THE 5TH ANNUAL

SoTLacademy
2013

MAKING STUDENT LEARNING VISIBLE
May 19-21, 2013

Eberhard Conference Center
Grand Valley State University
Grand Rapids, Michigan

Making Student Learning **VISIBLE**

The Scholarship of Teaching and Learning (SoTL) Academy seeks to bring together all members of the academy engaging in or wanting to learn about the scholarship of teaching and learning (SoTL). This national conference provides a forum for presenting new SoTL work, for sharing reflections on SoTL and its role within the academy, and networking with others engaged in this enterprise.

The conference features three different formats of concurrent sessions

Presentations (60 min.)

Classroom setting with primary speaker or team of speakers presenting on formal quantitative and/or qualitative research at any stage of effort. Presentations should focus on research questions, literature reviewed, relevance to the scholarship of teaching and learning, IRB processes, method and findings. Presenters may be at any stage of research, but the emphasis should be on the primary purpose of the research project.

Workshops (60 min.)

Opportunities to present best practices or emerging ideas in the scholarship of teaching and learning. Workshops provide participants opportunities to engage in intensive group discussion and/or hands-on activities.

Roundtables (45 min.)

Informal, yet structured and facilitated discussions among colleagues with common interests. While the roundtables may focus on a research project, the emphasis of the discussions should be on gathering input and feedback from colleagues. Common strategies for effective roundtables include emerging ideas, discussions about various research methods, refining research questions and opportunities for collaboration to link existing research and practice to future work.

Conference Overview

SUNDAY

May 19

12:00–5:30 p.m.
Pre-Conference Workshop

"From Start to Finish: Engaging in the Scholarship of Teaching and Learning"

Workshop Facilitators:

Cathy Bishop-Clark, Chair and Professor, Computer and Information Technology Department, Miami University

Beth Dietz-Uhler, Professor, Psychology Department, Miami University

Separate registration required

5:30–7:00 p.m.
Cocktail Reception

Location .... B.O.B., 2nd Floor,
200 Monroe Ave. NW
Evening .... Dinner on your own

MONDAY

May 20

8:00–9:00 a.m. .... Breakfast
9:00–9:15 a.m. .... Conference Welcome
9:15–10:45 a.m. .... Keynote Presentation

Cathy Bishop-Clark and Beth Dietz-Uhler

Using SoTL to Make Student Learning Visible

11:00 a.m.–12:00 p.m. .... Concurrent Session A
12:00–1:00 p.m. .... Lunch
1:00–2:00 p.m. .... Concurrent Session B
2:15–3:15 p.m. .... Concurrent Session C
3:15–3:45 p.m. .... Refreshment Break
4:00–4:45 p.m. .... Concurrent Session D
5:00–6:30 p.m. .... Cocktail Reception
6:30 p.m. .... Dinner on your own

TUESDAY

May 21

8:00–9:00 a.m. .... Breakfast
9:15–10:45 a.m. .... Keynote Presentation

Derek Bruff

We Can't X-Ray Their Brains

11:00 a.m.–12:00 p.m. .... Concurrent Session E
12:00–1:00 p.m. .... Lunch
1:15–2:15 p.m. .... Concurrent Session F
2:30–3:30 p.m. .... Collaborative Closing Session

Derek Bruff

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Keynote Presentations

Beth Dietz-Uhler
Professor Psychology

Cathy Bishop-Clark
Professor and Chair,
Computer and Information Technology

Miami University, Oxford, Ohio

Using SoTL to Make Student Learning Visible

"Though SoTL serves many positive functions in the academy, the most important is having an impact on student learning…" (McKinney, 2012).

A goal of SoTL is to improve student learning. But until we make student learning visible to ourselves, our colleagues, higher education, and those outside of higher education, the power of SoTL remains underutilized. In this presentation, we will provide examples of SoTL projects and share how they have helped make student learning visible to us (the instructors), our faculty colleagues, members of the administration, and others. We will give special attention to how SoTL can help make learning visible to students. We will invite conference attendees to identify and discuss the ways they have made student learning visible and how SoTL can facilitate this process.

