Breakfast

9:00–9:15 a.m. .... Conference Welcome

9:15–10:15 a.m. .... Session A

10:30 a.m.–12:00 p.m... Keynote 1

Carmen Werder & Blair Kaufer
Engaging Student Voices in the Study of Teaching
and Learning: Ordinary People, Plain Pretzels,
and Conversational Scholarship

12:00–1:00 p.m. .... Lunch

1:00–1:45 p.m. .... Session B

2:00–2:45 p.m. .... Session C

2:45–3:15 p.m. .... Refreshment Break

3:15–4:15 p.m. .... Session D

4:30–6:00 p.m. .... Cocktail Reception

Heritage Restaurant

Grand Rapids Community College

Evening .... Dinner on your own

TUESDAY

May 22

8:00–9:00 a.m. .... Breakfast

9:00–9:45 a.m. .... Session E

10:00–10:45 a.m. .... Session F

11:00 a.m.–12:30 p.m... Keynote 2

Dan Butin
An Apprenticeship in Democracy:
The Future of SoTL and
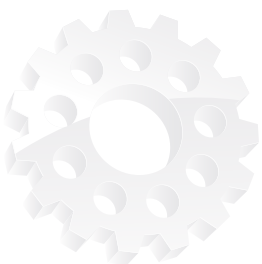Engagement in Higher Education

12:30–1:30 p.m. .... Lunch

1:30–2:15 p.m. .... Session G

2:15–2:30 p.m. .... Refreshment Break

2:30–3:30 p.m. .... Closing Session –

Commencing to Collaborate
**Carmen Werder, Blair Kaufer,
Dan Butin**

SoTLacademy
2012

1

Carmen Werder
Director, Teaching-Learning Academy,
Writing Instruction Support, & Learning Commons

Blair Kaufer
Undergraduate Student
Western Washington University
Bellingham, WA

Engaging Student Voices in the Study of Teaching and Learning: Ordinary People, Plain Pretzels, and Conversational Scholarship

Involving college students as co-inquirers in research on teaching and learning seems like an obvious need. Yet, in higher education, we often overlook the voices of those learners that can tell us the most about what we need to know and change. And, in employing only traditional methods of undergraduate research, we risk slighting more organic ways of engagement, namely dialogue. The speakers describe the dialogue structure they have built at their university to engage a range of students including student leaders, disenfranchised students, and those students just trying to earn enough credits to get a degree. Presenters will invite participants into the dialogue process they call "structured informality" or "conversational scholarship."

Biographies

Blair Kaufer is in her third year as an undergraduate at Western Washington University in Bellingham with plans to double major in Cultural and Archaeological Anthropology. She got her start in WWU's Teaching-Learning Academy (TLA) in her first year of college as part of an education class on "Exploring the Scholarship of Teaching and Learning," and she has continued to participate as a volunteer ever since. Influenced by the TLA's values about collaboration, Blair applied for and was accepted to participate in cultural study on the value and meaning of community in Thailand and India during Winter Quarter 2012. She hopes to build on that experience and study by doing graduate work in anthropology. She is very excited to participate in her first academic conference!

Carmen Werder directs the Teaching-Learning Academy and the Writing Instruction Support program at Western Washington University, where she also teaches rhetoric and civil discourse. As a 2005 Carnegie Scholar, she initiated an ongoing study of the use of personal metaphors in developing a sense of agency. She headed up both Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) initiatives on working with students as co-inquirers in the scholarship of teaching and learning: the Sustaining Student Voices cluster (2003-06) and the Institutional Leadership Program Student Voices themed group (2006-09). Carmen currently co-chairs the "Students as Co-inquirers" special interest group within the International Society for the Scholarship of Teaching and Learning (ISSOTL). Carmen co-edited the book *Engaging Student Voices in the Study of Teaching and Learning*.


