

SESSION 1 11:00 – 12:00

● **EC 617** **myGVSUSurvey: Student Perceptions of the Most Recent University Climate – Understanding The Changing Student**
Neal Rogness, Statistics, Dana Munk, Movement Science, Pew FTLC

This presentation will share select and early findings of student perceptions from the my GVSU Survey. Because students' perceptions can influence how they learn and approach their overall university experience, faculty participants will reflect on how these findings might impact their teaching and discuss ensuing teaching strategies. Discussion points will be recorded and available electronically to participants by the end of start-up week.

■ **EC 617** **Utilizing Assessment for Maximum Student Success: A review of MAP-Works**
Colleen Lindsay-Bailey, Student Services, Philip Batty, Institutional Analysis, Nancy Giardina, Provost's Office

In 2009, Grand Valley first utilized the student success tool, MAP-Works (Making Achievement Possible). Research indicates that the first 3 weeks is "make or break time" in determining if students will be retained at the institution. Instead of guessing what support and engagement students need, MAP-Works provides an in-depth look at the student experience and provides a collaborative tool to help faculty and staff target the individual needs of each student. This presentation will review MAP-Works, aggregate data collected, and will engage participants in conversation about best practice in better understanding our students.

● **EC 421** **Retention of Minority Students in Higher Education Using a Student Peer Support Model**
Cynthia McCurren, Nursing

This session focuses on diversity and inclusion in the classroom using a "student peer support" model. While the example emanates from nursing education, the strategies employed have potential for application with other groups of students to enhance awareness of the minority experience in the "majority" classroom: feeling alone/different; teachers' lack of acknowledgement of individuality and support; peers' lack of understanding about cultural differences; and coping with insensitivity and discrimination. An introduction to a simulated intercultural experience and minority students' stories of lived experiences will be shared.

● **EC 515** **Developing Professionalism in Graduate Students**
Cynthia A. Grapczynski, Occupational Therapy

This session will focus on activities to help develop professional attitudes and behaviors among graduate students, including aspects of critical thinking, leadership interest, voluntary service to the profession, communication, advocacy, independent learning skills, and other characteristics of professional people. Using a self-rating scale for students developed by Dr. Grapczynski, based on the work of several authors working with students in different professions, the goal is to identify activities and potential research partners to enhance professional development in graduate students.

■ **EC 514** **Bridging the Gap: Assessing Student Technology Preferences in the Advising Process**
Christine Drewel, Liberal Studies, Cherilyn Denomme, BCOIS

The demographics of GVSU students are changing. Faculty and advisors may be unaware of the disconnect between their approaches to technology (or lack thereof) and how essential technology is to students. Expanding on advising training videos created from a 2010 FTLC grant, this interactive workshop will help faculty and advisors identify and assess the need for evaluating student communication preferences. We will address concrete strategies to implement appropriate levels and types of technology that can enhance the advising process.

■ **Classroom Strategies** ● **Roundtable**

■ **EC411** **What Are You Packing (To Class)? Embracing the Technology You and Your Students Bring to the Classroom**
Paul Lane, BCOIS & Seidman College of Business

Learn about embracing the technology that students bring to class. You will develop strategies for using this technology in the class environment. Across the disciplines you will brainstorm how to engage and excite students of different backgrounds, learning styles, and abilities. You will use an intercultural example to see how this works in class. You will have a chance to see how it is fun, interesting, and dynamic to embrace technology. You will develop an exercise for this semester. You are encouraged to bring your own technology to this session.

● **EC612** **How Clear Is Your Lens? A Discussion About Diversity and Strategies For Inclusion Both In and Beyond The Classroom**
Michael M. G. Scantlebury, Hospitality & Tourism Management, Muthoni Imungi, Social Work

We come to GVSU with our individual perspectives on life and learning based on our home environment, our journey and all the things that make us who we are. The same is true for our students. How do we create an environment of inclusion given our own diversity, our biases, our lens, and our world view? This workshop examines ways of creating an inclusive instructional environment and techniques for helping students enhance their skills in creating an inclusive workplace on graduation.

SESSION 2 1:15 – 2:15

● **EC 411** **Mental Health in the Classroom**
Counseling Center, Women's Center, Faculty, and Students

College counseling centers across the country report increased frequency and severity of students' mental health concerns. This session looks to provide both an individual and university perspective around this topic as more of our student population are attending college with mental health challenges. Panel members, consisting of students, faculty, and staff will provide information on mental health to increase awareness and reduce the stigma associated with it. We will strategize best practices for those who feel the pressure to do something, yet are unsure as to how to begin.

■ **EC 515** **Psychological Research on Student Learning: Basic Principles and Classroom Strategies**
Michael Wolfe, Psychology, Sandra Portko, Psychology

For decades, psychologists have conducted research designed to understand and improve student learning. We discuss two areas of recent research that have direct applicability in classrooms. First, when students take tests as a study strategy, they show dramatic improvements in later retention compared to more traditional methods of studying. Second, when students prepare for class beforehand by completing on-line quizzes, they show improved performance on tests and grades earned for the course compared to other methods of class preparation.