Biographies

Cathy Bishop-Clark is Professor and Chair of the Computer and Information Technology Department at Miami University in Ohio. She teaches a variety of software development courses and Health Information Technology courses. Her research has always had a SoTL thread and has ranged from studying novice programmers to teaching in a mixed-age classroom. The scholarship of teaching and learning has not only informed Cathy's teaching but has also more recently informed her work as an administrator in higher education.

Beth Dietz-Uhler is Professor of Psychology at Miami University. She teaches a variety of courses in psychology, including introductory psychology, social psychology, research design and analysis, and a graduate teaching practicum. She has strong interests in teaching online and using technology to enhance student learning. Beth's SoTL research interests include small groups, computer-supported interaction, and most recently, learning analytics.

Beth and Cathy have been working together for about 15 years. They have published and presented on SoTL projects involving computer mediated communication, team teaching, and online learning. Together they have led multiple faculty learning communities in SoTL. Most recently, Cathy and Beth have published a book (August 2012) Engaging in the Scholarship of Teaching and Learning: A Guide to the Process and How to Develop a Project from Start to Finish (Stylus Publishing).

Derek Bruff
Director, Center for Teaching
Vanderbilt University

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

"A lot of meaningful activity—struggling, processing, sense-making—is going on in the intermediate space between novice and expert," wrote Randall Bass in his 2012 article "Disrupting Ourselves: The Problem of Learning in Higher Education." That "intermediate space" is often invisible space—the dark matter of student learning. We know it's there, we know it has an effect, but we have trouble actually seeing it. Bass asks, "How can we better understand these intermediate processes? How might we design to foster and capture them?" In this talk, we'll explore two approaches to answering these questions: using visual engagement techniques to make visible students' knowledge organizations, and leveraging social media to make visible "thin slices" of student learning. Conference participants will be inspired to find creative ways to shine a light on student learning.

Biography

Derek Bruff is director of the Vanderbilt University Center for Teaching and a senior lecturer in the Vanderbilt Department of Mathematics. Derek consults regularly with faculty in a variety of disciplines about educational technology and other teaching and learning topics. Derek's research interests include classroom response systems ("clickers"), visual thinking, student motivation, and social pedagogies. He blogs on these topics at derekbruff.org, and his book, Teaching with Classroom Response Systems: Creating Active Learning Environments, was published by Jossey-Bass in 2009. Derek has taught at Harvard University and has a Ph.D. in mathematics from Vanderbilt University.

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Pre-Conference Workshop

May 19, 2013, 12:00-5:30 p.m.
Eberhard Conference Center, Grand Valley State University

About the Pre-Conference Workshop

This practical, hands-on workshop will guide you through the process of creating your own SoTL project. The workshop is appropriate for new SoTL scholars, as well as those who would like assistance in moving from an idea to a specific SoTL project. We will guide you through the process of generating a research question, designing the study, collecting and analyzing data, and presenting and publishing your SoTL projects. Each stage will be illustrated by examples and we will use worksheets to help you generate and refine ideas, and map out next steps. On completion of the workshop, you will have an outline with specific, tangible steps on how to move your SoTL project forward.

Workshop participants will receive a copy of Engaging in the Scholarship of Teaching and Learning: A Guide to the Process, and How to Develop a Project from Start to Finish by Cathy Bishop-Clark and Beth Dietz-Uhler (2012).

Workshop facilitators

Drs. Cathy Bishop-Clark and Beth Dietz-Uhler

Workshop Agenda

12-12:30
Introductions & Lunch

12:30 - 3:15
Introduction to SoTL and Overview of Process
Generating a Research Idea
Designing the Research Study

3:30 - 5:30
Collecting Data
Analyzing Data
Reporting Results
Questions and Wrap-Up

Program in Detail

May 20

8:00 - 9:00 a.m. ....Breakfast - Room EC 215

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

9:15 - 10:45 a.m. ....Keynote Presentation - Room EC 215

Using SoTL to Make Student Learning Visible

Beth Dietz-Uhler, Professor Psychology
Cathy Bishop-Clark, Professor and Chair, Computer and Information Technology
Miami University, Oxford, Ohio

"Though SoTL serves many positive functions in the academy, the most important is having an impact on student learning…" (McKinney, 2012).