Dan Butin
Founding Dean and Associate Professor
School of Education
Merrimack College
North Andover, MA

An Apprenticeship in Democracy: The Future of SoTL and Engagement in Higher Education

Democracy, so the saying goes, is not a spectator sport. Yet a troubling paradox exists in higher education: even as more and more students and faculty argue for ever deeper models of collaborative engagement (e.g., service-learning, undergraduate research, translational research), the contemporary culture and models of higher education actually diminish the opportunities for meaningful, sustained, and impactful outcomes in, with, and for local and global communities. This presentation explores how the SoTL movement is, and should be even more, a meaningful part of institutions' commitment to the practices of engaged scholarship and its impact on the college classroom and beyond.

Biography

Dan W. Butin is an associate professor and founding dean of the school of education at Merrimack College. He is the author and editor of more than sixty academic publications, including the books *Service-Learning in Theory and Practice: The Future of Community Engagement in Higher Education* (2010), which won the 2010 Critics Choice Book Award of the American Educational Studies Association, *The Education Dissertation: A Guide for Practitioner-Scholars* (2010), *Service-Learning and Social Justice Education* (2008), *Teaching Social Foundations of Education* (2005), as well as the forthcoming book *The Engaged Campus*. Dr. Butin's research focuses on issues of educator preparation and policy, and community engagement. Prior to working in higher education, Dr. Butin was a middle school math and science teacher and the chief financial officer of Teach For America. More of Dr. Butin's work can be found at danbutin.org.
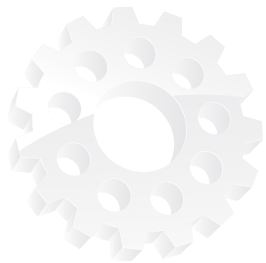
SoTLacademy
2012

An Inquiry into Teaching and Learning: Starting and Strengthening a SoTL Project

May 20, 2012, 12:00-5:40 p.m.
Eberhard Conference Center, Grand Valley State University

About the Pre-Conference Workshop

This workshop will offer you practical assistance in beginning or refining a scholarship of teaching and learning (SoTL) project. The workshop will be helpful to you whether you are exploring SoTL as an avenue of new work, ready to begin a SoTL project, or already have some knowledge and experience conducting SoTL work. This workshop is designed for individuals and teams of SoTL investigators.

Upon completion of this workshop, you will be able to:

1. Articulate or refine a research question for a SoTL project

2. Know where to look for prior literature and relevant theory

3. Select appropriate research methods for your SoTL question

4. Identify possible solutions to SoTL ethical issues

5. Locate publishing and conference venues for your SoTL work

6. Draft a timeline for your SoTL project

Workshop Agenda

I.   Lunch, Welcome, and Overview of the Day   Room EC 215

      Duration: 45 minutes (12-12:45 PM)

      Facilitators: Christine Rener, Ph.D.   Todd Stanislav, Ph.D.
                    Director   Director
                    Pew Faculty Teaching & Learning Center   Faculty Center for Teaching & Learning
                    Grand Valley State University   Ferris State University

                    Ric Underhile, Ph.D.
                    Associate Dean
                    Instructional Support & Interdisciplinary Studies
                    Grand Rapids Community College

II.   Anatomy of a Question: Refining the Compelling SoTL Question

      What are you curious about? What would you like to know about your students' learning?
      A successful SoTL project begins with a question that is compelling to both the SoTL community
      and the researcher. In this session, we will work on defining research goals and framing researchable
      questions. We will also discuss the types of evidence that will reveal that your goal has been achieved.

      Duration: 1 hour (12:50-1:50 p.m.)

      Facilitator: Jeffrey Bernstein, Ph.D.
                    Professor, Department of Political Science
                    Eastern Michigan University

III. The SoTL Literature: Contextualizing and Publishing Your SoTL Work

      A range of web-based and print journals support publication of SoTL work. Prior to initiating your own
      investigation, an awareness of relevant SoTL work in your own discipline, closely related disciplines, as well as
      unexpected areas must be established. In this session, facilitators will provide and seek suggestions for both
      locating existing SoTL publications and choosing an appropriate venue for dissemination of your work.
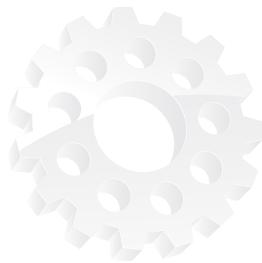
      Duration: 30 minutes (2:00-2:30 p.m.)

