

# Integrating the Scholarship of Teaching and Learning into Academic Culture:

## *Crafting a Commitment to Classroom Research*

A working conference at Maryville University|St. Louis, October 2 & 3, 2009



### **Friday, October 2**

**1:00–5:00 | Registration** *Pfaff Lobby, Maryville Auditorium*

**2:00–3:30 | Opening Workshop Session** *Maryville Auditorium*

***Introduction to the Maryville University Working Conference***

Mary Ellen Finch, Maryville University

***Moving your SoTL Work Forward: Opportunities and Challenges***

Kathleen McKinney

Cross Endowed Chair in the Scholarship of Teaching and Learning

Professor of Sociology, Illinois State University

This session is designed to provide a meaningful orientation to the conference for both those who may be new to SoTL work and those who are currently engaged in doing pedagogical research or trying to support it on their campuses.

**4:00–5:00 | Poster Session & Reception** *Buder Commons*

Engage in conversations with fellow conference participants as you peruse posters describing their SoTL research.

***What's the Impact of SoTL on Student Learning? Let's Ask the Students!***

Marilyn Cohn & Chuck Gulas, Maryville University

***Using a Contemporary Film to Enhance Student Engagement and Performance in Introductory Psychology***

Peter Green, Maryville University

***A Two Year Study of Perceived Efficacy of Supplemental Instruction in a Physical Therapy Curriculum***

Kim Levenhagen, Carol Beckel, Cheryl Cavallo, Ethel Frese, Ginge Kettenbach & Elaine Wilder, St. Louis University

***Using Groups to Promote Self-Regulated and Cooperative Learning***

Wanda McCarthy, University of Cincinnati-Clermont

***Using IEP Rubrics to Guide Collegiate Instruction in Developing IEPs for Inservice and Preservice Teachers***

Kathleen Winterman, Xavier University & Clarissa Rosas, College of Mt. St. Joseph

***Professors Collaborate to Prepare Graduate Students to Become Effective Proteges***

Linda Searby, University of Alabama at Birmingham, Jenny Tripses, Bradley University, & Frances Karanovich, Southern Illinois University-Edwardsville

***Interactive Learning Strategies for Moderate-Sized Classes***

Kristen Bruzzini, Maryville University

***Fostering Habits of Mind and Helping Students Make Meaning in Design***

John Baltrushunas & Cherie Fister, Maryville University

***Integrating the Humanities into a Psychosocial Nursing Class to Increase Empathy***

Alice Jensen & Mary Curtis, Maryville University

***Team Teaching and its Effect on Understanding Nursing Care: An Action Research Study***

Geralyn Frandsen, Maryville University

***The Use of an Online Synchronous Chat in Physical Therapy Education***

Konrad Dias, Maryville University

***Using Action Research to Enhance Student Learning in Two Different Disciplines***

Karen Fletcher & Mark Roman, Maryville University

**5:15–6:45 | Keynote Address** *Maryville Auditorium*

***Visions and Collisions: Higher Education and the Problem of Learning***

Randy Bass, Assistant Provost, Teaching and Learning Initiatives;  
Associate Professor of English, Georgetown University

Randy Bass, long-time consultant to the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) will highlight the challenges to fostering learning in higher education and describe with vivid examples how SoTL can play a significant role in confronting those challenges.

**7:00–8:30 | Dinner** *Monsanto Room, University Library*

Remarks by President Mark Lombardi

**8:30–10:00 | Informal Conversation with Randy & Kathleen**

*Presidents Conference Center, Lower Level Gander Hall*



## Saturday, October 3

7:30–8:45 | **Breakfast** *Monsanto Room, University Library*

9:00–9:45 | **Keynote Address** *Maryville Auditorium*

***Achieving Impact: SoTL in the Classroom and Beyond***

Kathleen McKinney, Illinois State University

Kathleen McKinney sets the stage for the concurrent sessions that follow by sharing her perspective on what it takes to support SoTL work in our classrooms and integrate it into our academic culture.

### CONCURRENT MORNING SESSIONS / PRACTICE STRAND

#### Workshop / Practice Strand

10:00–12:15 | ***What Makes for Great Questioning? Application of “Teaching for Understanding” Principles in Pre-Service Teacher Education***  
Nadine Ball, Maryville University  
ABAC 3245

10:00–11:00 | **60 Minute Sessions / Practice Strand**

***Understanding Perceptions and Expectations of Students in Hybrid Classes***

Patricia Parker, Maryville University

***Improving Student Success and Retention in Intro to Psych: A Blended Course Approach***

April Williams, Chantal Levesque-Bristol, Carol Shoptaugh, Missouri University  
KERN 3124

***Utilizing Student Voices Through the Use of Quality Circles***

Angela Perusek, College of Mount St. Joseph  
KERN 3125

***Collaborative Learning in an Undergraduate Theory Course: An Assessment of Goals and Outcomes***

Elaine McDuff, Truman State University  
KERN 3121

**11:15–12:15 | 60 Minute Sessions / Practice Strand**

***How Can We Teach Western Civilization if it Does Not Exist?***

Jennifer Miller, Southern Illinois University-Edwardsville  
KERN 3124

***An Examination of the Use of Excel and Worksheets in the Teaching of Capital Budgeting***

Karen Grossman Tabak, Maryville University  
KERN 3125

***Using Standards-Based Assessment to Build Effective School Leaders***

Daniel Deschamp, Keith Kinder & Catherine S. Bear, Maryville University  
KERN 3121