A goal of SoTL is to improve student learning. But until we make student learning visible to ourselves, our colleagues, higher education, and those outside of higher education, the power of SoTL remains underutilized. In this presentation, we will provide examples of SoTL projects and share how they have helped make student learning visible to us (the instructors), our faculty colleagues, members of the administration, and others. We will give special attention to how SoTL can help make learning visible to students. We will invite conference attendees to identify and discuss the ways they have made student learning visible and how SoTL can facilitate this process.

11:00 a.m - 12:00 p.m. ....Session A

A1: Workshop - Room EC 316
Preparing Effective Pre-service Teachers using an Integrated Approach within the Practicum Setting

Luchara Wallace
Western Michigan University

This presentation will seek to identify methods for gaining cultural change and present key factors that have contributed to the increased cultural acceptance of SoTL within a reticent professional organization/discipline since 2006. Presenters will draw connections between an organizational theory framework for cultural change and real-life examples of past and current efforts to increase the success of SoTL within professional disciplines.

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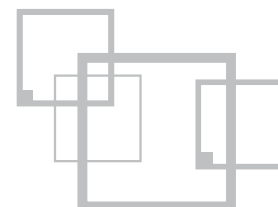
Program in Detail

A2: Workshop - Room EC 611
SoTL and Methodology: From Trading Zones to Big Tents

Jeffrey L. Bernstein
Eastern Michigan University

In this workshop, I extend Huber and Hutchings' idea of methodological trading zones, suggesting how we can learn from, and borrow, techniques from across the disciplines for investigating student learning. The aim is to find ways to more rigorously address student learning, and test our hypotheses about what contributes to it, in a way that shows respect for standards of evidence across different disciplinary traditions. In so doing, I outline ways in which our work can enable the scholarship of teaching and learning to take place under a broader tent of participation from across the disciplines.

A3: Workshop - Room EC 515
Engage Students with the Text

Helen Woodman and Monica Frees
Ferris State University

Surfing the Net has added "efficiency" and "immediacy" to what we read, but faculty want students to be more than "decoders of information." Faculty want students to read deeply, make connections, read without distractions, and become engaged with the text materials. This session will show instructors how to help students interact with the text he/she is given to read. The session will provide immediate examples that can be used in the next class session.

A4: Workshop - Room EC 614
Developing Transparent Learning through Workplace Learning and Reflection

Kimberly Michelle Hurns
Washtenaw Community College

To prepare students for professional careers, learning must be embraced as an employability skill. Through refection, student learning will be visible to them to codify incidental and informal learning while understanding learning as a process and skill for themselves. This workshop will introduce the constructs workplace learning (formal learning, informal learning, and incidental learning) and reflective practice as tools to construct effective learning experiences while making learning transparent. Participants will discuss the application of the constructs and draft teaching plans and reflection prompts. Experiential Learning Model (ELT) and other learning models will be discussed as the foundation of the workshop's research.

A5: Workshop - Room EC 314
Seamless Learning: Connecting to Educational Opportunities Outside of the Classroom

Michelle Burke, Marlene Kowalski-Braun, Brian Jbara, and Eric Klingensmith
Grand Valley State University

Faculty can enhance students' learning by recommending or assigning out-of-class experiences. The Division of Student Services at GVSU identifies AAC&U LEAP learning outcomes achieved through their co- and extra-curricular programs. This workshop will provide information about four semesters of data collected in the ABC (Academics Beyond the Classroom) initiative, connecting Student Services Programming to General Education goals.