      Description:

      Facilitators: Christine Rener, Ph.D.   Todd Stanislav, Ph.D.
                    Director   Director
                    Pew Faculty Teaching & Learning Center   Faculty Center for Teaching & Learning
                    Grand Valley State University   Ferris State University

IV.   Time for a break and refreshments!

      Duration: 15 minutes (2:30-2:45 p.m.)

SoTLacademy
2012

Pre-Conference Workshop

V. Evidence Speaks: Qualitative Methods of Data Collection and Analysis

This session will briefly review the history of action research in educational settings before we discuss the types of questions best answered through qualitative research. We will talk about finding good matches between the research question and the types of qualitative data that can be collected. Finally we will examine possible study designs for qualitative SoTL research that might be useful to you for your own research. Participants will be able to plan a qualitative study for their own use by the end of the session.

Duration: 1 hour (2:45-3:45 p.m.)

Facilitator: Sarah M. Ginsberg, Ed.D., CCC-SLP
              Program Coordinator, Speech-Language Pathology
              Associate Professor, Dept. of Special Education
              Eastern Michigan University

VI. Ethical Considerations in the Scholarship of Teaching and Learning

While we focus efforts on defining or refining the questions that lie at the heart of our SoTL efforts, we must also pay close attention to the ethical questions that relate to our work. In this session, we consider a range of ethical questions from methods of inquiry to humans subjects review boards, informed consent, and control groups.

Duration: 1 hour (3:50-4:50 p.m.)

Facilitator: Howard N. Shapiro, Ph.D.
              Associate Vice President for Student Services and Undergraduate Affairs
              Professor, Mechanical Engineering
              Wayne State University

VII. The Devil is in the Details: Crafting an Action Plan and Timeline for Your SoTL Work

Participants will leave this session with a personalized plan for taking action on their SoTL project once returning back to their institution after this conference. We will work together to contextualize and summarize the information from the previous presentations and create an individualized plan and timeline. The timeline will include action steps for framing of the research question, collection of data, analysis of results, peer feedback, and modes of dissemination. Model timelines and plans from other SoTL practitioners will also be examined.
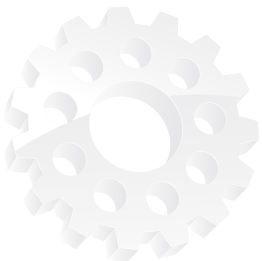
Duration: 30 minutes (4:50-5:20 p.m.)

Facilitator: Peggy Liggit, Ph.D.
              Director, B.K. Nelson Faculty Development Center
              Eastern Michigan University

VIII. Wrap-Up and Evaluation

Duration: 20 minutes (5:20-5:40 p.m.)

Facilitators: Christine Rener, Ph.D.   Todd Stanislav, Ph.D.
              Director   Director
              Pew Faculty Teaching & Learning Center   Faculty Center for Teaching & Learning
              Grand Valley State University   Ferris State University

              Ric Underhile, Ph.D.
              Associate Dean
              Instructional Support & Interdisciplinary Studies
              Grand Rapids Community College

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Program in Detail

MONDAY

May 21

8:00–9:00 a.m.............. Breakfast — Room EC 215

9:00–9:15 a.m.............. Conference Welcome

9:15–10:15 a.m............ Session A: Workshops

A1: Workshop — Room EC 411
Capturing Faculty Voice: Creating Theatre to Improve Teaching & the Faculty Experience

Jessica 'Decky' Alexander, Jenny Kindred, Anita Rich, Marty Shichtman
Eastern Michigan University

Eastern Michigan University s C2 (CloseUP Classroom) is an ensemble of faculty and students from various disciplines dedicated to improving classroom culture, instructional practices and university life through originally created theatre. C2 strives to authentically capture the voice of university faculty both in the academy and in the classroom, and in turn foster awareness of pressing and relevant issues surrounding teaching, learning and academic life. Can such theatre improve or transform instructional practices? Can C2 be a model for faculty/staff and student collaboration? This session will illustrate the process, perform some faculty focused theatrical pieces, and discuss the impact of creating and implementing original theatre for faculty by faculty.

