

2013 Academic Innovation Conference: Fostering Learning through Student Engagement

October 18-19, 2013 • Shippensburg University, Shippensburg PA
www.ship.edu/Innovation/Conference



2nd Annual Conference

**Co-Sponsored by PASSHE, Office of the Chancellor
and Shippensburg University**

Planning Committee (*denotes Steering Committee member)

- **Mark Atwater**, Assistant Professor, Applied Engineering, Safety, and Technology, Millersville University
- **Lynn Baynum (*)**, Associate Professor, Teacher Education and Director, Center for Faculty Excellence in Scholarship and Teaching, - New Faculty Support, Shippensburg University
- **Jeremy Boyle**, Assistant Professor, Art, Clarion University
- **Matthew Brigida**, Associate Professor, Finance, Clarion University
- **Shaun Cook**, Assistant Professor, Psychology, Millersville University
- **Aaron Dobbs (*)**, Assistant Professor, Systems and Electronic Resources Librarian, Shippensburg University
- **Oliver Dreon**, Director, Center for Academic Excellence, Digital Learning Studio, and Educational Foundations, Millersville University
- **Kurt Dunkle (*)**, Interim Program Counselor, Academic Success Program, Shippensburg University
- **CJ Ezell (*)**, Office of Professional, Continuing, and Distance Education, Shippensburg University
- **Kerrie Farkas**, Associate Professor, English, Millersville University
- **Scott Heinerichs**, Faculty Associate for Teaching, Learning, and Assessment, Assistant Professor, Sports Medicine, West Chester University
- **Rebecca Hess**, Dance Advisor, Theater and Dance, California University of PA
- **Kathleen Howley (*)**, Senior Associate Vice Chancellor, Academic and Student Affairs, PASSHE Office of the Chancellor
- **Karen Johnson (*)**, Associate Director of the Learning Center, Assistant Professor, Shippensburg University
- **Steven Kennedy**, Assistant Professor, Chemistry, Millersville University
- **Becky Lowe (*)**, Instructor, Chemistry, Shippensburg University
- **Sabrina Marschall (*)**, Director of the Learning Center, Assistant Professor, Shippensburg University
- **Amanda Olejarski (*)**, Assistant Professor, Political Science, Shippensburg University
- **Douglas Puharic**, Assistant Professor, Math and Computer Science, Edinboro University
- **Jose Ricardo-Osorio (*)**, Interim Associate Dean, College of Arts and Sciences, Shippensburg University
- **Christina Sax (*)**, Associate Provost and Dean of Academic Outreach and Innovation, Shippensburg University
- **Ashley Seibert (*)**, Assistant Professor, Psychology and Director, Center for Faculty Excellence in Scholarship and Teaching - Campus Support, Shippensburg University
- **Marc Smith**, Middle and Secondary Education and Educational Leadership, Edinboro University
- **Sarah Stokely (*)**, Dean of Academic Engagement and Student Support, Shippensburg University
- **Beverly Wallace (*)**, Coordinator of Academic Recovery Programs, Assistant Professor, Shippensburg University

Sponsors



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General Information

Networking Dinner Opportunities

If you are interested in joining other conference participants for dinner, we have made reservations at five local restaurants. For additional information or to sign-up, visit the table on the first floor lobby area of the Conference Center. **YOU MUST SIGN UP BY 1:00 PM ON FRIDAY OCTOBER 18 IN ORDER TO BE INCLUDED IN A RESERVATION FOR ONE OF THE DINNER GROUPS.**

Wireless Internet Information

Free wireless Internet access will be available to conference participants. You will receive information in your registration packet on how to access wireless services.

Cell Phone Usage

Please show respect for the presenters and your fellow conference participants by practicing cell phone etiquette. Set your cell phones and other electronic devices to off or silent mode. Please stand well away from presentation rooms should you find it necessary to speak on your cell phone while presentations are in progress.

Shippensburg University of Pennsylvania, in compliance with federal and state laws and university policy, is committed to human understanding and provides equal educational, employment, and economic opportunities for all persons without regard to race, color, sex, age, creed, national origin, religion, veteran status or disability. Direct requests for disability accommodations and other inquiries to the Office of Disability Services, Horton Hall 120, Shippensburg University, 1871 Old Main Drive, Shippensburg, PA 17257-2299, 717-477-1329, ods@ship.edu.

Program Overview - Friday, October 18

| Time | Building and Room(s) | Activity |
|---------------------|---|---|
| 8:00 - 9:00 am | Conference Center 1st Floor Reception Area | Registration, Continental Breakfast, and Networking |
| 9:00 - 9:15 am | Conference Center Spinnaker Room | Welcome |
| 9:15 - 10:15 am | Conference Center Spinnaker Room | Keynote Presentation |
| 10:30 - 11:30 am | Conference Center Rooms: Spinnaker A, Spinnaker B, Tradewinds, Schooner, Windjammer | Concurrent Sessions |
| 11:30 am - 12:30 pm | Conference Center 1st Floor Reception Area | Lunch and Networking |
| 12:30 - 1:30 pm | Conference Center Rooms: Spinnaker A, Spinnaker B, Tradewinds, Schooner, Windjammer | Concurrent Sessions |
| 1:45 - 2:45 pm | Conference Center Rooms: Spinnaker A, Spinnaker B, Tradewinds, Schooner, Windjammer | Concurrent Sessions |
| 3:00 - 4:00 pm | Conference Center Rooms: Spinnaker A, Spinnaker B, Tradewinds, Schooner, Windjammer | Concurrent Sessions |
| 4:15 - 5:15 pm | Conference Center Rooms: Spinnaker A, Spinnaker B, Tradewinds, Schooner, Windjammer | Concurrent Sessions |
| 5:15 pm | Networking dinners, or dinner on your own | |

