New England Faculty Development Consortium

The Interactive Classroom: Collaboration and Learning in Higher Education

Conference Program

November 15, 2013
College of the Holy Cross
Worcester, Massachusetts

Conference Overview

8:00	Continental Breakfast Service Begins
8:30 – 9:00	Conference Registration
9:00 – 9:15	Welcome and Introductions
9:15 – 10:30	Keynote Address
	Dr. Eric Mazur (Balkanski Professor of Physics and Applied Physics at Harvard University and Area Dean of Applied Physics)
10:45 – 11:40	Concurrent Session 1
11:45 – 12:45	Lunch
1:00 – 1:55	Concurrent Session 2
1:55 – 2:15	Break
2:15 – 3:10	Concurrent Session 3
3:10 – 4:30	Poster Session; Wine and Cheese Reception

9:00 – 9:15   Welcome and Introductions

Susan C. Wyckoff, NEFDC Board Member & Facilities Chair.
Thomas Thibodeau, NEFDC Past President
Paul Charpentier, NEFDC Treasurer & Conference Chair

9:15 – 10:30   Keynote Address by Dr. Eric Mazur

He will discuss his Peer Instruction method for teaching large lecture classes
interactively. Dr. Mazur's teaching method has developed a large following, both
nationally and internationally, and has been adopted across many science disciplines.

10:45-11:40 -- Concurrent Session 1			Concurrent Session Planning Grid		
304/5	320	328	406-07	408-09	519
Promoting student-centered learning: Team-based learning in a technology-rich classroom	Modeling instruction in science	Student collaboration, engagement and deep learning using social media in the classroom	Training faculty in blended course design: Structure and results	Are theory courses too heavy to flip or can flipping your classroom transform student learning?	Stories build interdisciplinary & critical thinking skills
1:00-1:55 – Concurrent Session 2					
304/5 Teaching Tips	320	328	406-07	408-09	519
Team-based learning: It DOES work for our students!	STEAM: An integrated approach to teaching and learning	Rip-off artist: How encouraging students to write in a style of published writers fosters analytic thinking	Using Conflict to Promote Change in Students, Faculty or Leaders	Flipping a philosophy class: Constructivism in text-base courses	Interactive education through improvisation
Reading, writing, thinking: Peer activities for student improvement					
1:55-2:15 – Break					
2:15-3:10 – Concurrent Session 3					
304/5 Teaching Tip	320	328	406/07	408-09	519
Teaching the archaic in the modern classroom		Engaging students in analysis through parody	The ins and outs of clicking and flipping in and out of the classroom	Successful group work in asynchronous online courses	Giving voice to values: An action framework for values conflicts
3:10-4:30 – Poster Session and Wine and Cheese Reception					
Strategic planning for on-line learning: Massive open online courses (MOOCs)	Hybrid flexible pedagogy: Engagement by expansive choice	Preparing future faculty - successful graduate program			

10:45 – 11:40   **Concurrent Session 1**

Room 304/5   Promoting Student-Centered Learning: Team-based learning in a technology-rich classroom

Mei-Yau Shih (mshih@acad.umass.edu)**,** Susan Han (susanh@umass.edu) - UMass Amherst

This session uses the pedagogical integration of technologies into the curriculum to increase student engagement in General Education (GenEd) courses. The innovative pedagogy used a Team-based Learning (TBL) approach in an upper division Integrative Experience (IE) GenEd course. The IE provides a structured context for students to reflect on their own learning and explore the connections between the broad exposure provided by GenEd and the more focused exposure of their major. TBL reinforces the notion that students are the primary focus of instruction, and emphasizes the importance of students working in teams to develop solutions and solve problems. The design of assignments promotes critical thinking skills, fosters collaboration, and applies disciplinary and GenEd knowledge to real-world problems. The course also is developing both individual and team accountability and learning.

Room 320   Modeling Instruction in Science

James Vesenka (jvesenka@une.edu), Bradley Moser (bmoser@une.edu) - University of New England

The Modeling Method corrects many weaknesses of the traditional lecture-demonstration method, including the fragmentation of knowledge, student passivity, and the persistence of naive beliefs about the physical world. It combines a variety of active learning strategies, including whiteboards, Socratic dialogue, group work, and effective technology use to help students develop multiple representational tools. Instructor lecturing is minimized and students reach consensus on models via collaborative efforts. In the spirit of active learning, workshop participants will engage in the activities that Modeling Instruction encourages.