**CONCURRENT MORNING SESSIONS / LEADERSHIP STRAND**

**10:00–11:00 | 60 Minute Session / Leadership Strand**

***Assessing the Impact of SoTL: Maryville University as a Case Study***

Marilyn Cohn & Chuck Gulas, Maryville University

***The Impact of a Four-Year SoTL Program on Student Learning, Professional Satisfaction, and University Culture***

Dan Riordian, University of Wisconsin-Stout  
ABAC 2245

***Establishing a Community for Scholarship of Teaching and Learning at a Community College***

Joachim Dorsch, Ana Cruz, Anne Wessely, Laurie McManus & Amanda White,  
St. Louis Community-Meramec  
KERN 3136

**11:15–12:15 | 60 Minute Session / Leadership Strand**

***Annual Academic Faculty Activity Report: Implementing the Boyer Model***

Brian Nedwek, Past President Ohio Dominican University  
ABAC 2245

***Rigor, Reward and Risk: Applying the Concept of Learning Leverage Beyond National Board Candidacy***

Jana Hunzicker, Bradley University  
KERN 3136

12:30–1:15 | **Lunch** *Monsanto Room, University Library*

The lunch period includes a book signing by Kathleen McKinney.

## **CONCURRENT AFTERNOON SESSIONS / PRACTICE STRAND**

### **Workshop / Practice Strand**

1:30–3:45 | *Increasing Student-Instructor Engagement Utilizing Group Dynamics; With and Without Technology*  
Michael Kiener & Julie Bergfeld, Maryville University  
ABAC 3245

### **60 Minute Sessions / Practice Strand**

1:30–2:30 | *Integrating “hot” topics into SoTL classes; Doing the hard work*  
Paul Kriese, Indiana University East  
Randall Osborne, University of Texas, San Marcos  
ABAC 2245

*Infusing Short Stories and Poetry into a Nursing Classroom: Towards a Reflective Practice*  
Shawn Pohlman, Maryville University

Lottchen Wider, Maryville University

*Teaching Genetics Using Narrative Pedagogy: Encouraging Ethical Clarity Through Reflective Practices*

Shawn Pohlman, Maryville University

Lottchen Wider, Maryville University

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*The Blogging Breadtrail: a Tool to Track and Monitor Reflective Learning*

Carrie Ellis-Kalton, Maryville University

ABAC 3245

*Attending and Responding to Student Thinking: Action Research in Science Methods*

Nadine Ball, Maryville University

KERN 3121

**2:45–3:45 | 60 Minute Sessions / Practice Strand**

***CLAD (Collaborative Learning Assessment Through Dialog)***

William Bruce Davis, University of Cincinnati

E. Frank Fitch, Clermont College

KERN 3136

***Effective Teaching and Student Engagement in the Classroom: Using the Instructional Practices Inventory (IPI) as a Tool for Peer Observation and Self-Reflection***

Jana Hunzicker & Twila Lukowiak, Bradley University

KERN 3124

***Improving Experiential Learning Opportunities for Undergraduate Students***

Sarah Huisman, Rogene Nelson & Allison Henricks, Fontbonne University

KERN 3125

***Instituting Instructional Practices that Make Mentoring Undergraduate Research More Efficient and Effective***

Hena Ahmad, Truman State University

KERN 3124

**CONCURRENT AFTERNOON SESSIONS / LEADERSHIP STRAND**

**1:30–3:45 | Workshop / Leadership Strand**

***Developing, Implementing, and Sustaining Centers for Teaching and Learning***

Mary Ellen Finch, Maryville University

Margaret Cohen, University of Missouri-St. Louis

Sandra Zak, Jefferson College

Mary Stephen, Saint Louis University

Brian Smentkoloski, Southeast Missouri University

PRESIDENTS CONFERENCE CENTER

**60 Minute Sessions / Leadership Strand**

**1:30–2:30 | *Preparing Future Faculty for an Academic Career: Two Approaches***

Sally Barr Ebest & Carolyn Brown, University of Missouri - St. Louis

KERN 3136

60 Minute Sessions / Leadership Strand

2:45–3:45 | **Overcoming Resistance to Faculty Development: Empowering Faculty in the Scholarship of Teaching and Learning**

Laurie Limbrick-Thompson & Linda Hubbard, St. Augustine's College  
ABAC 2245

3:45–4:15 | **BREAK**

4:15–6:15 | **Thinking Back & Thinking Forward: Conference Reflections**

*Atrium, Donius University Center*

Refreshments

This session, sometimes described as a World Café, is designed to bring participants together in several small groups to reflect with colleagues upon what they learned over the past two days and what they will take back to their institutions. It will be **the** conference opportunity to synthesize the potpourri of ideas from the various sessions and weave them into a single thread or fabric to carry home.

6:30–8:00 | **Dinner** *Monsanto Room, University Library*

**Closing remarks by Mary Ellen Finch**