May 29 – 30, 2014
Fairfield University
Fairfield, CT

13th Summer Conference
Innovative Pedagogy & Course Redesign
Collaborations for Empowerment & Learning
Center for Academic Excellence
DiMenna-Nyselius Library, Room 106
1073 North Benson Road,
Fairfield, CT 06824-5195

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Conference 2014
Innovative Pedagogy & Course Redesign
Collaborations for Empowerment & Learning

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Hospitality Contact Information

Campus Housing: Phone: on-campus ext.; Off-campus (203)254-4000, ext.

Campus Security: Phone: On-campus ext. 4090; Off-campus: (203) 254-4090

Center for Academic Excellence: Cynthia Delventhal
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Fairfield University Bookstore (in Downtown Fairfield):
1499 Post Road, Fairfield, CT (203) 255-7756

Local Transportation: Taxi: Fairfield Cab Company. (203) 255-5797
Other Transportation (off-campus shuttle bus, Hertz Connect)
http://www.fairfield.edu/lifeatfairfield/studentservices/transpo rtationparking/
On behalf of The Center for Academic Excellence and Fairfield University, we welcome you to our 13th annual conference on teaching and learning. Last year’s theme, *Collaborations for Empowerment and Learning*, helped inspire such a rich array of presentations and discussions that we decided to keep the theme for one more year. We are delighted to offer a rich variety of peer-reviewed interactive, roundtable and poster presentations, anchored each day by invited keynote sessions at the cutting edge of scholarship and teaching. We hope that through your participation in these sessions you will discover excellence and innovations in all areas of teaching, faculty support and development, mentoring, the scholarship of teaching and learning, and community-engaged teaching and scholarship.

Our annual conference is an opportunity to learn from each other, to build connections and collaborations and to reflect upon the meaningfulness and impact of our work as educators and scholars. The conference is intentionally designed to be intimate enough to foster a sense of community, and we have organized its events to maximize your opportunities to connect with new and old friends and colleagues. To increase opportunities for our participants to socialize, network and explore collaborative possibilities, we offer communal meals and receptions and have strategically scheduled our keynote presentations so as to invite all to gather, share and learn in community. We encourage you to stroll around the charming campus we share with flocks of wild turkeys and green parrots, foxes, deer, a friendly band of Jesuits, and, most delightfully, the graduate and undergraduate students scrambling underfoot. Take a few moments to find our organic community garden, or our museum and art galleries tucked away in varied buildings, and listen to the frogs bellowing by the pond. Nature, art, good fellowship and stimulating ideas beckon to you.

Again, welcome to our beautiful campus, and to our time together as colleagues and friends.

Larry Miners                          Suzanna Klaf
Interim Director                       Associate Director
Schedule-at-a-glance

### Thursday, May 29, 2013

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<thead>
<tr>
<th>Time</th>
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<tr>
<td>8am – 6:00pm</td>
<td>Registration, check-in</td>
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<td>8am – 9:00am</td>
<td>Welcome Breakfast</td>
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<tr>
<td>9:15 – Noon</td>
<td>Interactive presentation &quot;Partnering with Students&quot;&lt;br&gt;Dr. Peter Felten</td>
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<tr>
<td>Noon – 1:00pm</td>
<td>Networking Lunch</td>
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<td>1:15 – 2:15pm</td>
<td>Concurrent sessions</td>
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<td>5:00 – 6:15pm</td>
<td>Poster session &amp; Reception</td>
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<td>6:30 – 8:00pm</td>
<td>Dinner</td>
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<td>2:15 – 4:15pm</td>
<td>Interactive Plenary&lt;br&gt;&quot;Helping Students Learn in an Age of Digital Distraction&quot;&lt;br&gt;Dr. Katie Linder</td>
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<td>4:15 – 4:30pm</td>
<td>Raffle give-away</td>
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Session Descriptions

Thursday, May 29

9:15am – Noon         Interactive Presentation

Location: Dolan School of Business Dining Room (104A)

“Partnering with Students”

Peter Felten, Ph.D., Elon University

Research demonstrates the importance of student engagement in learning. Faculty and colleges encourage that in diverse ways, including everything from undergraduate research to writing-intensive and community-based courses. What happens when go further, inviting students to join us in pedagogical planning and in research into how undergraduates learn? This interactive session will explore practical questions about and approaches to student-faculty partnerships in teaching and learning.