Full Program - Friday, October 18

8:00 to 9:00 am
Conference Center – 1st Floor Reception Area

Registration, Continental Breakfast, and Networking

9:00 to 9:15 am
Conference Center – Spinnaker Room

Welcome
Barbara G. Lyman, Provost and Senior Vice President for Academic Affairs
and
George F. “Jody” Harpster, Interim President
Shippensburg University

9:15 to 10:15 am
Conference Center – Spinnaker Room

Keynote Presentation

Introduction – Kathleen M. Howley, Senior Associate Vice Chancellor for Academic and Student Affairs

What Makes Learning Engaging and for Whom? Assessing Underserved Students' Engagement in High-Impact Practices

Ashley Finley, Senior Director of Assessment and Research - AAC&U, National Evaluator - Bringing Theory to Practice

This keynote will address an under-examined area of the scholarship and discussion around high-impact practices at colleges and universities – the effect of these practices on the learning experiences of underserved students. Because these students (defined as transfer, first-generation, and under-represented minority students) are rapidly becoming the new majority across the country and as discussions around access to higher education accelerate, it is imperative to understand how particular pedagogies influence the learning experiences of these students. Drawing upon findings from a national research project, participants will explore the efficacy of high-impact practices for underserved students, while also considering the broader implications of these practices for all students. Evidence gathered from students across three state systems of higher education, including the National Survey of Student engagement and focus groups, will be shared. The keynote will emphasize how institutions can frame an inquiry-guided and evidence-based approach for pursuing a deeper understanding of student learning and success on their own campus.

10:30 to 11:30 am – Concurrent Sessions
Conference Center

Spinnaker
Room A

Journal Writing, Critical Inquiry, and the Flipped Classroom: Old and New Practices

Jeffrey Hotz, East Stroudsburg University

This presentation offers guidelines for merging reflective journal writing with flipped classroom pedagogy: the “old” and “new” practices of the subtitle. By blending journal writing and the flipped classroom, the proposed model enables both student-centered reflection and knowledge acquisition before class in order to elicit deeper discussions during class.

Learning Objectives: As a result of attending this session, audience members will

- Reflect on challenges that PASSHE students face and instructional opportunities for engagement with PASSHE students.
- Gain theoretical and practical overviews of the history of both traditional journal writing and flipped classroom instruction with a focus on reflection and knowledge acquisition.
- Obtain a template for the integration of these two practices in the classroom.
- Discuss parameters of critical inquiry in the classroom (including in seminar-style as well as in medium to large lecture-size classes) that journal writing and the flipped classroom support.
- Examine possibilities and rewards of this methodology for PASSHE students across disciplines and in different contexts.

Spinnaker
Room B

The Alpha and Omega Approach to the Disciplinary Engagement of Introductory and Capstone Students

Ivan Turnipseed, Cheyney University

The value of employing a program’s strongest and most engaging human and material resources in introductory and capstone courses is discussed. Evidence-based research and a hospitality management curriculum model illuminate the interdisciplinary utility and effective implementation of tactics like ice breakers, think-pair-share activities, case studies, technology-enhanced simulations, and field trips.

Learning Objectives: As a result of this session participants will

- Learn/review the evidence-based benefits of such student engagement strategies as ice breakers, think-pair-share activities, case study presentations, technology-enhanced simulations, and field trips.
- Review the incorporation of engagement strategies in sample introductory and capstone course syllabi.
- Receive information about how to effectively implement such student engagement strategies as ice breakers, think-pair-share activities, case study presentations, technology-enhanced simulations, and field trips into their own courses and programs.
- Be asked to share successful student engagement strategies from their introductory and/or capstone course experiences.
- Be presented with the opportunity to think deeply and honestly about who and what represent the strongest and most engaging human and material resources in their programs.