A2: Workshop — Room EC 421
Introduction to SoTL: Especially for First-Time Conference Attendees

Todd Stanislav
Ferris State University

While jumping into the scholarship of teaching and learning – that is, doing the work and studying the literature – can be exhilarating and rewarding, it can also seem overwhelming and intimidating. This session is designed to help us to step back, catch our collective breath, and begin to view SoTL in pieces. We'll work together to determine the different SoTL pieces and identify which piece each of us wishes to begin with. We'll also map a plan of action for each of these pieces.

A3: Workshop — Room EC 514
Peer Feedback Session

Come discuss your project with an experienced SoTL colleague. Whether you are at the beginning stages of formulating a research question or have already begun an investigation, this informal peer review session will provide you with an opportunity to receive feedback. An engaging discussion of projects benchmarks will also take place.

A4: Workshop — Room EC 201
Writing, Publishing and Teaching With Cases

Susan K. Jones
Ferris State University

You teach with cases or you would like to improve your skills in this area, so why not write and publish your own cases, too? This workshop provides the process of identifying case subjects, writing cases and teaching notes that intrigue students, and preparing your cases for publication. You'll also get some ideas on how and where to collaborate on and publish cases. This workshop welcomes faculty from all disciplines to a supportive atmosphere with an experienced, published case writer who want to see you meet your case writing, case teaching, and publication goals.

10:30 a.m.–12:00 p.m. .. Keynote Presentation — Room EC 215

Engaging Student Voices in the Study of Teaching and Learning:
Ordinary People, Plain Pretzels, and Conversational Scholarship

Carmen Werder & Blair Kaufer
Western Washington University

Involving college students as co-inquirers in research on teaching and learning seems like an obvious need. Yet, in higher education, we often overlook the voices of those learners that can tell us the most about what we need to know and change. And, in employing only traditional methods of undergraduate research, we risk slighting more organic ways of engagement, namely dialogue. The speakers describe the dialogue structure they have built at their university to engage a range of students including student leaders, disenfranchised students, and those students just trying to earn enough credits to get a degree. Presenters will invite participants into the dialogue process they call "structured informality" or "conversational scholarship."

12:00–1:00 p.m. .... Lunch — Room EC 215

1:00–1:45 p.m. .... Session B: Presentations and Roundtables

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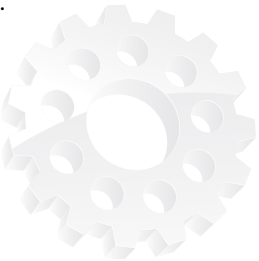
Program in Detail

B1: Presentation — Room EC 411
Integration of Classroom Learning into Patient Care Experience

Sarah Hinkley, O.D., F.C.O.V.D.
Ferris State University's Michigan College of Optometry

Through the use of oral presentation, open discussion, handouts, participant simulation and handouts, this session will expose participants to the relevance of a patient grand rounds event to the process of learning classroom concepts. Classroom to clinic transfer will be highlighted along with the importance of emotional connection in healthcare education. Ways to measure learning outcomes will be discussed. Research regarding patient simulation learning in healthcare will be summarized.

B2: Roundtable — Room EC 421
Student Voices in SoTL Easy to Start, But How to Sustain?

Carmen Werder, Blair Kaufer, Jeffrey Bernstein
Western Washington University; Eastern Michigan University

A faculty-administrator and undergraduate student from the same institution pair up to facilitate a session that includes 1) an opportunity to ask questions about the decade-long dialogue structure used at the facilitators home institution for engaging student voices in the study of teaching and learning, 2) a chance to explore what participants are doing to engage and sustain student voices at their own institutions, and 3) an overview of the promising principles, approaches, structures, channels that exist for sustaining collaborative engagement with students as co-inquirers of teaching and learning.