Topic designation: Community-Engaged Scholarship

Dr. Peter Felten is assistant provost, executive director of the Center for the Advancement of Teaching and Learning and of the Center for Engaged Learning, and associate professor of history at Elon University in the United States. He has published widely on engaged learning, academic development, and the scholarship of teaching and learning, including most recently Transformative Conversations: A Guide to Mentoring Communities Among Colleagues in Higher Education (Jossey-Bass, 2013). In spring 2014 his co-authored book Engaging Students as Partners in Teaching and Learning will be published by Jossey-Bass.
Concurrent sessions 1:15 – 2:15pm

Room 106 1:15 – 2:15 pm  CTL as Community of Practice for Mentoring: A Case Study
Patricia Calderwood, Fairfield University; Suzanna Klafl, Fairfield University

Centers for Teaching and Learning (CTL) have become important arenas of faculty development in teaching and scholarship on many campuses, educating and supporting faculty to become more expert in all aspects of teaching, and to become scholars of teaching and learning. We analyzed our CTL activity to discern how it fits a model for integrated mentoring within a community of practice (Smith, Calderwood, Dohm & Gill Lopez, (2013), the situated context for faculty work and for faculty development activity. The center facilitated dyadic, network and co-mentoring activity across its offerings, infused throughout the 3 conceptual models of faculty work predominant on our campus, with network building and co-mentoring relationships predominating. This study adds the notion of mentoring leadership to Smith et al.’s structural-functional model. Implications for CTL’s are that mentoring within a Community of Practice Framework is appealing and empowering to faculty and professional staff, economically sound and organizationally sustainable.

Topic designation: Mentoring

Room 107 1:15 – 2:15 pm  Engaging Students in Virtual Classroom Spaces: Using Blackboard Collaborate for Teaching & Learning
Eileen O'Shea, Fairfield University; Mary Murphy, Fairfield University; Mary Kleps, Fairfield University

During this session participants will learn about the teaching and learning benefits of an online collaboration platform. The presenters will briefly share their experiences using Blackboard Collaborate in teaching nontraditional learners. This hands-on session will be conducted in its entirety using Blackboard Collaborate. All participants will have the opportunity to actively participate in this virtual classroom, interact with the presenters and peers within the session, and reflect on how virtual classrooms could apply to their teaching and learning practices. The session will be archived for later access and review.

Topic designation: Technology, Teaching & Learning

Room 110A 1:15 – 2:15 pm  Blogging Beyond Blackboard
Marie Hume, Sacred Heart University; Pilar Munday, Sacred Heart University

This presentation describes the integration of interactive technology into the undergraduate English and Foreign Language curriculum by utilizing blogging to deepen student learning. It will address how blogging, as a pedagogical tool, holds the potential to encourage active student engagement with text, with instructor and with peers, while helping to develop important critical thinking
skills and reflective learning practices essential to empowering autonomous learners. Students engage in both internal and external debate about content and the platform for sharing it, while deciding about what is significant to include in the blog and how to develop an appropriate and creative post. Constructivist theorists such as Piaget and Vygotsky have largely influenced previous educational experiences of the current cohort of university students. Therefore, the use of available interactive technologies, such as blogging, which engage students in metacognitive and self-directed learning, will enable instructors to meet the challenges of teaching this generation of college students while aligning pedagogy with the highest orders of thinking identified in Bloom’s Taxonomy. Blogging on an external platform, in particular, allows for an authentic audience, greater flexibility to express creativity and skill development beyond digital writing - all identified as important 21st century skills. The blogs are a permanent repository of student work that provides for a wider sharing of knowledge beyond the confines of a Learning Management System such as Blackboard or Angel.

Topic designation: Technology

Thursday, May 29

Concurrent sessions 2:30 – 3:30pm

Room 110A

Interactive Session

2:30 – 3:30pm

Designing Authentic Assignments to Engage Students

Joan Clark, Fairfield University; Anita Fernandez, Fairfield University

This session will offer strategies to participants which will empower them to design authentic research assignments that engage students and encourage the development of critical thinking and information literacy skills. The presenters will share and discuss their collaboration at Fairfield University, as a member of the biology faculty and an instructional librarian, to design an authentic assignment on the topic of the regulation of genetically modified organisms (GMOs) for an honors course that would incorporate information literacy skills. Participants will have the opportunity to analyze assignments and create their own authentic assignments using the concepts presented.