Room 328   Student Collaboration, Engagement and Deep Learning Using Social Media in the Classroom

Debbie Samuels-Peretz (dsamuels-peretz@wheelock.edu) - Wheelock College
Lana Dvorkin-Camiel (lana.dvorkincamiel@mcphs.edu) - Mass College of Pharmacy and Health
                                                            Sciences
Gouri Banerjee (banerjee@emmanuel.edu) - Emmanuel College
Karen Teeley (karen.teeley@simmons.edu) - Simmons College

According to the social constructivism, learning is a collaborative process. Collaborative learning leverages the real differences between participants in their knowledge, skills, and resources and creates the circumstance for participants to help each other. As a result, the literature suggests that it may contribute to the learners' motivation and engagement. In this presentation we demonstrate how collaborative learning, using social media tools, engage students, keep them on task longer, and promote deep learning. Using survey results we show that interactivity allows for higher order, integrative and reflective learning practices.

Room 406-07   Training Faculty in Blended Course Design: Structure & Results
Kathryn Linder (klinder@suffolk.edu), Sarah Smith (ssmith6@suffolk.edu) - Suffolk University

Transitioning traditional interactive classrooms to online environments can be challenging. In this session, the facilitators share a professional development model they have used to train over thirty faculty members in blended course design. The facilitators will share goals, objectives, and topics covered in the six-week program as well as offer pre- and post-survey data from the first three cycles of the program. Participants will leave with a better understanding of the professional development opportunities for training faculty in blended teaching and learning and will have the opportunity to ask experienced facilitators about how to start a similar program on their campus, how to increase faculty buy-in, and how to gain support from central administration.

Room 408-09   Are Theory Courses too Heavy to Flip or Can Flipping Your Class Transform Student Learning?
Jeramie Silveira (jeramie.silveira@salemstate.edu) - Salem State University

This session will present evidence supporting the use of a flipped model of instruction for theory-based courses. The flipped model of learning has transformed teaching practice by changing traditional roles and increasing interaction between the instructor and students. Flipping classrooms involves the use of strategies like learning object repositories, lecture capture technology, vodcasts, digital imaging, streaming video, and interactive case simulations to encourage students to transform into active learners. In class time is used to discuss complex topics and work closely with students. Improved student competencies and critical thinking outcomes were demonstrated with this model of instruction.

Room 519   Stories Build Inter-disciplinary & Critical Thinking Skills
Virginia Heslinga (vheslinga@annamaria.edu) - Anna Maria College

This session provides a foundation for using stories in higher education to promote the integrative cognitive advances necessary for identifying interdisciplinary elements and connections while developing collaborative and critical thinking skills in students. The complex challenges in teaching can engender local and global social and cognitive insights when stories are analyzed in collaborative groups by using critical thinking skills in evaluating story elements.

11:45 – 12:45   Lunch

1:00 – 1:55   **Concurrent Session 2**

Room 304/5   Team-Based Learning: It DOES Work for Our Students! (Teaching Tip)
Monica Leisey (mleisey@salemstate.edu), Lorrie Comeford (lcomeford@salemstate.edu) - Salem State
University

The Team-based Learning (TBL) Model incorporates four practical elements: strategic formation of teams, readiness assurance, application activities, and peer evaluation. These Combined elements cover the six best practices of evidence-based teaching: cooperative learning, feedback, reciprocal teaching, whole-class interaction, required concept-driven decisions, and visual presentations. Content is primarily provided through readings assigned prior to class, which begins with readiness assessment tests (RATs) done individually and in groups. Participants will practice both exercises.

Reading, Writing, Thinking: Peer Activities for Student Improvement (Teaching Tip)
Glenda Pritchett (Glenda.Pritchett@quinnipiac.edu) - Coordinator, First-Year Writing Assistant
Professor of English Quinnipiac University

First-Year Writing at our institution takes a student-centered, constructivist approach to teaching academic discourse, especially if one values active, collaborative learning. This session will demonstrate two peer-focused activities that highlight students' awareness of their own reading and writing habits, and how this metacognitive awareness strengthens both negotiation of difficult texts and substantive draft revision. Each activity involves peer interaction and evaluation designed for an intermediate stage of a major writing assignment and aimed at improved understanding and performance. Each can also be adapted to other disciplines.

Room 320   STEAM: An integrated approach to teaching and learning
Lisa Delissio (ldelissio@salemstate.edu) - Salem State University
Gavin Andrews (gavin_andrews@pem.org) - Peabody Essex Museum

The STEAM movement is a new name for an old idea, as artists and scientists are inherently interdisciplinary. This session will explore how the use of the arts in teaching STEM content benefits student learning outcomes such as increased time-on-task, stronger cognitive connections across disciplines, and more creative approaches to problem solving. Through active discussion and hands on activities, experience how STEAM based teaching provides unique access to concepts that exist at very large or very small physical or temporal scales and builds capacity for student learning and engagement.