12:00 - 1:00 p.m. ....Lunch - Room EC 215
1:00 - 2:00 p.m. ....Session B

B1: Presentation - Room EC 614
IRB Considerations in SoTL Research: A Expert Panel Discussion

Moderator:
Andrea Beach, Western Michigan University

Panel:
Julia Mays, Western Michigan University
Maureen McGonegal, Ferris State University
Paul Reitemeier, Grand Valley State University
Luchara Wallace, Western Michigan University

Conducting SoTL research often requires approval by our institution's IRB, which can be an unfamiliar process for faculty in diverse fields. Even researchers within fields that regularly use human subjects may be uncertain how to meet IRB expectations for protection of participants in their SoTL projects. This panel discussion with IRB members and SoTL researchers will probe common issues related to conducting SoTL research and offer solutions that can address researcher, participant, and IRB interests.

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Program in Detail

B2: Presentation - Room EC 611
Quasi-Experiment Examining Cafeteria-Style Grading in Social Work Education

Brandon Youker and Allyssa Ingraham
Grand Valley State University

Cafeteria-style grading system is an individualized student assessment method whereby students choose their assignments from an expansive and diverse pool of assignments. In this study, students are non-randomly assigned to two sections of the same social work course. The first section received cafeteria-style assignments and grading system (i.e., experimental group) while the comparison section received the traditional method of grading. Students in both sections video record a demonstration exercise; the recordings are reviewed and scored by experts from a panel of social work professors. Preliminary results show an effect on student attendance and on variation in points accumulated by students.

B3: Presentation - Room EC 515
Inquiry and Representation Within and Across an "Unsettled" Mathematics Methods Course

Jeremiah Holden
University of Michigan-Flint, University of Wisconsin-Madison

The classroom is a space "unsettled" and new inquiry and representation methods are necessary to make student learning visible. Findings from the Mathematics as Multispacing Project, a research initiative investigating curricular and pedagogical designs for mathematics methods courses informed by place and digital media, address the need for teacher educators to invent methods of inquiry to better understand and make visible pre-service teacher learning across mobilities and geographies. Findings concerning course design and enactment – and about place, media, and equity – will be discussed in relation to how the classroom-as-container may be unsettled when teaching and learning mathematics.

B4: Presentation - Room EC 316
Making Middle School Students' Thinking about Science Visible Through Games and Scientific Investigation

Chiron Graves, William Spotts, Lauren Mayleben, and Christopher Valasin
Eastern Michigan University

This study was conducted to determine if student thinking could be revealed using games and scientific discourse to help improve their understanding about science concepts. The study involved 7th grade students participating in an after-school science club. The club facilitators, two pre-service science teachers, used a Family Feud-type game to identify student preconceptions about plant growth. Data gathered from this game was used to guide scientific discourse between the students and the facilitators resulting in a student-designed investigation about plant growth. Student understanding was re-assessed at the end of the club to determine if any changes in understanding occurred.

2:15 - 3:15 p.m. ....Session C

C1: Presentation - Room EC 614
IRB Considerations in SoTL Research: A Expert Panel Discussion

Moderator:
Andrea Beach, Western Michigan University

Panel:
Julia Mays, Western Michigan University
Maureen McGonegal, Ferris State University
Paul Reitemeier, Grand Valley State University
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Conducting SoTL research often requires approval by our institution's IRB, which can be an unfamiliar process for faculty in diverse fields. Even researchers within fields that regularly use human subjects may be uncertain how to meet IRB expectations for protection of participants in their SoTL projects. This panel discussion with IRB members and SoTL researchers will probe common issues related to conducting SoTL research and offer solutions that can address researcher, participant, and IRB interests.

C2: Workshop - Room EC 314
Metacognitive Memoirs: Making Thinking Visible

David Coffey
Grand Valley State University

Metacognition is the awareness of one's thinking. Memoir is a genre usually referring to a piece of autobiographical writing focusing on some problematic event. Together they represent a powerful tool for helping learners experience what it means to monitor their thinking while solving problems and communicating their efforts to others. This approach builds on the ideas presented in How Students Learn: History, Mathematics and Science in the Classroom (National Research Council, 2005) and the research of Alan Schoenfeld (1992) on fostering metacognition in a college mathematics course. Participants in this workshop will participate in activities used in courses for preservice math teachers that apply this approach.