Topic designation: Teaching & Learning

Room 110B

Roundtable Session

2:30 – 3:30pm

Experiences and Difficulties in Assessing Diversity Learning Outcomes in Sociology

Lauren Sardi, Quinnipiac University; Stacy A. Missari, Quinnipiac University

As many colleges and universities across the country are moving toward assessment-based models of teaching, instructors are now being asked to provide greater amounts and types of data to demonstrate the achievement of student learning outcomes in various courses. As Quinnipiac University is no exception, its Sociology Department has been working through a two-year
program review in which departmental learning outcomes were created by its members to reflect a number of university-wide learning outcomes. These learning outcomes were established in a number of competency areas such as Communication, Critical Thinking, and Diversity, and they were designed to be differently addressed and built upon across courses at the 100-, 200-, and 300-level. As an instructor of an Introduction to Sociology course during the Fall 2013 semester, I attempted to assess a 100-level course diversity learning outcome using a pre-test/post-test quasi study \((N = 32)\) in which I assigned a WAC-based writing-to-learn (WTL) low-stakes writing assignment that was issued during the first week and last week of class. Students responded in class to the same prompt, and I was able to gather responses for a preliminary round of data collection. Changes from the pre- to post-tests were coded along a four-point scale to reflect excellent, fair, marginal, and poor responses. Results demonstrate that approximately half of the students \((n = 18)\) acquired “excellent” or “fair” responses based on overall development and/or elaboration of response from pre-test. While simple analysis of results demonstrate a surface-level gain in disciplinary knowledge of diversity within a sociological context, difficulties in evaluating such assessment revolve around a number of issues, the most obvious one being how to assess knowledge gained when pre-test responses are already initially strong.

*Topic designation: Assessment, Diversity issues in teaching and learning, Teaching & Learning*

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<th>Room 112</th>
<th>Becoming a Professional Agent of Change: The Use of Reflective Activities</th>
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<td>2:30 – 3:30pm</td>
<td><strong>Tara J. Glennon</strong>, Quinnipiac University; <strong>Francine Seruya</strong>, Quinnipiac University</td>
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Implementing online learning activities which are strategically designed to create agents of change requires planning and analysis by the faculty. This session will illustrate how the occupational therapy faculty at Quinnipiac University designed a series of reflective learning activities in a developmental-humanistic sequence to engage students in this process. The overarching theme focuses on how to be an effective agent of change within your profession and the communities within which you hope to serve.

This session will illustrate the series of activities designed to promote reflection, analysis, and strategic planning of one’s next professional steps. These include reflection of you and how your personal and professional skill sets match the needs of your profession and society as a whole; analysis and rethinking of your own professional identity; the creation of an eportfolio which includes all areas of scholarship (Boyer Model), service, and professional activities; a collection of activities to facilitate the creation of a professional development plan which outlines the specific steps needed to be an agent of change at the local, national, or global level; and the completion of a capstone experience which adds to the body of professional literature.

Participants will engage in a chosen reflective learning activity from the list above, discuss the critical thinking and analysis components of the task, and identify how this activity can be effective in their own online curriculum.

*Topic designation: Technology, Teaching & Learning*
Thursday, May 29

Concurrent sessions 3:45 – 4:45pm

Room 106 3:45 – 4:45pm

Collaboration for a Curriculum of Caring

Paula Gill Lopez, Fairfield University; Emily Smith, Fairfield University

The proposed session shares a collaboration among faculty and students from School Psychology and English Education to collaboratively design, teach and evaluate standards-based English curricula that integrates social-emotional learning standards. Presenters will share our emerging collaborative curriculum—and the process we used to create it—and engage in a dialogue around questions and dilemmas that drive our work: How might we collaborate in higher education to prepare P-12 educators and support professionals to engage in collaborative practices that address issues of care? How might we re-imagine content classrooms as places where teachers and school psychologists collaborate to make care a central component of the curriculum, rather than a tangential strand woven in the wake of unthinkable tragedy? What role might educator preparation programs play in facilitating this type of collaboration? Our presentation shares efforts to proactively and collaboratively create holistic curricula that integrate academic, social and emotional content.

Topic designation: Teaching & Learning

Room 110A 3:45 – 4:45pm

Digital Media: An Extension of Writing

Laura Marciano, Fairfield University; Michael DeStefano, Fairfield University

I will present on the success of using the social media site Tumblr as a tool in the classroom for students to engage in visual mind mapping, image farming, video and sound sharing, personal and group design, e-portfolios, and digital composition. I will discuss the use of these digital tools as important components to writing personal and academic essays in the 21st Century classroom. I will also discuss issues of access, equity, literacy, and agency, when engaging digital media in the classroom, using both experience and theory in the discussion.

Topic designation: Teaching & Learning, Technology

Room 110B 3:45 – 4:45pm

Student Performance in an Introductory Statistics Course: Does Delivery Mode Matter?

