Inter. Disciplinary. Studies?
Alright...Inter-disciplinary-studies. I don’t know...Does it mean that, like, all your classes help each other? That sounds right. That sounds real good. So, all your classes won’t be separate. They all tie in together. It’ll help you learn better. Oh yeah. A lot better.---
Student, Voices on Main,
www.profpost.uc.edu
CET&L Best Practices in Scholarly Teaching 2010

Conference at a Glance—Morning Sessions

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<td>8:30-9:00 AM</td>
<td>Welcome</td>
<td>Great Hall, TUC</td>
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<td>Pamela Baker, Director, CET&amp;L</td>
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<td>Do You See What I See? - An Interdisciplinary Experience.</td>
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<td>The Teacher Scholar Inquiry Group: An Oasis in the Desert</td>
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10:40 AM-12:00 PM

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<td>Undergraduate Education and JiTT, PI, and PRS: Is there substance behind the acronyms?</td>
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<td>Howard Jackson, Prof, Physics, A&amp;S and Leigh Smith, Prof, Physics, A&amp;S</td>
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Conference at a Glance—Afternoon Sessions

12:00-1:30 PM
Lunch & Discussion (pick up boxed lunch in the Great Hall)
Fred Reynolds, Executive Vice President
Richard Harknett, Assoc Prof, Political Science, A&S and Chair, University Faculty

1:40-3:00 PM
Using a PBL Approach to Promote Critical Thinking
Rita Kumar, Assoc Prof, English & Comm, RWC and Brenda Refaei, Asst Prof, English & Comm, RWC

First-time JITTers: Teaching Digital Designers with Digital Tools
Darrin Hunter, Visiting Asst Prof, Design, DAAP

Clinical Decision-Making Seminar (or “How to help patients, reduce waste and not get sued”)
John Quinlan, Prof, Neurology, CoM

Practice, Practice: Small Group Learning, Simulations, Role Playing
Erinn Green, Field Svc Asst Prof, Psychology, A&S and Wayne Hall, Prof, English, A&S, VP for Faculty Development

International, Study Abroad Case Studies
Kurt Olausen, Director, UC International; Debbie Brawn, Academic Director, University Honors Program; Carlos Gutierrez, Assoc Prof, Romance Lang & Lit, A&S; Kathy Lorenz, Field Svc Assoc Prof, Romance Lang & Lit, A&S and John McNay, Prof, History, RWC

Let’s Discuss Discussion Boards
Pam Greenstone, Visiting Asst Prof Clin, Health Information Mgmt, CAHS

3:10-4:30 PM
How to Develop a Sense of Community in an Online Environment
Theresa Beery, Prof, Nursing, CoN and Dustin Shell, Information Tech Analyst, Nursing, CoN

A New Software Application that Cuts Grading Time in Half for Non-Multiple-Choice Questions
Eric Gruenstein, Prof, Molecular Genetics, CoM

Team-based Learning in Medical Education: How a solitary teacher can implement small group learning without the small groups
Laura Wexler, Sr Assoc Dean, Student Affairs and Admissions, Prof, Cardiology, COM

Overcome Students’ Fear of Your Subject by Building Understanding
Daniella Fisher, Adjunct Asst Prof, Chemistry, RWC

Inquiry-Based Learning

Reflective Teaching: Not for the Faint of Heart
Ann Porter, Assoc Prof, Music Education, CCM

Great Hall, TUC
Room 415
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Room 400B
Room 400C
Session Descriptions

9:10-10:30 AM

Enhancing Student Engagement through Development and Evolution of an Online Student Blog Publication
Thomas Haines, Assoc Prof, E-Media, CCM

This session describes how the creation, development and evolution of an online student blog publication establishes and assesses professional practice standards for students participating in personal yet shared course activities and assignments. The session will review course materials that are structured using a modular building block assignment and assessment approach designed to promote professional development as well as the student’s ownership of the course materials. Examples of students' work will be displayed. Join in this strategic session on how professional development learning modules can be used successfully in your courses.