B3: Presentation — Room EC 514
How we Unwittingly Marginalize "Foreign" Students, and Classroom Practices that Promote Integration

Daniel Noren
Ferris State University

Students from countries outside of the United States are already faced with culture shock and other challenges when they enroll in our courses and appear in our classrooms. We need to think out of the proverbial box to help them succeed,and in the process actually enhance our classroom environments.

B4: Roundtable — Room EC 710
Disappearing Boundaries: Reflections on a Collaborative Research Project

Terry Mortier, Jayne Yatczak, Catherine Brown, Julia Kandah, Roy Schiffhauer
Eastern Michigan University

This roundtable discussion will focus on the process of co-constructed and collaborative work that occurred between two faculty members, one from occupational therapy, one from clinical laboratory science and three occupational therapy students. Members of the team will share their perspectives related to the development and implementation of a Scholarship of Teaching and Learning research project that focused on student development and learning in a professional Master s program in occupational therapy and a professional Bachelors program in clinical laboratory science. The benefits and challenges of co-inquiry will be considered along with the changes experienced through assuming the position of co-researcher.

2:00–2:45 p.m. .... Session C

C1: Roundtable — Room EC 411
Collaboration Between Liberal and Professional Educators:
The Role of Practical Reasoning

David Bair
Grand Valley State University

The relationship between liberal and professional education is not always clear, can often be contentious, and often precludes constructive engagement. In this roundtable, I will share a model of interdisciplinary collaboration that draws upon the notion of practical reasoning to bridge the gap between liberal and professional education. I will describe how a group of university professors are collaborating to conduct scholarly inquiry into their practice hoping to improve their own teaching but also student outcomes. The roundtable discussion will be organized around the notions of interdisciplinary collaboration, practical reasoning, and the nexus between liberal and professional education.

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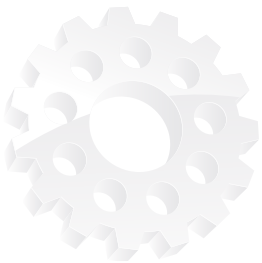
Program in Detail

C2: Presentation — Room EC 201
Professional Education in Occupational Therapists
and Clinical Laboratory Scientists: A Qualitative Study

Jayne Yatczak, Terry Mortier, Catherine Brown, Julie Kandah, Roy Schiffhauer
Eastern Michigan University

The goal of this research is to understand students learning and development in a professional Masters program in occupational therapy and a professional Bachelors program in clinical laboratory science. Specific aims address the context of learning within programs and classrooms and the personal and interpersonal components of learning. This study used a stratified purposive sample of students from each program. It included faculty from each program. Data collection included semi-structured interviews with students and faculty and student focus group interviews. Preliminary findings and the potential implications of this research on the design and practice of professional education will be discussed.

C3: Roundtable — Room EC 421
Changing Peer Review: Improving the Collaborative Process

Scott Caddy
University of Michigan-Flint

Exploring a series of changes to the peer review process, participants will take a look at how important peer review, group projects, and group work are to collaborative engagement and student-centered learning. Successes and failures in improving the process will be explored. Different methods and theories on collaboration will also be discussed, in addition to exploring online methods. The goal is to look at the possibilities in making peer review a consistently engaging and productive process for students.

C4: Presentation — Room EC 514
Engaging students with Personal Learning Networks

Szymon Machajewski
Grand Rapids Community College

In view of short half-life of technology knowledge, industry professionals must know how to start and maintain Personal Learning Networks. College technology courses are a great opportunity to teach individuals how to use the tools for learning networks and implement principles of Connectivity learning theory. Twitter and other social media tools can be adopted in the classroom teaching methods with success. Sample resource: prezi.com/vmg--riwhawu/building-pln-with-twitter-in-the-classroom/

2:45–3:15 p.m. .... Refreshment Break

3:15–4:15 p.m. .... Session D: Workshops

D1: Workshop — Room EC 411
Educating GenTECH Students: Teaching the Way Their Brains Learn Best

Tywana C. Branch
Voorhees College

Technology has changed the way students learn and live (Postman 1986; Greenfield, 2008 & Moxon, 2008) but many educators have yet to change the ways in which they teach. Any informal assessment of teaching and student learning will reveal student displeasure of antiquated methods of teaching (i.e. the sage on the stage). Current and future generations of technology savvy students (GenTECH) have become accustomed to an interactive technological environment.

