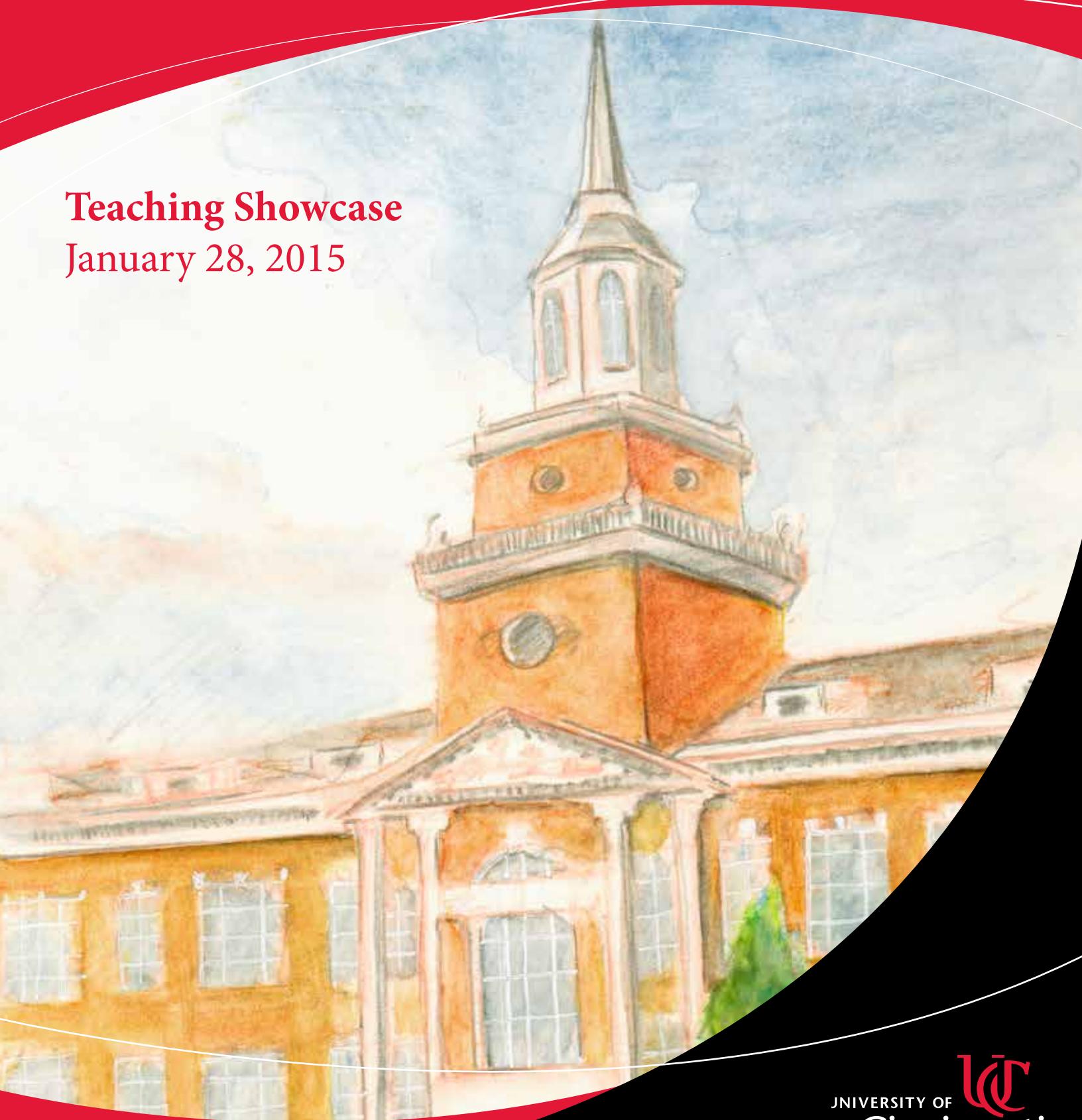


# *Academy of Fellows for Teaching and Learning*

**Teaching Showcase**  
January 28, 2015



# Program Schedule

<b>9:00 - 9:25 am</b>	A 100% Flipped Classroom (400A TUC) Hitting the Ground Running: The Faculty Mentor's Perspective of the Mentee Role in Study Abroad (400B TUC) Teaching Gender with Commercials (400C TUC)
<b>9:30 - 9:55 am</b>	Class-Sourcing: Learning Beyond the Classroom via Student Blogs (400A TUC) Reflection and Evidence: ePortfolios Put the Assessment Puzzle Together (400B TUC) Providing Experiential Learning to Students in a Distance Learning Program (400C TUC)
<b>10:00 - 10:25 am</b>	Teaching Students how to Swim in the Kingdom of the Kalahari (400A TUC) Collaborative Learning Techniques in STEM (400B TUC) The Importance of Introducing Telehealth into the Acute Care Nurse Practitioner Program (400C TUC)
<b>10:30 - 10:55 am</b>	Students with Engineering Challenges (400A TUC) The 25 Cognitive Principles of Learning: How Many Are You Incorporating Into Your Course? (400B TUC) The Hidden Curriculum: Relevance and Impact on the Preparation of Learners in ASL/Interpreter Education Programs (400C TUC)
<b>11:00 - 11:25 am</b>	Jokers Belong with Batman (400A TUC) The X-Y Axis of Synthesis: Incorporating and Synthesizing Sources (400B TUC) E-Portfolios in Higher Education (400C TUC)
<b>11:30 - 12:30 pm</b>	Ignite Presentations (400A TUC) Best Practices in College-Level Disciplinary Literacy (400B TUC) Bridging the Relevance Gap: Collaborating with Undergraduates in Course Development (400B TUC)
<b>12:30 - 1:30 pm</b>	Lunch and Poster Session (Great Hall TUC)
<b>1:30 - 1:55 pm</b>	STEM Student Learning, Teaching and Learning Liaisons, and the Teaching Culture: Changes Coming (400A TUC) Eportfolios at UC: Tools for Teaching, Learning & Assessment (400B TUC) Innovative Digital Technology in Classroom: A New Trend in Teaching and Learning Process (400C TUC)
<b>2:00 - 2:25 pm</b>	POGIL vs. Lecture in an Organic Chemistry Classroom (400A TUC) Engaging Non-major Students in Required Courses Through Peer Tutoring (400B TUC) Nurturing Source Integration in Student Writing: An Interdisciplinary Lesson Study Engaging (400C TUC)
<b>2:35 - 4:00 pm</b>	Keynote Workshop-Learning Partnerships: Promoting Learning and Self Authorship (Great Hall TUC)

## 9:00 AM – 9:25 AM, CONCURRENT SESSIONS

### **A 100% Flipped Classroom**

Jason Heikenfeld

Room: 400A TUC