Why do I have to do THAT? Responses and other Engagement Strategies that Work
Ratee Apana, Field Svc Assoc Prof, Management, CoB and Alli Hammond, Field Svc Asst Prof, English & Comparative Lit, A&S

In our presentation, we will discuss conversational learning and strategies to build engaging and effective learning environments. We will also share some effective digital and pedagogical tools to get students to collaborate and enjoy the learning process. In addition, we will look at how integrating questions of practicality and relevance into the classroom—the oft-asked, "why are we doing this?"—helps to encourage students to think critically and engage with their own educational goals. We'll talk about how going “meta-curricular” with your students—for instance, asking them to speculate about an assignment’s intrinsic and transferential value—can reinvigorate your own tried-and-tested assignments, and encourage your students to form ambitious yet rewarding educational goals.

Peer Learning with Authentic Assessment in a Non-majors Biology Course
Frank Wray, Professor, Biology, RWC

This session examines the overall need to decrease passive learning in the classroom and increase active learning. Years of traditional, didactic and passive instruction provided the impetus for the presenter to critically evaluate his instruction. Research shows that instructors traditionally believe that students can learn most by the transformation of knowledge from the instructor to student. However, research demonstrates that students who are more accountable for their learning have deeper and more sustained learning experiences. Peer teaching, when done in context, can be a valuable tool for students to address the accountability of their own learning—especially when the learning is relevant to their daily lives. The presenter will show how he implements peer learning in his classroom using an example and will then facilitate a discussion of how peer learning can occur across disciplines.
9:10-10:30 AM (continued)

**Bridging the Distance in Online Courses**  
Noriko Fujiioka-Ito, Asst Prof, Japanese Program, German Studies, A&S and Janet Zydny, Asst Prof, Teacher Education, CECH

Teaching online can be frustrating for both students and instructors: Students want the convenience of online courses, but then complain about feeling isolated; instructors often find the workload more time consuming and tedious than traditional face-to-face courses. These presentations will discuss ways to support students and reduce instructor workload in online courses. First we'll discuss how distance-learning students in a basic foreign language course are supported via online learning communities to enhance student success; e.g., students are assigned projects to practice basic communicative skills and search resources for information, identify and analyze cultural differences and collaborate with peers using a course management system. This distance-learning course is the first combination of a synchronous and asynchronous online, basic foreign language course completely created by a UC faculty. The second presentation will discuss the use of online protocols (i.e., structured ways of having discussions) to engage students and create richer learning environments, while still keeping the workload reasonable for instructors. Attendees will come away with specific examples of online protocol templates for different types of discussions.

**The PrAISE Approach: An Alternative To Lecturing Students to Death**  
Bruce Giffin, Field Svc Prof, Medical Education, CoM

Currently our medical students spend much of their day scheduled into lectures during which most lecturers simply read from PowerPoint slides the information that the students are assigned to read. The tight daily schedule significantly reduces the amount of time that students have to prepare for scheduled sessions and for targeted study of course material. We have adopted a strategy that uses the lecture as a vehicle to help and provoke the students to read, rather than as a substitute for reading, and makes use of active learning strategies. The elimination of the traditional lecture approach has freed up considerable time for students to study and to engage in self-assessment activities. Details of the acronym “PrAISE” will be presented, and attendees will be given an opportunity to participate in a discussion of the PrAISE approach.

**Do You See What I See? - An Interdisciplinary Experience**  
Richard Miller, Prof, Advanced Structures, CEAS; Beth Walter Honadle, Prof, Planning, DAAP; Frank Russell, Asst Prof, Research, DAAP and Michaela Pride, Assoc Prof, DAAP

After eight years of organizing and team-teaching an interdisciplinary studio through DAAP (the Niehoff Urban Studio), faculty of the studio continue to experiment with diverse formats to facilitate the process. The panelists will describe their work of integrating interdisciplinary teaching methods among disciplines both inside DAAP (Russell and Pride) and outside with Engineering (Miller) and A&S (Honadle, formerly with Political Science), defining their expectations for their students. They will discuss challenges such as diverse and sometimes conflicting learning objectives, critical differences in the nature of inquiry, the character of research, and the production of experiential learning. The panelists will conclude by summarizing their successes and invite participating faculty to join in their reflection on their experience.
9:10-10:30 AM (continued)

The Teacher Scholar Inquiry Group: An Oasis in the Desert  
Ellen Lynch, Assoc Prof, Early Childhood Education, CECH; Margaret Cheatham, Assoc Prof, Bus & Econ, RWC and Catherine Strathern, Prof, Psychology, A&S

In this presentation members of the Teacher Scholar Inquiry Group (TSIG) will present results from a participatory action research project in which 10 faculty members explored issues related to teaching and sought answers to the following questions:

• How do we claim the time to engage in meaningful conversation about our teaching in a research-intensive institution?
• How do we establish an effective forum that encourages self reflection and discussion about our teaching and what factors contribute to the development of such an environment?
• How do we use what we have learned to transform our teaching as well as ourselves?
• What support is needed as we move from good teaching to scholarly teaching to scholars of teaching and learning?