Jonathan Haughton, Suffolk University; Alison Kelly, Suffolk University

Approximately 600 undergraduates completed an introductory statistics course in 2013 in one of two learning environments at Suffolk University, a mid-sized “balanced arts and sciences” university in Boston. The comparison group completed the course in a traditional classroom-based environment, whereas the treatment group completed the course in a flipped-hybrid environment, viewing lecture material online prior to once-a-week face-to-face meetings.
After controlling for observable differences, students in the hybrid environment performed better on the common final exam; however, there were no significant differences in the final grades or student satisfaction between the two environments.

*Topic designation: Assessment, Teaching & Learning*

**Thursday, May 29**

**Poster session & Reception**  
5:00 – 6:15pm  
*Location: Dolan School of Business Dining Room (104A)*

**Building Community by Creating a Culture of Recognition and Respect through Non-Academic Activities**

*Henriette M. Pranger, Goodwin College; Kelli Goodkowsky, Goodwin College; Debbie Rajaniemi, Goodwin College*

Our poster depicts the collaborative efforts of Goodwin College’s administration and Faculty Senate to build community among faculty through non-academic activities. We hope poster viewers will consider what more they could do at their own institutions to create a culture of recognition and gratitude. Responses to an initial faculty work climate survey lead the Dean and Faculty Senate to review the literature on faculty rewards. They learned that a positive and productive work environment is characterized by respect for faculty contributions (Beer, 2010). Creating and committing time to become acquainted and to support each other’s work contributes to job satisfaction and overall personal well-being (Hargis and Gilbertson, 2010). As a result, the Senate created a Faculty Recognition Committee which manages a new wall to display and acknowledge faculty contributions. The committee organized a Faculty Gratitude Gathering in the fall for full-time faculty and a summer picnic for all faculty members. The College also organizes a community breakfast three times a year for the entire college. The Dean created a research corridor to display faculty and student scholarship. Weekly mailings to the college community highlight and thank faculty members for their individual contributions. The intention behind all these activities is to increase faculty satisfaction with their workplace, which in turn should increase collegiality and create a positive work climate. A positive work climate should empower faculty to focus on teaching and learning and foster relationships and resource sharing across departments. A second faculty climate survey will be administered in the fall to determine the impact of the College’s activities.

*Topic designation: SoTL*
Cuba through the Lens of the Health Sciences

Anna-Maria Aksan, Fairfield University

Students participate in a semester-long interdisciplinary course on Cuba which revolves around a one week trip to Havana halfway through the semester. Prior to travel the course is devoted to learning about Cuban history, US-Cuban relations, and understanding the Cuban economy, culture, and the overall context for the renown Cuban health care system. During the immersion trip students attend lectures by Cuban scholars and professionals related to site visits (health clinics, hospitals, medical and nursing schools). Students also attend cultural events to round out the academic experience. There is daily reflection through guided discussion and individual journaling. Post-travel, students complete an on-going independent research project and incorporate their travel experiences to supplement the literature review.

Topic designation: Diversity issues in teaching and learning, Teaching & Learning

Interprofessional Community-Based Service Learning Seminar

Tracy Van Oss, Quinnipiac University; Meghan McCaffrey, Quinnipiac University; Julie Booth, Quinnipiac University

The Interprofessional Community-Based Service Learning Seminars provided students with opportunities to collaborate on a community service learning project by working with, by and from each other. Students from multiple majors participated in a seminar with a focus on health, safety and/or wellness in the local community. Students worked together with various populations beginning with a needs assessment, planning and implementation of a health promotion program, and follow up after the program was completed. Various assignments including a reflection component throughout the experience were completed individually and collaboratively during the weeklong seminar. The feedback from the seminar was positive and there was a desire to shift this seminar to create a credit bearing course offering from the faculty, students, and administrators.

This course was set up to be a community service learning offering, however, it also encompassed a unique interprofessional focus unlike any existing service learning course. Learners were introduced to the Core Competencies for Interprofessional Collaborative Practice while learning about each other and the discipline s/he is pursuing in an interactive learning environment. Leaders emerged at various stages of development and implementation of the program. Upon completion of the seminar, the participants’ surveys reflected positive learning experiences both while working collaboratively with student peers and with the community partners.

Topic designation: Community-engaged teaching and scholarship
Intersections Of Teaching, Learning And Community Service

**Stephanie Storms, Fairfield University; Melissa Quan, Fairfield University; Patricia Calderwood, Fairfield University**

This poster invites examination of intersections of teaching and student learning outcomes arising from a service-learning course that supports undergraduate students to understand the social construction of teaching and learning, contribute to student learning in local schools and communities with diverse populations, understand the complexities of schooling from multiple insider perspectives, and engage in the process of discerning whether to pursue a career in education.