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| Tradewinds Room | <p><i>SPEAK UP!: An Example of High-Impact Educational Practices for Community Development and Social Change</i></p> <p>Alice Del Vecchio and Giovanna Haider, Slippery Rock University, and Bill Halle, Butler County Collaborative for Families</p> <p>This interactive session highlights the methodology, challenges, benefits and community outcomes of a high-impact educational practices project included in a fall 2013 course taught at Slippery Rock University. In this session, panelists will share strategies and models as participants consider how to include HIP within their own courses.</p> <p>Learning Objectives: As a result of attending this session, audience members will</p> <ul style="list-style-type: none">• Be introduced to the I CARE Service-Learning Process Model that was used to construct this community-based action research project and other service-learning experiences.• Discover step-by-step methodology for conducting community-based action research• Recognize how this project is aligned, for assessment purposes, to university outcomes, liberal studies outcomes, course outcomes and best practices of high impact practices.• Understand the professional and community value of community-based action research from the points of view of community partners as well as students engaged in the work.• Be able to identify educationally rich opportunities in their own communities that provide options for community-based action research that meet previously unmet community needs. |
| Schooner Room | <p><i>Using the GoodWork™ Model to Support First-Year Students' Transition from High School to College</i></p> <p>Mary Katherine Duncan and Jennifer Adrienne Johnson, Bloomsburg University</p> <p>To welcome the Class of 2017, the GoodWork™ team collaborated with Academic and Student Affairs to develop a first-year experience. We will review the design, implementation, and assessment of an assignment that first-year students completed during the summer and a self-reflective, interactive program students participated in during Welcome Weekend.</p> <p>Learning Objectives: As a result of attending this session, audience members will</p> <ul style="list-style-type: none">• Learn how to DESIGN a first-year summer assignment and a program for first-year students during Welcome Weekend.• Learn how to IMPLEMENT a first-year summer assignment and a program for first-year students during Welcome Weekend.• Learn how to ASSESS a first-year summer assignment and a program for first-year students during Welcome Weekend.• Learn about the OUTCOMES of this particular first-year experience. |

Windjammer
Room

Digital Storytelling: A Pedagogical Tool to Enhance Reflective Learning

Jennifer DellAntonio, Lock Haven University

Digital Storytelling has emerged as a powerful teaching and learning tool that engages both educator and student. However, the use of technology can only be effective if educators themselves possess the expertise to use technology in a meaningful way in the classroom. The aim of this presentation is to assist the educator to employ the application of the digital storytelling technique, thus, enabling faculty to incorporate technology into their repertoire of teaching strategies.

Learning Objectives: As a result of attending this session, audience members will

- Introduce faculty to digital storytelling and to explore how it can be an effective pedagogical tool in the clinical and classroom setting
- Discuss useful tools and practical applications for introducing the methodology of Digital Storytelling into a classroom setting.
- Understand how to apply the process of digital storytelling to a classroom setting
- Explores the principles, methods, software tools, and curriculum issues that educators must consider when leading digital storytelling processes in their own environments.

11:30 am to 12:30 pm
Conference Center – 1st Floor Reception Area

Lunch and Networking

(11:30 am to 12:30 pm)

Greeting and Comments from

Frank T. Brogan, Chancellor, Pennsylvania State System of Higher Education

(12:00 to 12:15 pm)

12:30 to 1:30 pm – Concurrent Sessions
Conference Center

Spinnaker
Room A

Flipping the Classroom to Leave Space for Active Learning: Teaching Research by Doing Research

Stacy A. Jacob and Jane V. Hale, Slippery Rock University

Presenters will discuss how they used the concept of “flipping the classroom” to create the space for graduate students to conduct a complete research study (start to finish) within the boundaries of a course on research and assessment. Presenters will explain: 1) how they used self-produced videos to “flip the classroom” to make space for active learning within the classroom, 2) their successes and their opportunities for future learning, 3) student products from the course, and 4) student feedback.

Learning Objectives: As a result of attending this session, audience members will

- Learn how to flip the classroom through the use of self-produced videos.
- Gain new perspectives about active learning based on the presenter’s experiences.
- See examples of how to use a Learning Management System to supplement course material.

Spinnaker
Room B

The Great Bear Wilderness Disaster: Demonstration of the Staff Ride As Experiential Learning

Wendy Becker and Nicole F. Campana, Shippensburg University

This interactive exercise demonstrates how the staff ride method actively engages students through observation, analysis and discussion. Using a scale model exemplar to recreate a historical event, participants experience the decision-making that transpired in a U.S. Forestry work crew before and after a plane crash in the Montana wilderness.

Learning Objectives: As a result of attending this session, audience members will

- Become familiar with historical and methodological bases for the staff ride as experiential learning.
- Understand the three phases of the method: the preliminary study, the field visit, and the integration.
- Experience a recreated wilderness staff ride that demonstrates the presentation and analysis of participant learning.
- Discuss strengths and limitations of the method for the classroom, including recommendations for student assessment of learning.

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| <p>Tradewinds Room</p> | <p><i>Professional U: Strategically Engaging Students and Alumni in High Impact Experiential Learning for Professional Success</i></p> <p>Lynda Michaels, Bloomsburg University</p> <p>Current research on education and the workforce reports new college graduates are facing significant employment challenges. Additionally, employers are increasingly focused on career-readiness and “cross-cutting” capacities every student should know regardless of their major. Through a new and innovative program called Professional U, Bloomsburg University has made a quality, career related learning experience for every student each year until they graduate a strategic priority. Professional U is a results-oriented collaborative program in which university leaders, faculty, staff, alumni and organizational partners collaborate to influence the success of our graduates. In this session we will explore the 2013 AACU employer study, outline the BU Professional U model and curriculum and provide examples of successful, collaborative experiential learning opportunities and outcomes.</p> <p>Learning Objectives: As a result of attending this session, audience members will</p> <ul style="list-style-type: none">• Examine and discuss the findings of the AACU 2013 employer survey• Recognize and define the “cross-cutting” capacities employers seek in college graduates.• Characterize and explain the main elements of the BU Professional U model.• Assess Professional U program methods for benchmarking and replication. |
| <p>Schooner Room</p> | <p><i>Interdisciplinary Interaction Design</i></p> <p>James Pannafino, Millersville University</p> <p>This presentation will give the audience a starting point for creating a visual language to enhance the understanding of interdisciplinary theories within the web and interaction design field. This is a great session for people new to designing for the web, project managers, developers and other stakeholders who want to brush up on the proper language of the web design process. The session is based on my book: www.interdisciplinaryinteractiondesign.com.</p> <p>Learning Objectives: As a result of attending this session, audience members will</p> <ul style="list-style-type: none">• Learn that there is more to learning how to design for the Web than simply mastering code.• Learn various terminology from different disciplines, with a cross-comparison to web design processes.• Learn how to use this new terminology to enhance their web design work flow.• Learn how to learn more about this topic (as there’s much more to explore). |