We will share how the study was conceived and supported, the framework for our monthly meetings, the challenges we faced and the modifications that were made as we progressed. Additionally, data collection and analysis procedures, outcomes, and plans for future TSIG research will be presented. Participants will be given ample opportunities to ask questions. A bibliography and related printed materials will be provided.

10:40 AM-12:00 PM

Distance Learning Best Practices for Student Engagement  
Suzanne Ehrlich, Field Svc Asst Prof, Teacher Education, CECH and Eugene Rutz, Academic Director, CEAS

When confronted with providing content, interactions and assessments for distance learning courses, it is easy to be overwhelmed. Too often, faculty become enamored with a technology, or feel that because someone else has used a particular technology successfully, they have to follow that same path as well. In this presentation we will emphasize the importance of focusing on teaching in a distance learning format and illustrate opportunities for engagement through use of varied technologies and strategies. Examples of successful strategies will be illustrated and lessons learned from years of teaching in a distance learning environment will be shared.

Structuring Assignments to Enable Acquisition of Cultural Competence in Study Abroad  
Debbie Page, Assoc Prof, Foreign Languages, RWC

Students participating in a study abroad program notice cultural differences, but do not always analyze them or hypothesize how their own behavior might be changed to become more culturally competent in the second culture. This session will examine how assignments can be structured to elicit analysis of cultural practices in an immersion setting, and how these types of exercises enhance students’ cultural proficiency.
10:40 AM-12:00 PM (continued)

Transforming the Freshman Biology Lab Classes into an Active Learning Experience
Jill Beyette, Field Svc Asst Prof, Biological Sciences, A&S

In this session, I will present my experiences with transforming the freshman biology lab sequence from traditional, cookbook-style biology laboratories into laboratories that model real science. I will focus on why the labs were transformed, how the change was accomplished, and the challenges we faced. I will give an example of a lab in the new format and discuss impacts on student learning and student retention, as well as our approach for continuing to improve the labs.

Losing Control and Liking It: Service Learning Myths Debunked
Michael Sharp, Director, Community-Engaged Learning; Farrah Jacquez, Asst Prof, Psychology, A&S; Elissa Sonnenberg, Field Svc Asst Prof, Journalism, A&S and Barbara Wallace, Director, College Success, Clermont

In this interactive presentation, Service Learning All-Stars and grant awardees will show how they engage students and enrich learning by giving up control as a means of gaining knowledge. You'll hear examples of student field work from a variety of Arts & Sciences and Clermont College courses as well as tips on how to incorporate Service Learning with your discipline. You'll debunk Service Learning myths and get to the bottom of how and why these courses often transform students' and instructors' lives in meaningful and important ways.

Co-ops for Causes: Collaborative, Multi-Disciplinary Studios Making a Difference
Liam Ream, Asst Prof, Professional Practice

This session will explore an innovative case study of cooperative/service learning purposed to maximize holistic value for students, professionals and non-profit providers in collaborative pursuit of a common cause. Students from Architecture, Engineering, Industrial Design and Construction Management spent two quarters researching and proposing Long-term Development Strategies for Haiti. In addition to presenting the earthbag shelter the students built, we will do an interactive session about “Biosphere Consciousness” inspired by Jeremy Rifkin’s *The Empathic Civilization*.

1:40-3:00 PM

Using a PBL Approach to Promote Critical Thinking
Rita Kumar, Assoc Prof, English & Comm, RWC and Brenda Refaei, Asst Prof, English & Comm, RWC

As composition instructors, the presenters came together to test whether the use of PBL would promote students’ critical thinking skills in the context of a second-year writing class since critical thinking is an important objective of all undergraduate courses. The instructors developed a set of interconnected problems to help students master course objectives in a PBL context. The presenters will describe the pilot for this PBL course design, share the preliminary analysis of its effectiveness for promoting students’ critical thinking, and explain their continuing process of revising the problems to better achieve the course goals. Based on their research they will explain how PBL can be used in a variety of settings and ways to meet the student learning outcomes of any course.
First-time JITTers: Teaching Digital Designers with Digital Tools
Darrin Hunter, Visiting Asst Prof, Design, DAAP