D2: Workshop — Room EC 201
Enhancing Student Learning Through Principles of Video Game Design

Tim Brackenbury, John Folkins, Ryan Bronkema, Allison Hadley, Michael Kudela, Matt Mieure, Yeon Ju Oh
Bowling Green State University

Once derided as a waste of time and potential cause of educational decline, gaming is now being analyzed for its powerful effects in motivating students to learn. Research is showing that video games provide high levels of motivation that leads to focused attention, social interaction, tolerance for failure, and complex problem solving. This workshop will discuss the literature on gaming and education to determine how we might use video games to motivate and improve student learning. Participants are encouraged to come with specific courses that they would like to enhance, so that we can work together for an epic win.

D3: Workshop — Room EC 421
Research Ethics: Collaborative Engagement and the Evidence

Pierre Boulos, Suzanne McMurphy
University of Windsor

Why do we engage in the research ethics process? Research ethics boards (REB/IRB) have an important role to play in ensuring the ethical standards and scholarly merit of research involving human participants. At the forefront of its obligations, the REB must ensure that the rights of research participants are protected. Balanced with this, the REB/IRB also has an obligation to the researcher. In this session we will explore some typical methodologies researchers may use to measure student engagement and their allied research ethics commitments. REB/IRBs can contribute to the scholarship of teaching and learning and to the research process because they help to ensure that research meets high ethical and scientific standards.

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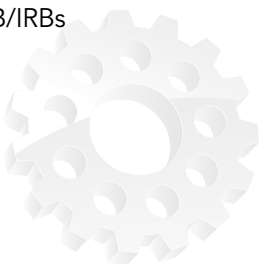
Program in Detail

D4: Workshop — Room EC 514
Peer Feeback Session

Come discuss your project with an experienced SoTL colleague. Whether you are at the beginning stages of formulating a research question or have already begun an investigation, this informal peer review session will provide you with an opportunity to receive feedback. An engaging discussion of project benchmarks will also take place.

4:30–6:00 p.m. .... Cocktail Reception
Heritage Restaurant, Grand Rapids Community College

Evening:........................ Dinner on Your Own

May 22

8:00–9:00 a.m............... Breakfast — Room EC 215
9:00–9:45 a.m............... Session E: Presentations and Roundtables

E1: Presentation — Room EC 201
Do Learning Management System tools help student's learn?

Maryly Skallos, Sherri Chandler
Muskegon Community College

Do Learning Management System (LMS) tools help student learning? What is the comfort level of students in a higher education setting with LMS? Of all LMS tools available, do students perceive several more helpful than others? Five-hundred and fifty students were surveyed across twenty-one in-class sections of General Psychology enrolled at community college to determine student s perceptions of learning using LMS. This presentation reviews the conclusions of this research conducted by a teacher and an instructional designer.

E2: Roundtable — Room EC 411
The Beat Goes On: Expectations for Cooperating Teachers as a Foundation for Collaboration

Linda McCrea, Doug Busman
Grand Valley State University

Similar yet different expectations of Student Teachers, University Supervisors, and Cooperating Teachers concerning the role cooperating teachers play provides the keynote for effective collaboration in preparing future teachers. In this session we will discuss the findings from our research on the role expectations play in fostering collaboration in student teaching internships. We will discuss how this collaboration between the university, the student, and the cooperating teacher informs the learning process.