Room 328   **Rip-off Artists: How Encouraging Students to Write in the Style of Published Writers Fosters Analytical Thinking**

Jeff Van Dreason (jvandreason@bfit.edu)- Benjamin Franklin Institute of Technology
Michael Grigelevich (mgrigelevich@bfit.edu) - Benjamin Franklin Institute of Technology

This session will explore an assignment in a College Composition course that asks students to consider how and why writers make choices about style, and how choices in writing style reflect a writer's identity and the identity of the written work they do. The varying styles they attempt to copy allow them to experiment with their own writing and view ideas of communication and identity through several unique perspectives. The creative pieces help bring a fresh quality to their analysis. Through "ripping-off" various writing styles, the uniqueness of student's discourse community becomes more apparent and easier to describe.

Room 406-07   **Using Conflict to Promote Change in Students, Faculty or Leaders**

Roben Torosyan (Roben.Torosyan@bridgewa.edu) - Bridgewater State University

The difficulty of a dialogue, studies show, can be precisely what promotes reflection. But to reflect on our thinking productively, we often need to discuss difficult differences, whether of background or opinion, in a collaborative context. In that spirit, this session uses a structured controversy in which participants opine on issues like "How important is technology to student learning?" or "How much should professors focus on workplace skills?" Takeaways include methods to structure classroom debates to prompt students to deepen understanding and question their own assumptions, and to negotiate agreement with colleagues without either giving in or simply deepening differences.

Room 408-09   **Flipping a Philosophy Class: Constructivism in Text-Based Courses**

Laura McAlinden (lmcalinden@bridgewater.edu) - Bridgewater State University

Philosophy is the exemplar of the traditional classroom experience in which the "sage on the stage" shares higher learning through a lecture. Yet, many instructors who teach text-based courses that utilize difficult primary texts are reluctant to explore student centered learning. In this session participants will gain a basic understanding of constructivist learning and experience a flipped classroom experience. Participants will learn how to utilize the pedagogy of student centered and student engaged learning in a course that relies on primary sources for the assigned readings.

Room 519   **Interactive Education through Improvisation**

Deborah Finkelstein (Deborah@DeborahFinkelstein.com) - North Shore Community College &
                                                                                              Endicott College

This is a hands-on, interactive workshop where attendees will participate in six improvisation activities. No theater experience is necessary. These activities create interactive, engaged learners. Improvisation teaches students critical thinking skills and to think on their feet, work with others, handle unexpected situations, speak in front of a group, and understand the lives of others. It increases class discussion and builds bridges among a group.

1:55 – 2:15　　　　　　　**Break**

2:15 – 3:10　　　　　　　**Concurrent Session 3**

Room 304/5　　　Teaching the Archaic in the Modern Classroom (Teaching Tip)
Kisha Tracy (ktracy3@fitchburgstate.edu) - Assistant Professor, English Studies
Director, Center for Teaching and Learning - Fitchburg State University

In the classroom, students often encounter material in the classroom with which they do not have much, if any, previous experience, which complicates their attempts to relate, absorb, and/or understand. Interactive learning can bridge gaps between instructor expectations and student familiarity. Through examples drawn from the presenter's background teaching ancient/medieval literature courses and content typically unfamiliar to the modern student, participants will consider the issues and then explore activities and tools, including embeddable content, social media, video/music, collaborative platforms, etc., that can give shape and meaning to difficult material, particularly if layered in deliberate ways.

Room 328　　　Engaging Students in Analysis through Parody
Kellie Deys (kellie.deys@nichols.edu)**,** James Deys (james.deys@nichols.edu) - Nichols College

The presenters use Adbusters' satirical advertisements to help students in writing classes develop a perspective in their papers. By analyzing Adbusters' spoofs and then creating their own satires of recent ads, students creatively practice their analytical and close reading skills. This Adbusters activity centralizes student voices, asking them to discover and create new meaning. It is an opportunity for students to be creative and silly, even as they develop their analytical skills. Students appreciate and learn from this hands-on approach.