When faced with the prospect of teaching a 250+ freshman course on digital design fundamentals, I was daunted because most creative discipline teaching is carried out in “studio” format: small rooms with relatively few students and individual attention to projects at desks during work periods. I knew I had to adopt a different approach instead of simply scaling studio-based teaching up to the size of an auditorium. Through research at professional conferences and the CET&L at UC, I adopted a hybrid approach that allows me to incorporate traditional skills-based demos at the computer with more active learning in groups, PRS feedback, JIT readings, and Blackboard testing for assessment (yes, even for artists!) By focusing on the creative and interactive potential of Blackboard quizzing using digital files which students manipulate and then post as answers, I can assure that skills-based learning was being accomplished while spending class time covering more advanced workflow concepts not covered in the class tutorial texts.

Clinical Decision-Making Seminar (or “How to help patients, reduce waste and not get sued”)
John Quinlan, MD, Prof, Neurology, CoM

This session will explore our Clinical Neuroscience Clerkship in which we use case discussions to help medical students diagnose and manage common neurological diseases. The patient’s history and physical examination is analyzed in order to come up with a short list of possible diagnoses. The students are required to (in rank order of importance) select effective clinical tests and treatments, pay attention to costs of diagnostic tests and treatments and consider medico-legal consequences of their decisions. After completing the Clinical Decision-Making Seminars, students are able to:

- identify pivotal clinical information to diagnose common neurological conditions;
- choose diagnostic testing and treatments that are effective and safe;
- avoid choosing diagnostic testing and treatments that are inferior and/or wasteful.

We will also examine faculty and student led case-based, problem-solving seminars.

Practice, Practice: Small Group Learning, Simulations, Role Playing
Erinn Green, Field Svc Asst Prof, Psychology, A&S and Wayne Hall, Prof, English, A&S, VP for Faculty Development

This session begins by reviewing a variety of role-playing activities to define a range of questions related to student learning: Did the activity work? How do we know if it worked? What should we do if it didn’t? From this background, the co-presenters then recreate for attendees these same small-group structures . . . as our students experience and perceive them. The end game? To identify those strategies that maximize the effectiveness of the small-group structure.
1:40-3:00 PM (continued)

**International, Study Abroad Case Studies**  
Kurt Olausen, Director, UC International; Debbie Brawn, Academic Director, University Honors Program; Carlos Gutierrez, Assoc Prof, Romance Lang & Lit, A&S; Kathy Lorenz, Field Svc Assoc Prof, Romance Lang & Lit, A&S and John McNay, Prof, History, RWC

In this session, you’ll learn how you can teach abroad, including:
- What can students learn abroad that they can’t learn at home?
- What alternative learning will take place to augment your syllabus and textbook?
- How do you teach your students everything they need to know [while on site] when so much time is spent on activities and excursions?
- How can you reconfigure your course, your syllabus, and even your teaching style to match what can be learned on-site without an accompanying lecture?

You’ll learn the "nuts and bolts" of program development, teaching abroad, and integrating education abroad into courses and curriculum from experienced faculty: John McNay—describing his connections to history: a walk through preserved WWI trenches after having studied the life of soldiers in the trenches; Kathy Lorenz—explaining her work with colleagues from her department and from DAAP on the Paris Study Tour; Carlos Gutierrez—exploring the UC Summer Program in Madrid, Spain and Debbie Brawn—developing an Honors seminar with embedded international travel.

**Let’s Discuss Discussion Boards**  
Pam Greenstone, Visiting Asst Prof Clin, Health Information Mgmt, CAHS

Discussion Boards can fall flat without the proper preparation and attention... think of them in the same way you might think of hosting a small party. Dead silence can often be avoided if we make the right introductions or arrange the furniture in a certain way. But once the party's started, is it necessary to keep rearranging the furniture? At which point can we sit back and let the guests have at it? Experienced Distance Learning Professor Pam Greenstone (Health Information Management) will use examples from her own teaching to demonstrate how to maximize the options in Discussion Board.