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Program in Detail

C3: Presentation - Room EC 515
GVSU Inventory of Instructional Practices

Scott Grissom, Shaily Menon, and Robert Talbert
Grand Valley State University

The NSF-funded study is designed to document current awareness and use of evidence-based instructional practices in GVSU science and math classrooms. A broader goal is to identify institutional barriers to adoption of these approaches. The project includes three components: 1) faculty interviews in February/March, 2) a comprehensive faculty survey in March/April, and 3) pilot programs to increase faculty adoption (Fall 2013). Investigators will share preliminary results as well as their experiences implementing the protocol and applying for IRB approval.

C4: Presentation - Room EC 316
"The Organism is Always Right": Hewing to the Visible with B.F. Skinner

Jan Worth-Nelson
University of Michigan-Flint

Harvard psychologist B.F. Skinner's theories of behaviorism were denounced 50 years ago by many critics -- from Noam Chomsky to Benjamin Spock. But today his ideas are reflected in almost every realm of our lives, from MOOCs to Facebook. Skinner focused on what could be observed, measuring not what "is" or "isn't," as he put it, but the evidence of "does" or "doesn't." Further, he advocated reinforcement-based strategies for learning, strongly echoing contemporary calls for formative approaches. Might reclaiming Skinner make us better teachers? This presentation, reviewing Skinner's basic premises with an eye toward application, suggests a resounding yes.

3:15 - 3:45 p.m. ....Refreshment Break
4:00 - 4:45 p.m. ....Session D

D1: Roundtable - Room EC 614
Fostering Collaborative Learning in Health Informatics

Gokul Bhandari
University of Windsor

The purpose of this session is to discuss the potential impact (as well as challenges and opportunities) of simulated online resources in fostering collaborative and experiential learning to students enrolled in health informatics courses.

D2: Roundtable - Room EC 314
Making The English Major Visible: Public Discourses in Capstone

Corinna McLeod, Hazel McClure, Amy Masko, and Ashley Shannon
Grand Valley State University

This roundtable will discuss the evolution of the Capstone course in the English Department at GVSU. Formerly a course on critical theory, the new Capstone asks students to conduct a semester-long research project that draws on the expertise they have accrued in the course of their major and culminates in a public presentation at the Capstone Conference. Presenters will discuss the development of the course; ways in which students engage with concretizing knowledge; and future directions for making student work even more visible across campus and beyond.

D3: Roundtable - Room EC 515
The Visibility of Success through GVSU's Freshman Academy

Scott Stabler and Margery Guest
Grand Valley State University

Grand Valley State's Freshman Academy offers students from underrepresented high schools and first generation college students the chance for a college diploma. We propose a roundtable discussion about a new part of the Freshman Academy program: the connecting of a history and reading course. The big question entails how our connected instruction can help make students successful. This is what we would like to discuss at the roundtable.

To promote teaching success we propose the following (but would like more input): (a) observe each other to assure congruency, (b) obtain mid-semester feedback for both classes, (c) utilize peer observations and feedback, (d) use student assessments to denote progress, (e) use a Survey Monkey to ask students questions specific to the course, and (f) utilize student evaluations.

D4: Roundtable - Room EC 316
Making the Learning of French-Canadians Visible: A Case Study at the University of Windsor

Jean-Guy Mboudjeke
University of Windsor

This session will present a project to foster bidialectalism (mastery of two dialects) as a way of making the learning of French by French-Canadian students (henceforth FCS) visible. It will argue that the vernacular French of FCS carries features which, though once legitimate, are today despised and at odds with the norm of standard French. To make their learning visible, FCS must master the standard norm. When they don't, they experience linguistic insecurity which may discourage the use of their mother tongue, thus making their learning/mother tongue invisible. To remedy this situation, the vernacular should be visible in teaching.