To solve a recurring challenge with offering of my courses at 8:00 AM, I had recently decided to flip my classroom to allow even the most sleep deprived to learn. What I found, was far more powerful than I expected: a pedagogical method that is superior in every aspect compared to traditional lecture.

### **Hitting the Ground Running: the Faculty Mentor's Perspective of the Mentee Role in Study Abroad**

Kevin Grace

Room: 400B TUC

In experiential learning during study abroad tours, the mentor must integrate the mentee into an active role in the course so that scholarly outcomes for the students are transformative and productive, and so the mentee is enthusiastic for future opportunities.

### **Teaching Gender with Commercials**

Julie Stewart

Room: 400C TUC

Commercials are a great resource for teaching students about race, gender, and class. Since they reflect market research about the audiences advertisers are targeting, they are a excellent visual example of stereotypes from a particular time, and this presentation demonstrates this using one commercial for tires from the 1970s that shows how women were viewed at that time.

## 9:30AM – 9:55 AM, CONCURRENT SESSIONS

### **Class-Sourcing: Learning Beyond the Classroom via Student Blogs**

Wayne Hall

Room: 400A TUC

In the form of blog postings, student writing fosters learning. Pushed further, however, such writing also creates course content that is available to additional students at other times and in other courses – who may in turn continue this student-based thread.

### **Reflection and Evidence: ePortfolios Put the Assessment Puzzle Together**

Brenda Refaei, Sonja Andrus, Ruth Benander, Sharon Burns, & Jo Ann Thompson

Room: 400B TUC

A team from UC regional campuses joined The Inter/National Consortium of Electronic Portfolio Researchers (INCEPR) to investigate ePortfolios for programmatic assessment. We also examined propositions suggested by INCEPR as characteristics of ePortfolios. We will present data that investigates these propositions.

**9:30 AM – 9:55 AM, CONCURRENT SESSIONS, CONT.****Providing Experiential Learning to Students in a Distance Learning**

Theresa Beery

Room: 400C TUC

We created Interactive Case Studies to provide an experiential learning opportunity for distance learning nurse practitioner and medical students. Our Academic Health Center development Team includes Faculty, Instructional Design, Videography, Instructional Technology, and Marketing.