Room 406-07　　　The Ins & Outs of Clicking & Flipping In & Out of the Classroom
Javier Horta (javier_horta@uml.edu) **-** UMass Lowell

In large classes, effective engagement and continuous assessment can be a challenge. Frequent "question-answer-discussion" sessions paired with daily homework assignments permit gauging comprehension, allowing for interventions that can increase success. The flipped classroom allows instructors to devote more classroom time to problem solving and "question-answer-discussion"sessions that heighten the level of learning. The use of clickers for testing allows instructors to ask questions that go beyond the limited scope of single-answer multiple choice questions. This session will present how personal response devices (i.e., clickers) and online homework can address some of these issues.

Room 408-09   Successful Group Work in Asynchronous Online Courses
Julia Cho (ju.cho@neu.edu) **-** Northeastern University

Having students work together in small groups is a well-established teaching method in traditional face-to-face classrooms. But translating group work to a completely online asynchronous course can be challenging. This session will cover how to design and incorporate group work into online courses that will engage students and contribute to a dynamic student-centered course environment. The session will have participants work in small groups to work on a group presentation.

Room 519   Giving Voice to Values: An Action Framework for Values Conflicts
Karen Whelan-Berry (kwhelan@neit.edu) - Chair, Business Management, NE Tech

Research shows that most people will face values conflicts at some point. Giving Voice to Values (GVV) is a method that teaches how to act in response to such values conflicts. GVV asks the question, "If I wanted to act on my values, how would I do so?" GVV focuses on voicing or naming the values dilemma, and the approach is post decision-making and action oriented. It is being used in both academe and practice to learn to better respond to ethical dilemmas and values conflicts. Participants will experience a GVV case, be introduced to the GVV materials, and understand how to use it in a course.

3:10 – 4:30   Poster Session and Wine and Cheese Reception

Jenks Suites B/C

Strategic Planning for On-Line Learning: Massive Open Online Courses (MOOCs)
Jennifer O'Connor Duffy (jduffy@ncu.edu) - Northcentral University

Current and future trends in graduate education point to Massive Open Online Courses (MOOCs) that present higher education with a new set of challenges and academic benefits. A recurring theme in the literature on on-line learning emphasizes the need for consistent application of the principles to ensure quality of learning experiences and to establish benchmarks for success in distance education. The question and challenge for strategic planning for universities, in general lies in how, where, why, and when MOOCS will be incorporated into on-line education while upholding quality indicators, standards, principles, and guidelines.

Hybrid Flexible Pedagogy: Engagement by Expansive Choice
Lance Eaton (leaton@northshore.edu) **-** North Shore Community College

This poster examines and discusses the ways in which hybrid flexible pedagogy can substantially improve students' engagement in their learning through systematic choice embedded in their course. From class attendance to course content to assessments, empowering student choice can guide students to become owners of their courses in a much more proactive way that helps not only the individual students but the course experience for everyone.

Preparing Future Faculty – Successful Graduate Program
Matthew J. Girgenti (matthew.girgenti@gmail.com) and Keith Barker (kb@uconn.edu) - University of Connecticut Certificate in College Instruction

In recent years, undergraduate education supporters have long called for doctoral students who are better trained to teach. Efforts at the University of Connecticut to prepare graduate students for their future roles in the professoriate have yielded an impressive and highly successful Certificate program in College Instruction. The certificate program is intended to provide graduate students with a significant credential in the area of instructional understanding and competence. It is an opportunity for graduate students to gain teaching instruction, classroom management, techniques using technology, assessment and evaluation, and other pedagogical practice expertise.

Peer Review Assignments in Canvas
Carrie Saarinen (carri.saari@gmail.com) – Salem State University

Engaging students in collaborative online activities including peer review assignments can be a challenge because not all students are equipped with the necessary skills or information to participate in these activities. Creating a framework of instruction and support for the peer review process can make the activity more successful. Guidelines, tips, and encouragement can be included in the framework and delivered alongside the online assignment using available tools in the campus learning management system (LMS).

Analyzing Films Cross-Culturally: Techniques & Strategies
Amy Neeman (aneeman@jwu.edu) -- Johnson & Wales University
Saiyeda Khatun (skhatun@jwu.edu) -- Johnson & Wales University

Films are springboards to cross cultural discussions. Techniques and exercises used in freshmen English classes will be shared so faculty can adapt them to their own courses and film selections, as will techniques for focusing on the analysis of issues and themes in films that are not from the students' own native cultures. Teaching techniques that highlight cultural differences will be the focus of the presentation.

The New England Faculty Development Consortium (NEFDC) was founded in 1998 as a not-for-profit, regional organization dedicated to enhancing the professional development of faculty and administrators committed to excellence in teaching and learning. The consortium membership includes individuals and institutions, and both private and public colleges and universities throughout New England and beyond.