**3:10-4:30 PM**

**How to Develop a Sense of Community in an Online Environment**  
Theresa Beery, Prof, Nursing, CoN and Dustin Shell, Information Tech Analyst, Nursing, CoN

Online learning is largely an undiscovered country in higher education, especially when it comes to creating community and integrating student-centered technologies. We will tell the story of our experiences “quickly” putting a course entirely online that we thought was going to be entirely face-to-face. Since this was a course about teaching/learning we felt a lot of pressure to role model excellent teaching!! Because we ascribe to social constructivist ideas about learning, we had two major goals: 1) create the same sense of community online that we have with students in the classroom, and 2) allow them to construct knowledge together through new mediums. We will discuss the strategies used and student feedback from each experience, which included blogs, wikis, video instructions, audio comments and a synchronous class session. We will share lessons learned: the good, the bad, and the ugly (actually it was mostly good) and facilitate discussion about integration of these ideas into other courses.
A New Software Application that Cuts Grading Time in Half for Non-Multiple Choice Questions
Eric Gruenstein, Prof, Molecular Genetics, CoM

This presentation will demonstrate the use of a new software application for efficiently grading short answer type questions and other non-multiple choice tests. GraderAid was developed to encourage teachers to move away from the use of multiple-choice questions by shortening the amount of time it takes to grade less structured types of questions. The program works particularly well with questions whose answers can be written in boxes that are about a quarter of a page or less in size. GraderAid is easy to use and is suitable for grades from elementary school through college. Students write answers in their normal handwriting on plain paper, so there are no special rules to learn and no added costs for proprietary answer sheets as there are for Scantron-type tests. GraderAid has received rave reviews from teachers at Walnut Hills High School in Cincinnati. They report that it saves them as much as 50% of the time it takes to grade tests and enter the results into the school database. Copies of the GraderAid application software will be made available to UC faculty interested in trying it out in their courses.

Team-based Learning in Medical Education: How a solitary teacher can implement small group learning without the small groups
Laura Wexler, Sr. Assoc. Dean, Student Affairs and Admissions, Prof, Cardiology, COM

Small-group learning can be highly effective in fostering problem solving and collaborative learning. However, if the class size is large (e.g., 175 students in each medical school class) it requires multiple preceptors for each session and can be a scheduling nightmare. Team Based Learning (TBL) is a technique which fosters rigorous pre-class preparation by the student followed by small group problem solving (two of the key strengths of small group learning) but does so within the large-class framework. This session will describe how TBL works and then encourage a discussion of the strengths and weaknesses of TBL... both for the student and the instructor.

Overcome Students' Fear of Your Subject by Building Understanding
Daniella Fisher, Adjunct Asst Prof, Chemistry, RWC

Non-majors in a subject often approach the first course with some level of fear and unfamiliarity. In teaching introductory chemistry to students with little to no chemistry background, I often must help them to first overcome their fear by presenting scientific concepts in more familiar ways. The use of LEGO™ blocks in a traditional lecture provides a familiar, and fun, avenue to relate a concept, promote interaction among students and engage several types of learners: kinesthetic, visual, and auditory. A brief PowerPoint introduction describing the initial question of how to overcome fear of the subject will be followed by a hands-on, interactive session leading participants through an actual class session, and there will be a quiz at the end! This will be followed by a group debrief to gather input on what might be expanded and/or modified. Some ideas on how to use LEGO™ in other subjects can be discussed.
Inquiry-Based Learning

This program will demonstrate several active engagement inquiry-based learning techniques that can be used to increase student understanding of basic concepts. We have used inquiry-based techniques in introductory physics courses to guide students through the reasoning needed to construct the models required to understand physical concepts and be able to apply them to real-world applications. The program will demonstrate how inquiry-based tutorial activities can be implemented, with student cooperative learning groups, in smaller classes or recitation sections. The use of inquiry techniques applicable to large classes, such as Peer Instruction and Interactive Lecture Demonstrations, will also be described. We will discuss methods of applying these techniques in the classroom and show results of student gains in conceptual understanding with and without the use of inquiry-based learning. Participants will engage in these three inquiry-based learning techniques and have the opportunity to discuss how these techniques can be applied to their individual classroom situations.

Reflective Teaching: Not for the Faint of Heart
Ann Porter, Assoc Prof, Music Education, CCM

In this session, Ann Porter will describe how she modeled reflection and shaped the reflection process for her students (pre-service teachers). By providing an "insider's perspective" of an experienced teacher's reflection process and then asking students to respond to guiding questions in their own reflection, students' reflections improved. Ann will share her suggestions on how instructor modeling and guided-question reflection could be transferred to other disciplines, and how working on your teaching and student learning can be a rewarding way to improve instruction.