**10:00 AM – 10:25 AM, CONCURRENT SESSIONS****Teaching Students How to Swim in the Kingdom of the Kalahari**

Russ McMahon

Room: 400A TUC

Rwanda, South Africa, and Kenya have embarked on some very ambitious educational programs that have made heavy investments in the use of Information and Communication Technology (ICT) to lead their countries into the 21st century. Some of the leading ICT innovations that have come out of Africa as a whole will be highlighted as this continent emerges from being made up of "developing" countries to being those that are some of the most technologically advanced ones in the global community.

**Collaborative Learning Techniques in STEM**

Joni Torsella &amp; Nora Honken

Room: 400B TUC

Collaborative Learning Techniques (CoLTs) are evidenced based active learning techniques that promote and improve learning. Evidence for using CoLTs in STEM disciplines will be discussed and a select few CoLTs will be demonstrated.

**The Importance of Introducing Telehealth into the Acute Care Nurse Practitioner Program**

Kathleen Ballman

Room: 400C TUC

Nurse Practitioner (NP) students will be facing numerous challenges providing healthcare due to changes instituted by the Affordable Care Act, the limited availability of primary care providers and specialists, and the lack of access to care in remote areas. To prepare our Adult-Gerontology Acute Care NP students for alternative methods of providing care, they have been introduced to TeleHealth.

**10:30 AM – 10:55 AM, CONCURRENT SESSIONS****Engaging Students with Engineering Challenges**

Anant Kukreti &amp; Jeff Kastner

Room: 400A TUC

The Summer Institute for Teachers enrolls secondary math and science teachers who take engineering and science content courses to learn how to incorporate the engineering design process into content they already teach, using the pedagogy of challenge-based learning.

**The 25 Cognitive Principles of Learning: How Many Are You Incorporating Into Your Course?**

Nora Honken &amp; Joni Torsella

Room: 400B TUC

During this interactive session, the 25 cognitive principles of learning will be introduced. Participants will share which principles they are currently using and which principles they could incorporate.

**The Hidden Curriculum: Relevance and Impact on the Preparation of Learners in ASL/Interpreter Education Programs**

Sally Ann Zwicker

Room: 400C TUC

American Sign Language classes are popular but frequently students don't achieve a level of mastery or graduate with the 'right' attitude. Are we spending more time on the formal curriculum of knowledge/skills and ASL pedagogy and being less attentive to the hidden curriculum?

**11:00 AM – 11:25 AM, CONCURRENT SESSIONS****Jokers Belong With Batman**

Melissa Whitis

Room: 400A TUC

Improv: It's not just for comedy anymore. Most people think ""comedy"" upon hearing the word ""improvisation"". And though that is the, for lack of a better word, ""commercial"", use for it, there is so MUCH MORE to it. The tools used to train improvisors are now being used to work with engineers, designers, IT specialists, and even animal trainers. Improv teaches eye contact, nonverbal communication, presentation skills, as well as helps develop team behaviors.

**11:00 AM – 11:25 AM, CONCURRENT SESSIONS, CONT.****The X-Y Axis of Synthesis: Incorporating and Synthesizing Sources**

Alex Chege

Room: 400B TUC

How many times do we read students' research papers and what most of them seem to be doing is to just bombard a reader with quotes? This presentation provides a conceptual framework to help students with incorporating and synthesizing sources.

**E-Portfolios in Higher Education**

Missi Willmarth-Stec

Room: 400C TUC

In this session we will highlight the e-portfolio system in place for the Doctor of Nursing Practice program in the College of Nursing. The portfolio is used as a comprehensive, 360 degree overview of the student's achievement and culminating project as they progress toward graduation.

**11:30 AM – 12:30 PM, CONCURRENT SESSIONS****Ignite Presentations**

Room: 400A TUC

Elizabeth Jean-Baptiste; Debbie Page; Kevin Oberlin; Robin Lightner & Ruth Benander; Karen Smith; Rachel Frankel; Pamela Bach; Krista E. Wood & Kathy Koenig; Daniella Fisher & Amy Gultice

**Elizabeth Jean-Baptiste "Considering Deaf Audiences"**

Have you considered how your work impacts deaf people? Have you considered how to make your work accessible to deaf audiences? We prepare signed language interpreters to work in a variety of settings; educational, medical, theatrical, legal, vocational, social services, health/fitness industries, business, and the list goes on. By default, our work is interdisciplinary. Join me in considering how your field, profession, or classroom could be elevated by considering deaf populations and the interpreters who provide access through sign language.