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| Windjammer Room | <p><i>Mobile Math Apps and Pre-Calculus Helper: The Smartphone Paradigm</i></p> <p>Doug Ensley and Lea Adams, Shippensburg University</p> <p>“Mobile Math Apps” project is an NSF-funded that seeks to understand how smartphone technology impacts student learning in a standard pre-calculus course. This presentation will include a demonstration of the apps, an explanation of the assessment plan, and preliminary research data from the first year of the project.</p> <p>Learning Objectives: As a result of attending this session, audience members will</p> <ul style="list-style-type: none">• Learn current data and trends on smartphone usage and demographics, particularly among college age students.• Experience the smartphone interfaces developed in the first year of the project and make contributions (i.e., make suggestions) to the development to be done during the second phase of the project.• Understand the experimental design involved in measuring the effect of the smartphone apps on student learning.• Learn early assessment results and make contributions (share ideas) to the second half of the grant period. |
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1:45 to 2:45 pm – Concurrent Sessions
Conference Center

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| Spinnaker Room A | <p><i>Flipped Learning - Using Narrated PowerPoint Presentation Videos in your Courses</i></p> <p>Joseph Zisk, California University</p> <p>Flipped Learning - use instructional videos that students view out of class. Instead of lecturing in the classroom, the instructor spends class time interacting with students in a more student-centered environment. Narrated PowerPoint videos can be easily made and viewed in the learning management system.</p> <p>Learning Objectives: As a result of attending this session, audience members will</p> <ul style="list-style-type: none">• Be able to describe flipped learning instructional strategies.• Be able to explain how to develop Narrated PowerPoint presentations.• Be able to discuss how to make their videos available for students to view.• Be able to illustrate strategies in developing a more student-centered environment. |
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| <p>Spinnaker Room B</p> | <p><i>In the Developmental Writer's Hands: Self-Assessment and Tutoring Strategies that Foster Student Success</i></p> <p>John Barrett, Bloomsburg University</p> <p>This session will describe a one year ongoing study comparing results from self-assessment, in-class tutoring, and other innovative methods for student engagement in the developmental writing classroom. I will detail each strategy's methods, and the preliminary results. I will also discuss other classroom activities intended to foster student's self-reflection, metacognition, critical thinking and revision skills and success.</p> <p>Learning Objectives: As a result of attending this session, audience members will</p> <ul style="list-style-type: none">• Learn a number of classroom activities for student motivation and confidence building.• Understand this study's preliminary results in order to copy and/or adapt the strategies themselves.• Reflect on various techniques designed specifically to reach the millennial generation of students. |
| <p>Tradewinds Room</p> | <p><i>Bringing Research to the Classroom: Student, Faculty and Community Partnering for Needs Assessment</i></p> <p>Deborah Jacobs, Dorlisa Minnick, and Nicole O'Reilly, Shippensburg University</p> <p>Engaging students in community based research which allows them to see the linkage between theory and practice creates a learning experience which is deeper than classroom interaction alone. This presentation describes a student/faculty/community research project with 45 students. Lessons learned and applicable frameworks for projects are presented.</p> <p>Learning Objectives: As a result of attending this session, audience members will</p> <ul style="list-style-type: none">• Learn how to Link student classroom learning to real life experiences in research.• Be able to develop frameworks for student/community based needs assessments.• Develop ability to plan processes to engage community partners in win-win situations which include activities that deepen students' learning.• Understand the driving forces behind efforts to extend higher education opportunities to persons with intellectual disabilities. |

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| <p>Schooner Room</p> | <p><i>The Community Learning Workshop: Developing a Service Learning Program that Meets Community Needs and Engages Students</i></p> <p>Leah Chambers and Rich Lane, Clarion University</p> <p>Session presenters will discuss how they created 537 Clarion: Community Learning Workshop, a service learning project initially funded by Clarion through a “High-Impact Innovation” grant. They will take the audience through their process of planning, implementation and assessment and discuss what they learned about developing an effective service learning project.</p> <p>Learning Objectives: As a result of attending this session, audience members will</p> <ul style="list-style-type: none">• Understand how to collaborate across departments and divisions to develop an effective service learning project.• Learn how they might integrate service learning into the curriculum of their department/division.• Understand a process for involving students and community members in the planning, implementation and assessment of a service learning project.• Learn how to apply the AACU VALUE Rubric for Civic Engagement not only to assess the effectiveness of a service learning project but also to develop an effective project from the beginning. |
| <p>Windjammer Room</p> | <p><i>Facilitating Pre-Service Teachers' Engagement and Critical Thinking Using Penultimate for Brainstorming Activities</i></p> <p>Tom Mastrilli and Deborah Brown, West Chester University</p> <p>The presentation will explain how the presenters employed the ipad handwriting application, penultimate, to foster brainstorming and critical thinking in the pre-service teachers enrolled in undergraduate classes in foundations of education and educational psychology. The presentation will also share pre-service perceptions of the use of this technology as assessed through student survey responses.</p> <p>Learning Objectives: As a result of attending this session, audience members will</p> <ul style="list-style-type: none">• Be able to participate in a demonstration brainstorming activity using penultimate.• Be able to analyze their own possible classroom applications of penultimate.• Be able to evaluate the advantages and potential disadvantages of using penultimate for brainstorming. |

