EC 411: 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 to enhance the learning of 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 practice. You will leave the session with a toolkit of strategies for teaching that 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.

EC 412: How Clear Is Your Lens? A Discussion About Diversity and Strategies For Inclusion Both In and Beyond The Classroom
Michael M. G. Scanlanbury, Hospitality & Tourism Management, Muthoni Imungi, Social Work
We come to GVSU with our individual perspectives on life and learning based on our background and experiences. Every individual is unique. Who we are is a product of 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.

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 acknowledgment 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
Cynia A. Graczyński, OMGSU and Economic Development
This session will focus on activities to help develop professional attitudes and behaviors among graduate students, including aspects of critical thinking, leadership interest, faculty-mentoring relationships, and the classroom environment. Students in different programs, 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.

EC 411: Role of Teamwork and Assessment in Student Learning
Heather Gulin, Movement Science
Teamwork and communication are valued in the workplace, but often we teach and require students to do individual work in the classroom. 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. This session will focus on effective strategies to place participants into teams and facilitate an exercise.

EC 417: Writing Courses and Outside Audiences: Creating Communities Of Practice
Laurence José, Writing
Incorporating real audiances 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 collabora- tion among our students by integrating audience analysis, live and digital collaboration, and peer evaluation. 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.

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 else ebooks might be used effectively in several settings in place of traditional print, and participate in discussion about taking more advantage of books as digital objects.

EC 421: Meat and/or Potatoes: Information Literacy Instruction à la Carte
Kim Ranger, University Libraries
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 how to come away with ideas for customizing information literacy instruction and integrate it into your course.

EC 421: A Generation with Too Much Information: Reversing the Research Paper Process
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, students today have an abundance of information at a young age, and the way 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).

EC 415: 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 on the topic of mental health of our student population and 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 415: 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, by engaging students in thinking about their own studying, instead of guessing what they will be tested on, 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
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.
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