**Debbie Page "Flipped Classes: An introduction and explanation of how it can increase student motivation and engagement"**

This presentation will introduce what a flipped class is, highlight the pros and cons of shifting the timing and location for instruction, and provide examples with a brief explanation of how you can incorporate flipped lessons in your traditional course.

**Kevin Oberlin "Fewer Noodles, More Meat: Making Discussion Boards Matter in Your Online Class"**

How do you get students to care enough about their discussion board posts to produce thoughtful responses of appropriate length? We'll take a quick look at a few strategies and examples.

**Robin Lightner & Ruth Benander "Pros and Cons of Several Syllabi Styles"**

Several different types of syllabi will be demonstrated along with instructor pros and cons.

Students' opinions of the different styles will be shared along with some potential considerations about impression formation. We will also show options for some online formats.

**Karen Smith "Fill in the Blank: Using Blanks in Guided Lecture Notes"**

Do you use guided lecture notes in your classroom? Student learning and student perceptions of learning, when blanks are used in place of key words and concepts in guided lecture notes, are discussed in this ignite presentation.

**Rachel Frankel "After the Test: What Now?"**

This talk will address the issue of post-assessment analysis via prompted reflection to help students take responsibility for their learning and instructors to improve their teaching. Concrete examples of self reflection worksheets and the rationale behind them will be presented.

**Pamela Bach "Research in 3 Words"**

Sometimes a little idea grows into something bigger and you get much more than you bargained for. That is what happened with a very quick assessment to gauge first year students' perception about research in English Composition classes.

**Krista E. Wood & Kathy Koenig "Developing and Assessing Scientific Reasoning in Introductory Physics Lab"**

We redesigned General Physics II Lab at UCBA to target development of scientific reasoning (SR) skills. Gains were demonstrated in the SR skills specifically targeted, including quantitative linear, correlation, control of variables, integrated hypothesis, and hypothetical deductive reasoning.

**Daniella Fisher & Amy Gultice "The Secret of Our Success: Top 10 Must-haves for Effective Classroom Activities"**

Come see how faculty collaborative efforts resulted in improved classroom activities to teach and practice complex concepts. Discover how the "Top 10 Must-haves" lead to engaging, assessable activities for use in any discipline.

**11:30 AM – 12:25 PM, CONCURRENT SESSIONS, CONT.****Best Practices in College-Level Disciplinary Literacy**

Victoria Appatova

Room: 400B TUC

The purpose of this presentation is to demonstrate how disciplinary literacy enhances college students' academic performance, retention, motivation, and intellectual development. This session will help the attendees incorporate best practices in disciplinary literacy into their content-area courses.

**Bridging the Relevance Gap: Collaborating with Undergraduates in Course Development**

Nancy Rogers &amp; Erinn Green

Room: 400B TUC

Active learning methodologies are broadly recognized as having the benefits of increasing critical thinking skills, retention, and engagement in students. This presentation will describe how students and faculty collaborated to create usable and relevant active learning activities that bridge the generational divide.

**12:30 PM – 1:30 PM, LUNCH AND POSTER SESSION**

Room: Great Hall TUC

**Poster Presentations:** Erik Alanson; Brad Sarchet; Deb Trotta & Carla Henderson; Ben Meyer and Joan Murdock.

**Erik Alanson "Career Development and the Student-Athlete: A Longitudinal Study on Career Preparation through Active Learning"**

This poster session will provide details about the development and implementation of a co-curricular student-athlete development program, The Pro Series. An incentive-based active learning framework will be examined as a means for engaging students in career development.

**Brad Sarchet "Do Group Projects Help Students Develop Important Skills?"**

This current research study examines whether or not students perceive improved skills after working on a group project. Skills assessed include collaboration, public speaking, and the use of technology. Increased content knowledge is also assessed.

**Deb Trotta & Carla Henderson "From Classroom to Simulation: Taking Undergraduate Students on a 'Road Trip'"**

This "Road Trip" involved taking students out of the classroom and into the clinical skills lab. Content previously taught in the classroom with lecture, guided by PowerPoint, was redesigned to promote active learning.

**Ben Meyer "Words"**

"Words" is an ipad application developed for a research team at the National Institute of Education Singapore. It is for children learning Mandarin, Malay, Tamil, and English. This poster provides an overview on this app.