3:00 to 4:00 pm – Concurrent Sessions
 Conference Center

Spinnaker
 Room A

So, You've Decided to Flip Your Classroom ... Now What!?

Debbie Gochenaur and James Hamblin, Shippensburg University

We will walk you through the early curriculum, pedagogy, and technology foundational decisions for flipped classrooms that will help you more easily transform not only your classroom, but also the way that you engage your students. Based upon our work in flipping a general education math course.

Learning Objectives: As a result of attending this session, audience members will

- Identify several classroom models that incorporate the flipped model to varying degrees.
- Extrapolate early instructional decision making steps that will guide their own pedagogical decisions.
- Select appropriate pedagogical strategies for use in their flipped classroom.
- Develop increased confidence in their decision to flip their classroom to whatever degree they have determined.
- Utilize an iPad app to create videos (a minor objective).

Spinnaker
 Room B

How Did You Get Them to Do That? Active Learning Strategies to Promote Engagement

Lisa Lucas, West Chester University

This workshop will focus on approaches to generate high levels of attention and engagement as a result of careful planning and execution of specific strategies. Research will be summarized and translated into recommendations for classroom practice that build accountability and strategic focus, and help students with retention and memory.

Learning Objectives: As a result of attending this session, audience members will

- Learn clear steps to prepare and infuse various practical engagement techniques into their classroom.
- Experience an active learning environment that can be replicated in their own classroom.
- Collaborate in small groups and share how they can apply the active learning techniques into their own classroom.

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| <p>Tradewinds Room</p> | <p><i>Embracing Diversity Through Community Arts Engagement</i></p> <p>Christine Filippone, Millersville University</p> <p>Instilling values of social responsibility and diversity is a goal sometimes best achieved through experiential learning. This session will center on the successful application of interdisciplinary, service learning strategies applied in co-taught courses in which students collaborated with members of Latino community to address experiences of immigration and cultural assimilation.</p> <p>Learning Objectives: As a result of attending this session, audience members will</p> <ul style="list-style-type: none">• Be equipped with real world examples of how to foster life-long, self-actuated learners through community arts engagement.• Develop tools for integrating the arts into any humanities or social sciences curriculum to create experiential, peer-to-peer, service learning opportunities for students.• Be able to apply lessons for project-based collaboration across departments.• Acquire means to enhance diversity of thought and perspectives among students through first-hand dialogue with community groups.• Learn means to instill the values of social responsibility, diversity, civility and inclusiveness in students. |
| <p>Schooner Room</p> | <p><i>Redesigning Professional Development Schools for Sustaining High Quality Teacher Education Program Field-Based Teaching Experiences</i></p> <p>Kevin Koury and Holly Diehl, California University</p> <p>The redesign of a Professional Development School (PDS) program with five school districts is presented. Included is a description of the project and how it has emerged over time. Specific program features, the written agreement template, evaluation data collection system progress, and data review/analysis to date are shared.</p> <p>Learning Objectives: As a result of attending this session, audience members will</p> <ul style="list-style-type: none">• Be able to verbally describe the process in creating a new PDS program.• Be able to write a sequenced list of activities to establish a comprehensive PDS.• Be able to develop a plan in writing to expand a PDS's scope to serve all stakeholders.• Be able to use materials distributed to create a data collection, review, and analysis system for evaluating PDS features.• Be able to provide verbal feedback in a question and answer period at the end of the presentation. |

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| Windjammer Room | <p><i>I've Got the Light of Freedom: Critical Approaches to Teaching Civil Rights Online</i></p> <p>Umeme Sababu, Edinboro University</p> <p>This presentation will demonstrate how to create an engaging and interactive online class which assist students in developing critical thinking skills and in-depth analysis of text and multimedia resources.</p> <p>Learning Objectives: As a result of attending this session, audience members will</p> <ul style="list-style-type: none">• Be introduced to the rich and enormous catalog of resources on the Civil Rights Movement.• Learn how to create an online course and navigate the D2L technology.• Learn how to create an ongoing, engaging and interactive discussion on D2L.• Be able to create online courses that duplicates and exceed the face-to-face experience in the classroom. |
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4:15 to 5:15 pm – Concurrent Sessions
Conference Center