5:00 - 6:30 p.m. ....Cocktail Reception
Regency Room, 102E DeVos Center
Grand Valley State University
6:30 p.m. ....Dinner on your own
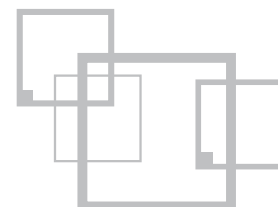
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Program in Detail

May 21

8:00 - 9:00 a.m. ....Breakfast - Room EC 215

9:15 - 10:45 a.m. ....Keynote Presentation

We Can't X-Ray Their Brains
Derek Bruff, Director, Center for Teaching, Vanderbilt University

"A lot of meaningful activity—struggling, processing, sense-making—is going on in the intermediate space between novice and expert," wrote Randall Bass in his 2012 article "Disrupting Ourselves: The Problem of Learning in Higher Education." That "intermediate space" is often invisible space—the dark matter of student learning. We know it's there, we know it has an effect, but we have trouble actually seeing it. Bass asks, "How can we better understand these intermediate processes? How might we design to foster and capture them?" In this talk, we'll explore two approaches to answering these questions: using visual engagement techniques to make visible students' knowledge organizations, and leveraging social media to make visible "thin slices" of student learning. Conference participants will be inspired to find creative ways to shine a light on student learning.

11:00 a.m. - 12:00 p.m. ....Session E

E1: Presentation - Room EC 611
A Blended Guided-Inquiry Classroom: Design and Impact on Student Learning

Edward Baum
Grand Valley State University

Teaching methods such as process-oriented guided-inquiry learning (POGIL) produce superior learning outcomes, but students may find it confusing and often self-report poorer performance than is actually the case. This leads to a lack of student engagement among other problems. This presentation describes the implementation of a blended POGIL course in chemistry for non-science Honors majors that is intended to address such problems. Blended instruction proves to be less confusing and more economical of time than guided-inquiry instruction alone. Student engagement is improved in the blended POGIL classroom. The described strategy is broadly applicable to teaching in any discipline.

E2: Workshop - Room EC 421
Moving a Discipline Forward: Examination of Organizational Culture and Efforts to Increase the Acceptance of SoTL

Jennifer C. Friberg and Sarah M. Ginsberg
Illinois State University; Eastern Michigan University

This presentation will seek to identify methods for gaining cultural change and present key factors that have contributed to the increased cultural acceptance of SoTL within a reticent professional organization/discipline since 2006. Presenters will draw connections between an organizational theory framework for cultural change and real-life examples of past and current efforts to increase the success of SoTL within professional disciplines.

E3: Presentation - Room EC 614
The Use of Electronic Media for Classroom Assessment: Looking at Learning Through Students' Eyes

Francis Burns
Ferris State University

Student journals provide a remarkable window into student learning. I use electronic "student journals" in my chemistry classroom to improve learning. On a weekly basis, my students summarize and reflect upon their week's work: lecture notes, laboratory tasks/experiments, and outside work. As a result, large amounts of high-quality information can be easily collected and used for assessment. Because courseware offers a variety of electronic communication and writing tools, instructors can fashion assignments to enhance student learning, as well as investigate learning. Discussion of the use of courseware and the results from an analysis of students' writing and reflections will be presented.

E4: Roundtable - Room EC 515
Extracurricular Activities and Classroom Experiences: A Survey of What Matters to Employers

Chris Ward and Dan Yates
The University of Findlay

In today's environment, undergraduate students need to have an academic and professional plan as early as their freshman year. This includes the type of extracurricular activities to get involved in as well as how to develop goals. A pilot survey sent to employers revealed some interesting information that will prove useful as we advise our students how to best spend their time, in and out of the classroom, in order to be positively viewed by prospective employers for internships or entry level positions.

E5: Roundtable - Room EC 316
The Visible Benefit of First-Year Writing

Scott Caddy
University of Michigan-Flint

First-year writing courses are required on virtually every college campus. However, the benefits of writing as a skill and tool for deeper learning are often overlooked. This roundtable session aims to deconstruct the purpose of first-year writing courses while re-thinking them as vehicles for visible student learning and writing. Learning outcomes, curriculum design, and classroom anecdotes will be centerpieces for discussion.