**Joan Murdock "The University of Cincinnati Online Master of Health Administration Program: Successes and Challenges June, 2011 to Present"**

This Poster details the innovative Master of Health Administration degree program at the University of Cincinnati which is 100% online and began in June, 2011. Currently there are 165 students from 20+ states and 3 additional countries in the program. Another 50-60 students are expected to begin the program in Spring, 2015. The program is a 39 graduate credit, 2 year program, with 7 week, intensive courses taught by experienced faculty and senior level health care executives who are UC adjunct faculty. Sixty seven students have graduated from the program with another 14 graduating in December, 2014. This Poster provides aspects of program design, structure, process and outcomes. Both Successes and Challenges are presented as well as Lessons Learned.

**1:30 PM – 1:55 PM, CONCURRENT SESSIONS****STEM Student Learning, Teaching and Learning Liaisons, and the Teaching Culture: Changes Coming**

Howard Jackson

Room: 400A TUC

We are endeavoring to enhance student learning in Biology, Chemistry and Physics by increasing faculty implementation of research-based instructional strategies focusing on first year STEM courses. We will accomplish this by the use of specially-trained departmental Teaching and Learn Liaisons (TLLs) and by efforts to change the teaching culture within each department.

**ePortfolios at UC: Tools for Teaching, Learning, and Assessment**

Ruth Benander with Rich Robles, Debbie Brawn, Maureen Schomaker, Anne Bauer, and Sarah Schroeder

Room: 400BTUC

ePortfolios are already being used in the CECH, the University Honors Program, the School of Professional Practice, and Blue Ash College. In this presentation, we will present the ways these portfolios are used to support teaching, structure learning, and facilitate assessment

**1:30 PM – 1:55 PM, CONCURRENT SESSIONS, CONT.**

**Innovative Digital Technology in Classroom: A New Trend in Teaching and Learning Process**

Bilquis Ferdousi

Room: 400C TUC

The presentation will focus on the integration of innovative digital technology in teaching and learning highlighting on:

- The types of digital technology available to integrate in classroom environment.
- The benefits of using digital technology in students' learning process.

**2:00 PM – 2:25 PM, CONCURRENT SESSIONS**

**POGIL vs. Lecture in an Organic Chemistry Classroom**

Matt DeMatteo & Melinda Greer

Room: 400A TUC

To promote comprehension rather than memorization of organic chemistry, a combination of Process-Oriented Guided Inquiry Learning activities coupled with a flipped classroom model was implemented and compared to a traditional lecture method. A discussion of the results will be presented.

**Engaging Non-major Students in Required Courses Through Peer Tutoring**

Angie Woods & Teresa Roig-Torres

Room: 400B TUC

Do you struggle to interest students taking your course as a requirement? Join us as we discuss incorporating peer tutoring in non-major, required courses. We will share how we implemented this component into our courses and the students' response.

**Nurturing Source Integration in Student Writing: An Interdisciplinary Lesson Study**

Amber Peplow, Lauren Wahman, & Rita Kumar

Room: 400C TUC

This interdisciplinary Lesson Study examines the challenges that students face in effectively integrating sources in their writing and will suggest methods of improving students' integration of sources.

***The Academy of Fellows of Teaching and Learning 2015 Teaching Showcase Keynote***

***Speaker Sponsored by University of Cincinnati President Santa Ono***

**2:35 PM – 4:00 PM**

**Keynote Workshop-Learning Partnerships: Promoting Learning and Self-Authorship**

Marcia Baxter Magolda

Room: Great Hall TUC

Good teaching requires understanding how students' developmental capacities—or how they construct their beliefs, identities, and relationships—mediate their learning. Common learning outcomes such as critical thinking, ethical decision making, and intercultural maturity involve acquiring knowledge and skills; they also require complex capacities to critique, evaluate, and apply knowledge. Developing the capacity for self-authorship, or the ability to internally define one's beliefs, identities and social relations, is necessary to meet contemporary collegiate learning outcomes and succeed in adult life. Baxter Magolda will share developmental portraits from her 28-year longitudinal study of adult development and engage participants in determining their relevance for University of Cincinnati students. She will describe learning partnerships that promote learning and self-authorship and engage attendees in exploring how to use learning partnerships in their teaching.

Marcia Baxter Magolda is Distinguished Professor of Education Leadership at Miami University (Ohio). Her recent books include *Authoring Your Life: Developing an Internal Voice to Meet Life's Challenges and Assessing Meaning Making and Self-authorship*.