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| Spinnaker Room A | <p><i>Flipping Your Classroom to Promote Student Engagement</i></p> <p>Jane Kenney and Ellen Newcombe, West Chester University</p> <p>The presenters will share their experiences over six semesters implementing a hybrid or blended approach to flip or invert instruction in an undergraduate education course. How the course was refined based on action research and how mobile technology can be used to enhance this teaching method will be discussed.</p> <p>Learning Objectives: As a result of attending this session, audience members will</p> <ul style="list-style-type: none">• Learn about flipping, a popular and innovative teaching technique that uses technology to increase student engagement.• Discover how action research can help teachers develop and refine a new teaching method.• Learn about how effective the flipped approach is in enhancing active learning.• Find out about the key lessons learned and important tips for implementing a flipped approach.• Learn about ways that technology can be used to actively engage students in class activities that promote higher-order thinking. |
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| <p>Spinnaker Room B</p> | <p><i>Reflective Conversations on Multicultural Competence through Cultural Immersion and Service Learning in Petersfield, Jamaica</i></p> <p>Rose Merrell-James, Marcy Douglass, and Kathryn Newton, Shippensburg University</p> <p>This session presents the perspectives of counseling graduate students on their multicultural competency and service learning experience following active participation in a community located in Petersfield, Jamaica. Data presented includes research findings of journal entries, focus group discussions and the results of pre-and-post multicultural assessments.</p> <p>Learning Objectives: As a result of attending this session, audience members will</p> <ul style="list-style-type: none">• Explore issues of multicultural competency from a theoretical and practical perspective moving research from the classroom to the field.• Explore the use of a research study using quantitative and qualitative methods to investigate the active participation of students in a service learning program.• Be provided with an opportunity for collegial sharing on issues of multicultural competency and social justice of pre-practitioners in the field.• Learn about the research findings of student involvement in a cultural immersion and service learning experience from a pre and post perspective.• Assess the value of service learning and cultural immersion on their educational and counseling programs. |
| <p>Tradewinds Room</p> | <p><i>Engaging Undergraduate Public Relations Students in the University's Strategic Visioning Process</i></p> <p>Michele Papakie and Emily Weber, Indiana University</p> <p>A new university president and an overzealous journalism professor from IUP have combined their administrative and faculty talents to initiate a consolidated and innovative approach to professional and experiential learning. They have converted an unassuming team of undergraduate, journalism students into a team of professional, public relations strategists.</p> <p>Learning Objectives: As a result of attending this session, audience members will</p> <ul style="list-style-type: none">• Discover ways to use curriculum to engage students in bigger-picture university affairs.• Develop strategies to allow for collaborative learning to occur.• Create an environment where faculty facilitation breeds peer-to-peer teaching and learning.• Create field-work tactics to achieve curricular objectives.• Cultivate trust and love of group work among students! |

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| <p>Schooner Room</p> | <p><i>Learning to Teach, Teaching to Learn: Examining the Learning Outcomes of Student Developed Field Experiences</i></p> <p>Whitney Wesley and Kim Clerkin, Edinboro University</p> <p>This presentation reports on the learning outcomes of grant project in which pre-service teachers designed and implemented an after-school program as part of their Instructional Techniques courses. The related literature as well as the process for developing and implementing the project will also be discussed. Review the specific roles and responsibilities of the course instructors and the pre-service teachers.</p> <p>Learning Objectives: As a result of attending this session, audience members will</p> <ul style="list-style-type: none">• Review the process for developing and implementing the grant project in the context of the instructional techniques courses.• Review key points from related literature.• Examine the learning outcomes as they relate to the four professional domains of teacher evaluation: planning and preparation, classroom management, instruction, and professionalism.• Engage in professional dialogue regarding future practice in teacher preparation programs. |
| <p>Windjammer Room</p> | <p><i>Using Curriculum-Based Measurement to Monitor Student Progress in an Undergraduate Course</i></p> <p>Kathleen Stanfa, Kutztown University</p> <p>This session will showcase the findings of a study which investigated the technical adequacy of a curriculum-based measure known as vocabulary matching to monitor the learning of teacher candidates enrolled in an undergraduate special education course. Implications for enhancing student learning and engagement will be explored.</p> <p>Learning Objectives: As a result of attending this session, audience members will</p> <ul style="list-style-type: none">• Describe methods to identify students who are at risk of not succeeding in a course.• Discuss the value of formative assessment to monitor and enhance student learning during the semester.• Apply the principles of curriculum-based measurement to develop appropriate progress monitoring tools to assess student learning.• Evaluate the reliability and validity of specific CBMs to monitor student progress and inform instructional decisions. |

5:15 pm
Dinner On Your Own

We have made reservations for groups of six at local restaurants, all located on the main street (King Street) in downtown Shippensburg and within a 5 minute drive of the Conference Center. If you are interested in one of these networking dinners, remember to sign up at the Conference Registration Table by 1:00 p.m. Additional information on the networking dinners and other dinner options are available in your registration packet.