■ **EC 514** **Integration of Professional Skills and Academic Content During Co-op Semesters via Distance Learning Modules**
Chris Plouff, Engineering, Ron Garrett, Engineering

Distance-learning modules ranging from ethics and professionalism to project management were developed and delivered during co-op semesters. Content of the modules was selected to enhance the experience of students in the workplace, providing an opportunity for the students to apply what they were learning. The scaffolded curriculum was designed to account for the maturity level of the students. This session will discuss results from the pilot program in 2011 and applications to other programs including internships and service learning activities.

■ **EC 612** **Role of Teamwork and Assessment in Student Learning**
Heather Gulgin, Movement Science

Teamwork and communication are valued in the workplace, but often we teach and require students to do individual work. As a result of participating in the Honor's College Scholars Institute last August, I saw the benefits of teamwork during the learning process. Students take on a role within the group and become accountable for their work. Assessment of their performance also provides individuals feedback allowing them to grow. In this interactive session I will place participants into teams and facilitate an exercise.

■ **EC 617** **Writing Courses and Outside Audiences: Creating Communities A**
A 1:15 - 1:35 **Of Practice**
Laurence José, Writing

Incorporating real audiences in the classroom is key to helping students engage in meaningful learning processes. Research has demonstrated that assignments requiring the consideration of audiences beyond the classroom greatly impacts motivation and learning outcomes. In this presentation, I share strategies for building collaborative processes between course sections but also between the classroom and a wider campus audience. By doing so, I illustrate how cultural diversity can become a pedagogical means to build new communities of practice in and outside of the classroom.

■ **EC 617** **Green? Groan? Great? - Making Ebooks Work for Your Students**
B 1:35 - 1:55 *Debbie Morrow, University Libraries*

Even as we consider how to adjust for a changing student body, our technological environment is changing, too. One recent reality in the publishing world is ebooks. Book content in digital format now comprises a significant proportion of the information resources available in the university library's collection. Learn how ebooks have been used effectively in several settings in place of traditional print, and participate in discussion about taking more advantage of books as digital objects.

■ **EC 617** **Using Wikis to Facilitate Critical Thinking**
C 1:55 - 2:15 *Brian Bowe, Communications*

Two journalism courses utilized wikis to engage students in a virtual discussion of how to best report on diverse groups of people. The contents of the wikis were compiled into best practices documents that are available online for use both in classrooms and newsrooms. This session presents a use of media technology that fosters student interaction and growth and provides educators with an outline for how to create similar devices in their own classrooms.

■ **EC 421** **Meat and/or Potatoes: Information Literacy Instruction à la Carte**
A 1:15 - 1:45 *Kathryn Waggoner, University Libraries, Nicholas Johnson, English*

Do you have a class with diverse information literacy skills and needs? Do you want to customize information literacy instruction to meet those needs? Come hear about one approach that a WRT 150 instructor and a research and instruction librarian took to do just that. You will learn about the Information Literacy Core Competencies and come away with ideas for using them to customize information literacy instruction and integrate it into your course.

■ **EC 421** **A Generation with Too Much Information: Reversing the Research Paper Process**
B 1:45 - 2:15 *Kim Ranger, University Libraries*

Students often feel overwhelmed by the amount of information available to them in research assignments. Typically, we present the process as reading expert opinions before trying to create a thesis which puts forward a new idea. However, if student inquiry originates with observation, writing from what they know, conversation, and finally, addressing the research, then anxiety (and plagiarism) will decrease. This session will provide a practical strategy to engage students in evaluation, interpretation and synthesis (a.k.a. information literacy).

■ **Classroom Strategies** ● **Roundtable**

Responding to a Changing Student Body

17th Annual

AUGUST 24, 2011

As much as our students differ from us, they also differ from each other. These differences are not always visible. As the population of traditionally aged students continues to decline, we are going to see greater variations among our students in terms of age, background, prior experiences and a host of other factors. How are faculty responding? The opening remarks and concurrent sessions will provide context as well as practical strategies to engage a wide range of students. We look forward to productive conversations today and throughout the year on this important topic. The conference website will be updated with materials from the conference as well as related articles/links.

Christine Rener, Pew FTLC

Fall

Conference On Teaching And Learning

CONFERENCE SCHEDULE

8:30 – 9:00
Continental Breakfast

9:00 – 10:45
Opening Session:
Provost Gayle Davis
Jay Cooper, College of Education
Kathleen Bailey, School of Criminal Justice
Christine Yalda, School of Criminal Justice

11:00 – 12:00
Concurrent Sessions I

12:00 – 1:00
Lunch and Student Panel

1:15 – 2:15
Concurrent Sessions II

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