E3: Roundtable — Room EC 421
Collaboration Within and Between Colleges in the University to Motivate Student Learning

Lynn M. Chrenka, Debra Courtright-Nash, Jamie Thomas, Allison Bernkopf
Ferris State University

Three professors from Ferris State University s College of Arts and Sciences (Department of Languages and Literature) and one from the College of Pharmacy trace the evolution of a challenging course in advanced professional writing required for first year pharmacy students that began as a collaboration between colleges and developed further as a collaborative effort to engage students and motivate their learning. In this round-table, they share the narrative of their collaboration, discuss their collaborative processes, and discuss the impact these processes have had on students' attitudes toward the required writing course and, thus, their learning.

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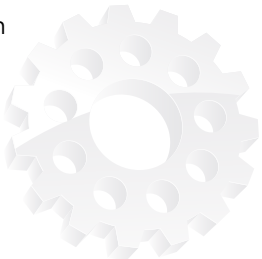
Program in Detail

E4: Roundtable — Room EC 617
Online Student Engagement: Does It Improve Learning?

Maria H. Andersen
Muskegon Community College

Many of us use discussion boards in online, hybrid, and web-enhanced classes. This is a roundtable to discuss the types of research that could be conducted about the effectiveness of this as a learning practice. What kinds of data should be collected to measure learning effectiveness? How could research be structured to make the case for or against the use of online discussion boards as a teaching practice?

10:00–10:45 a.m.......... Session F: Presentations and Roundtables

F1: Roundtable — Room EC 411
Assisting Students in Gaining Employable Skills:
Valuing and Encouraging Extracurricular Activities

Chris Ward, Dan Yates
The University of Findlay

Discussions regarding the preparation of undergraduate students for employment often stop at the class level with specific content to be delivered or skills to be sharpened through assignments, projects and tests. While knowledge and skills learned in the classroom are important, students may not have enough opportunities to apply what they have learned or the time to develop leadership skills they need to be more confident and to compete in the job market. This research looked at the value of extracurricular activities as an important part of preparing students for employment.

F2: Presentation — Room EC 421
Teaching Experiential Education in Graduate Level Courses:
Approaches and Best Practices

Heather Carpenter
Grand Valley State University

In this session, the presenter will report findings from a national study of 86 nonprofit-focused master's degree programs and the types of experiential education approaches used within these programs, such as service-learning, internships, field work, capstones, and simulations. The presenter will also discuss best practices for teaching and administering various experiential education approaches as well as the programmatic and institutional factors that influence developing, administering, and supporting of successful experiential education approaches.

F3: Presentation — Room EC 617
Helping Students Learn e-Portal:
Transforming a University-wide Community of Practice through Technology

Peggy Liggit
Eastern Michigan University

We created a Helping Students Learn e-Portal to capture and make transparent all the ways in which our university services and programs support student learning across campus. The e-Portal has a dual purpose. In addition to being an online repository for organizing information for institutional purposes, the portal serves as a virtual learning, research, and communication space; a one-stop-shop for viewers and contributors. This system creates a more holistic picture of our collective processes and results so we can better analyze and fix the gaps and redundancies in services and celebrate the efforts that are spot on.

F4: Presentation — Room EC 201
Implementation of an Evidence-Based Service-Learning Program: A Success Story

Brooke A. Flinders, Allison Carlascio, Katelyn Gilb, Paige Glesige, Kristin Price
Miami University

To maximize collaborative engagement outcomes, educators must be willing to transform traditional approaches to faculty and undergraduate working relationships. When faculty encourage, facilitate, and expect high levels of critical thinking and collaboration from students, they become empowered to stretch and succeed in previously unimagined ways. The Partnership Model , for service-learning programs, capitalizes on the resources of each involved partner, including: community agencies, the university, and perhaps most importantly, the undergraduate student. Participants in this session will: 1) Learn about a funded, 5-year service-learning program, 2) Learn of a concurrent disciplinary and SoTL study, with exciting preliminary results, and 3) Consider ways that this model can be replicated and implemented successfully in a variety of fields and settings.