Program Overview - Saturday, October 19

| Time | Building and Room(s) | Activity |
|------------------|---|--|
| 7:00-8:15 am | Conference Center 1st Floor Reception Area | Breakfast, and Networking |
| 8:15-8:30 am | Conference Center Spinnaker Room A&B | Welcome |
| 8:30-9:30 am | Conference Center Spinnaker Room A&B | Keynote Presentation |
| 9:45 am-12:15 pm | Conference Center Rooms: Spinnaker, Tradewinds, Schooner, Windjammer | Concurrent Seminars |
| 12:15-1:30 pm | Conference Center 1st Floor Reception Area | Lunch and Institutional Team Work/Planning Time |
| 1:30 pm | Conference Adjourns | |

Full Program - Saturday, October 19

| |
|---|
| 7:00 to 8:15 am Conference Center – 1st Floor Reception Area |
| Breakfast and Networking |
| 8:15 to 8:30 am Conference Center – Spinnaker Room A&B |
| Welcome, Directions, and Logistics |

8:30 am to 9:30 am
 Conference Center – Spinnaker Room A&B

Keynote Presentation

Introduction – Kathleen M. Howley, Senior Associate Vice Chancellor for Academic and Student Affairs

Bringing it Home: Positioning PASSHE to LEAP Forward

James D. Moran, III, Vice Chancellor for Academic and Student Affairs

Discussion of the steps that the Office of the Chancellor and various universities have taken (and can take) to facilitate innovative learning environments for students. Ideas will be based on reflections from the conference proceedings and other venues. Included in the discussion will be concepts surrounding “It’s a Question of ‘How’ and ‘When’ not ‘If’”. Opportunities for professional development funds and strategies for incorporating HIPs throughout the curriculum.

9:45 am to 12:15 pm – Concurrent Seminars
 Conference Center

Windjammer
 Room

Adding VALUE to Education by Measuring Levels of Learning

Beverly Wallace, Coordinator of Academic Recovery Programs and Assistant Professor, and Sabrina Marschall, Director of The Learning Center and Assistant Professor, Shippensburg University

Good program assessment should not just be about how students measure up but how programs match up to their students, so that the students CAN measure up. Here is your opportunity to examine your current program assessment to determine if your current approach (1) provides you opportunity to adequately address what graduates should know and be able to do; (2) recognizes the developmental profile of your students; (3) includes courses that follow a logical approach that matches the developmental scaffolding necessary given your students’ developmental profile. Bring a major program or a general education team, your current curriculum map, your current student outcomes and assessment plans. We will use this time to examine the strengths and weaknesses of current efforts to establish plans for an even stronger educational framework from which to launch our students to professional success.

Tradewinds
 Room

How to Solve (Just About) Any Course Issue and Improve (Nearly All) Student Learning through Course Redesign

Megan E. Bradley, Developmental Psychologist and Professor, Department of Psychology, Frostburg University

A review of how course redesign can help faculty members resolve course issues such as high failure rate or lack of staffing while improving student learning outcomes. Two different and successful course redesigns will be reviewed as well as effective principles when engaging in redesign.

Schooner
Room

Service-Learning Course Design: What Faculty Need to Know

Barbara Jacoby, Faculty Associate for Leadership and Community Service-Learning, University of Maryland

This workshop will provide an overview of the concepts and best practices of service-learning, together with the fundamental elements of service-learning course design. Participants will learn all the elements of high-quality service-learning, from establishing learning outcomes to assessment. Faculty members new to service-learning will gain an understanding of how to get started in developing a new service-learning course or integrating it into an existing one. Those with service-learning experience will have an opportunity to have their questions answered and concerns addressed. Participants will come away with practical tools, templates, and models.

12:15 to 1:30 pm
Conference Center – 1st Floor Reception Area

Lunch
Institutional Team Work/Planning Time

1:30 pm

Conference Adjourns

—
Save the Date for the 2014 Academic Innovation Conference
October 17-18, 2014
Shippensburg University Conference Center
—

Keynote Speaker Bios

Ashley Finley

Dr. Ashley Finley is the senior director of assessment and research at AAC&U and national evaluator for the Bringing Theory to Practice (BTtoP) Project. Finley's national work, at both the campus and national levels, focuses on developing best practices regarding program implementation, instrumentation, and mixed methods assessment. Her work combines assisting campuses with the implementation of assessment protocols and the promotion of best practices across the institution, including general education, academic departments, and the co-curriculum. She is the author of *Making Progress: What We Know the Achievement of Liberal Education Outcomes*, and *Using the VALUE Rubrics for Improvement of Learning and Authentic Assessment*, with Terrel Rhodes, and many other articles and book chapters on assessment and student learning. In her work with Bringing Theory to Practice, Ashley has worked with campuses to implement and assess programs focused on the intersectionality of emphases attendant to the whole student- their engagement in learning, civic development, and their psychosocial well-being. Before joining AAC&U, she was an assistant professor of sociology at Dickinson College, where she taught courses in quantitative methods, social inequality, and gender in Latin America. As a faculty member she taught courses incorporating high-impact learning practices, such as learning communities and service learning. Finley received a BA from the University of Nebraska-Lincoln and an MA and PhD, both in sociology, from the University of Iowa.

James Moran

Dr. Jim Moran joined the Office of the Chancellor in 2005 and was appointed as Vice Chancellor for Academic and Student Affairs in October 2009. The primary function of the Division is to facilitate student success and to assist universities to advance the economic, cultural and social viability of the Commonwealth. Dr. Moran provides strategic leadership and direction for the Division of Academic and Student Affairs which includes academic program approval and review, faculty development initiatives, development of academic and student policies, academic planning, academic technology, articulation and transfer, access and pipeline initiatives, and grants development. He also serves on the Commonwealth's Transfer and Articulation Oversight Committee; the Governor's Early Learning Council; the GEAR-UP Advisory Board, the Advisory Board of the National Center for the Study of Collective Bargaining in Higher Education, and the Program Committee for the SHEEO Higher Education Policy Conference.