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Program in Detail

12:00 - 1:00 p.m. ....Lunch - Room EC 215
1:15 - 2:15 p.m. ....Session F

F1: Workshop - Room EC 421
Making Student Learning Visible in Real Time with Peer Instruction and Classroom Response Systems

Robert Talbert
Grand Valley State University

Peer instruction is a teaching method in which students solidify conceptual knowledge through individual and group responses to concept-oriented questions, often deployed using classroom response systems or "clickers." In this workshop, we will give an overview of the SoTL research literature on peer instruction and the use of classroom response systems in a variety of disciplines, discuss best practices for implementing peer instruction and clickers in the classroom, and examine some preliminary results from the use of peer instruction and clickers in the presenter's mathematics courses at GVSU.

F2: Presentation - Room EC 611
Facilitating Student Reflection Using The Kawa River Model

Carla Chase and Patricia Graf
Western Michigan University

The Kawa River Model uses the metaphor of a river to facilitate goal writing and treatment planning for clients of occupational therapy practitioners. Because students and educators go through a similar process, this model was used with students as they were preparing for their final fieldwork/internship experiences. Through one-on-one sessions, students were able to identify barriers as well as supports and strengths to overcome those barriers to their learning and growth as professionals. This session will be an overview of the process used during the project as well as a description of what was learned along the way.

F3: Presentation - Room EC 614
Enhancing Spatial Thinking through the Use of Learning Technology

Greg Rybarczyk
University of Michigan-Flint

University level geo-spatial courses involving Geographic Information Systems (GIS) traditionally utilize statistical, graphic, or mapping softwares and technology to reinforce spatial thinking skills. Despite the fact that these courses are inherently "technology loaded," few studies exist concerning the effectiveness of learning technology in maximizing student learning retention in geo-spatial courses. This study attempts to fill this pedagogical void by providing statistical evidence of the utility of "clickers" in an undergraduate level geo-spatial course at the University of Michigan-Flint. The results from this session will aid instructors in all disciplines who are intent on integrating and measuring the value of clickers in their classroom.

F4: Roundtable - Room EC 515
The Integration of Personal Financial Knowledge into Multi-disciplines: The first step of reinforcement

Dan Yates and Chris Ward
The University of Findlay

This study represents an extension of longitudinal studies regarding personal financial literacy. Graduating students must have a financial plan in place as they enter the workforce along with a "game plan" on how to attack their college debt. A college personal finance course can help each student develop their personalized financial plans. However, other college or university disciplines can help reinforce sound financial principles in their courses. If you think about it, "money" is a common denominator that links everyone together in our society. Shouldn't our universities and colleges be responsible for helping their students become excellent "money managing" stewards?

F5: Roundtable - Room EC 316
A Learning Community Model to Support At-Risk First Generation College Students: Benedictine University's Emerging Scholars Learning Community Program

Beth Ransdell Vinkler, Kelly Kandra, and Julie Cosimo
Benedictine University

This roundtable invites participants to discuss the implementation and formative evaluation of a learning community model designed to address the particular needs of first generation college students who have been identified as at-risk in terms of college readiness. After a brief presentation of Benedictine University's Emerging Scholars Learning Community program, participants will be invited to critique the model, to discuss their own experiences involving learning communities or other effective strategies for meeting the needs of this student population, and to suggest research methods and questions appropriate for analyzing the long-term effectiveness of such a program.

2:30 - 3:30 p.m. ....Collaborative Closing Session

Derek Bruff, Director, Center for Teaching
Vanderbilt University

In this closing session, Derek Bruff 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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A special thanks to the SoTL Academy 2013 Planning Team

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Thanks also go to our concurrent session proposal reviewers.

Manuel Bautista, Western Michigan University

Patricia Stow Bolea, Grand Valley State University

Eli Collins-Brown, Western Michigan University

Christine Conley-Sowels, Ferris State University

Jeremy Osborn, Grand Rapids Community College

Christine Rener, Grand Valley State University

Todd Stanislav, Ferris State University

Kathryn Stieler, Grand Valley State University

Jerome Trouba, Ferris State University

Matthew Wagenheim, Ferris State University

NOTES

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