11:00 a.m.–12:30 p.m... Keynote Presentation — Room EC 215

Dan Butin
Merrimack College

An Apprenticeship in Democracy:
The Future of SoTL and Engagement in Higher Education

Democracy, so the saying goes, is not a spectator sport. Yet a troubling paradox exists in higher education: even as more and more students and faculty argue for ever deeper models of collaborative engagement (e.g., service-learning, undergraduate research, translational research), the contemporary culture, and models of higher education actually diminish the opportunities for meaningful, sustained, and impactful outcomes in, with, and for local and global communities. This presentation explores how the SoTL movement is, and should be even more, a meaningful part of institutions' commitment to the practices of engaged scholarship and its impact on the college classroom and beyond.

12:30–1:30 p.m. .... Lunch — Room EC 215
1:30–2:15 p.m. .... Session G: Presentations and Roundtables

SoTLacademy
2012

G1: Presentation — Room EC 411
A Collaborative Effort to Assess Student Learning in a General Education Program

C. "Griff" Griffin
Grand Valley State University

GVSU started assessing student learning outcomes in the General Education (GE) Program four years ago. The program consists of nearly 300 courses. This involved a collaborative effort between a faculty governance committee, faculty teaching GE courses, students, and administrators. The assessment data provided assurance that students are learning what we expect them to learn, but it pointed out the need for a host of changes. Some of these changes were programmatic (revising the structure of the GE program, adding new learning outcomes), while others were course-related. We found a lack of common understanding about the definition of our student learning outcomes, the need for standard (and more detailed rubrics), as well as the critically important need to tie the results back into the course design and delivery in subsequent semesters.

G2: Presentation — Room EC 421
Clickers in the Creative Writing Classroom: Surprises and Serendipities

Jan Worth-Nelson
University of Michigan–Flint

Getting creative writing students to speak honestly about each other's writing in the workshop can be challenging, especially when they are struggling to voice negative or "constructive" critique. In an almost accidental offshoot of another research project, a UM–Flint creative writing teacher used the "rating scale" feature of a clickers software program and found it a unique and useful tool, drawing out quiet students, providing modeling for available language of critique, stimulating safe discussion, prompting surprisingly positive reactions from the class, and suggesting deeper ways to think about making peer review substantial and effective.

G3: Presentation — Room EC 617
College students raising financial literacy awareness and issues to high school students

Dan Yates, Chris Ward
The University of Findlay

This study represents an extension of a longitudinal study of Drs. Yates and Ward regarding financial literacy. The subjects were students involved in a DECA club from a nearby high school. Those students participated in an abbreviated JumpStart financial literacy test developed by marketing students from The University of Findlay. The marketing club was contacted by the DECA club as they were competing in a regional competition and one of their focus areas was financial literacy. The survey was given to the DECA advisor and then distributed to all 10th, 11th, and 12th grade students at the school.

G4: Presentation — Room EC 201
Hevruta: A New Approach to Student Learning

Jeffrey L. Bernstein
Eastern Michigan University

This session explores the use of "hevruta", a paired discussion technique developed and used in Eastern European schools of Jewish learning. I discuss the use of this technique in my introductory American Government class, but also suggest how it may be used in other disciplines. I use a mixed-methods approach to exploring student learning with this technique, and to generating new ideas for how this work may be extended in future iterations.

2:15–2:30 p.m. .... Refreshment Break

2:30–3:30 p.m. .... Closing Session — Room EC 215

Commencing to Collaborate

Carmen Werder, Blair Kaufer, Dan Butin
Western Washington University, Merrimack College

In this closing session, our keynote presenters will facilitate an "unconference" dialogue – a "commencement" session designed to serve as both an ending and a beginning. This will be an interactive session to reflect on what we've heard and learned, establish connections with colleagues, and identify next steps in our individual and collective work in the scholarship of teaching and learning. Participants will also have the chance to take a next step toward collaborative inquiry -- an action step before leaving the conference.
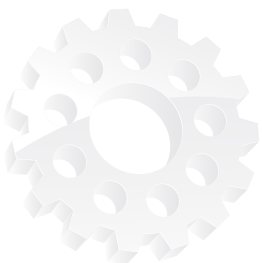
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