During the 2011-12 academic year, Dr. Moran served as interim president of Edinboro University. During that year Edinboro significantly improved community relationships with the Edinboro community, established working relationships with the Erie community to address issues of educational attainment, supported a record breaking year in annual gifts with over \$5M raised, promoted increased transparency of data through reports to Council of Trustees and the University Senate, re-framed strategic directions for the university around fewer measurable goals and promoted expanding high impact practices to more students.

Prior to coming to Pennsylvania, Dr. Moran served in the University of Tennessee System Office as Assistant Vice President for Academic Affairs. In Tennessee, he was responsible for coordinating the university effort for seeking regional re-accreditation by the Southern Association of Colleges and Schools (SACS) and building a model for departmental reporting with attention to student learning outcomes. He also served as facilitator for special projects including acquiring federal funding for a University Business Incubator and for the Center for Nutrition and Fitness. At the University of Tennessee, Dr. Moran also served as Dean, College of Human Ecology. In this capacity he provided leadership for a college with five academic departments (Child and Family Studies, Nutrition, Health and Safety Sciences, Consumer and Industry Services Management and Human Resource Development) as well as the Child Development Laboratories and the Textile and Non-Wovens Development Center. Additional experiences include appointment as Vice-President of the University of Tennessee Research and Managing Director, TANDEC Technology Licensing Division Corporation - a statewide research center of excellence that focused on non-wovens textiles. Responsibilities included negotiating licensing and research contracts with corporate partners as well as marketing technology to potential licensees. Dr. Moran was also Department Head of Family Relations and Child Development at Oklahoma State and has served in a faculty role as Professor at the University of Tennessee and at Oklahoma State University, as Associate Professor at Virginia Tech. and as Assistant Professor at the University of Oklahoma.

Workshop Facilitator Bios

Megan Bradley

Megan E. Bradley, Ph.D., is a Professor of Psychology at Frostburg State University (FSU). She received her Ph.D. from University of Maryland, Baltimore County in applied developmental psychology, a Master's in clinical psychology from Marshall University, and her Bachelor's in psychology from Shippensburg University. She has chaired two successful redesigns at FSU - General Psychology and Developmental Math (Intermediate Algebra) - using the course redesign principles from the National Center for Academic Transformation (NCAT). Both course redesigns led to improved student learning outcomes and greater efficiency of resources. In addition, Megan is a national Redesign Scholar for NCAT, a Course Redesign Fellow for the University System of Maryland, and an Academic Innovation Specialist for FSU. Her educational research interests include the use of instructional technology to improve student-learning outcomes and the effects of online discussion questions on student participation. Her academic research focuses on social and cognitive development for which Megan received a grant from the National Science Foundation to study the development of children's deception. Megan is chair of the CLEP Human Growth and Development committee for Educational Testing Service. She also consults and writes numerous ancillaries for various publishers. Honors and awards include the USM Regent's Award in Teaching in 2010 and FSU's Academic Achievement Award in Professional Development in 2009.

Barbara Jacoby

Barbara Jacoby is Faculty Associate for Leadership and Community Service-Learning at the Adele H. Stamp Student Union – Center for Campus Life at the University of Maryland, College Park. In this role, she facilitates initiatives involving academic partnerships, service-learning, and civic engagement. Dr. Jacoby received her Ph.D. from the University of Maryland in French Language and Literature in 1978. She is Affiliate Associate Professor in the Department of Higher Education, Student Affairs, and International Education Policy, where she teaches doctoral and undergraduate courses. Dr. Jacoby's publications include six books and one in process. Four focus on service-learning and civic engagement: *Service-Learning in Higher Education: Concepts and Practices* (Jossey-Bass, 1996), *Building Partnerships for Service-Learning* (Jossey-Bass, 2003), *Civic Engagement in Higher Education* (Jossey-Bass, 2009), *Looking In, Reaching Out: A Reflective Guide for Community Service-Learning Professionals* (with Pamela Mutascio, Campus Compact, 2010), and *Service-Learning Essentials: Questions, Answers, and Lessons Learned* (working title, Jossey-Bass, anticipated publication 2014). Dr. Jacoby writes and consults extensively and makes numerous speeches and presentations across the U.S. and around the world. Her institution and professional associations have recognized her outstanding work on behalf of service-learning and commuter students.

Sabrina Marschall

Dr. Sabrina Marschall is the Director of the Learning Center at Shippensburg University and is an Assistant Professor in the Department of Academic Services. Prior to coming to Shippensburg, she was the Assistant Dean for the Center for Student Success at the University of Maryland University College where she was part of the leadership team that facilitated the transformation and redesign of the undergraduate curriculum. All majors had their program outcomes redefined based on employer and expert feedback, and all courses were redesigned to align with those program outcomes.

Beverly Wallace

Dr. Beverly Wallace currently serves as the interim Co-chair of the Academic Affairs Assessment Team at Shippensburg University. She is a past Director of Assessment, Compliance, and Institutional Effectiveness at Mansfield University where she also served as co-chair of the Middle State Committee, successfully leading the university there through their Middle State accreditation. Dr. Wallace received commendation by the Middle State team for her work in assessment at the university.