*Topic designation: Community-engaged teaching and scholarship, SoTL*

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The Flipped Literacy Lesson: Putting the responsibility of making meaning back into students’ hands

**Robin James, Western Connecticut State University; Jennifer Menniti, Western Connecticut State University; Jessica O’Connell, Western Connecticut State University**

This poster session will highlight specific applications of the flipped learning classroom approach to promote active reading in the elementary classroom. Screencasted, annotated lessons, online resources such as Khan Academy, Ted Ed, You Tube, Teacher Tube, Annenberg Media, etc. Teachers seeking student-centered, evidence-based reading strategies as per the ELA Common Core State Standards, will learn about an innovative way to increase depth of comprehension through student ownership of learning. Collaborative, problem based learning will play a key role in the classroom activity component. Classroom based research data demonstrating impact on student learning will be collaboratively analyzed by a research team of graduate students and higher education faculty.

*Topic designation: Teaching & Learning, Technology*

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Twelve Tips for Improving the Effectiveness of Computer-Assisted Instruction

**Steve Yavner, Fairfield University**

The use of educational technology has a long history in medical education (Ellaway & Masters 2008). The use of web-based learning environments and tools has become pretty much de rigueur in many if not most medical schools today, but often with limited benefit to learners (Cook, 2009). The problem stems, we argue, from only asking, “What works?” and therefore relying on decontextualized evidence to inform the use of technology in complex educational environments. We should instead, we argue, follow the realist mantra of asking, “What works in this context with these learners at this time?” (Wong, Greenhalgh, Westhorp, & Pawson, 2012). Although our research is based on medical education, we believe that our conclusions are applicable to a broad spectrum of teaching and learning. These twelve tips represent a series of principles for the effective implementation (rather than design) of computer-
assisted instructional materials.

12 Tips:
1. Match CAI difficulty to your learners’ developmental level
2. Minimize extraneous features that can inhibit learning
3. Balance interactivity with cognitive load
4. Provide rich feedback and guidance
5. Maximize learner control and agency in using CAI
6. Use CAI to enhance learning around as well as within it
7. Clearly define and communicate the reasons for using CAI
8. Integrate and make space for the CAI in the curriculum
9. Be explicit about how using CAI relates to assessment
10. Address faculty motives and perceptions
11. Identify and mitigate issues that may diminish the effectiveness of using CAI
12. Engage in quality monitoring and improvement

Topic designation: Teaching & Learning, Technology

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**Dining Room 104A**

**Poster Session**

**Water: An Interdisciplinary Journey**

**L. Kraig Steffen**, Fairfield University; **Peter L. Bayers Dr., Fairfield University**

Dr. Bayers and Steffen developed and delivered an interdisciplinary upper division honors course on water in the Fall 2013. Why Water? Why Now? And What did we do? This poster will present an overview of how the course was developed, what we had students do, and how they responded. Water is essential for life. Water can bring horrible death and destruction. Water is both everywhere and invisible in our modern world. This course explored the nature of water as a physical substance (Why does NASA spend millions looking everywhere for it?) and as a metaphor for living. Weaving together political science (who owns water?), literature (Hetch Hetchy, Land of Little Rain, sacred texts), cinema (NOVA-Earth From Space, Rango, others), and field trips to local watersheds, this course challenged students to come to a deeper understanding of how critical water is for human civilization and how viewing it from different perspectives allows for a fuller understanding of its importance. We will describe how the course was structured, challenges we faced, and the student response to this course.

*Topic designation: Teaching & Learning*

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**6:30 – 8:00pm Dinner**

*Location: Dolan School of Business Dining Room (104A)*
Friday, May 30, 2014

Friday, May 30

Concurrent sessions 9:15 – 10:15am

Room 107
9:15 – 10:15am

Interactive Session

The Engaged Presentation: PechaKucha and Prezi
Lisa Tessier, State University of New York (SUNY) Delhi; Michelle Gibbons, State University of New York (SUNY) Delhi

After briefly discussing the limitations of PowerPoint presentations, presenters will introduce PechaKucha and Prezi presentations as engaging alternatives. They will model a PechaKucha, sharing an example tied to civic engagement, and show a sample Prezi that underscores its dynamic and collaborative powers. The second half of the session will be dedicated to a hands-on co-creation of a Prezi presentation that explores the positive potentials of both these presentation styles.

Topic designation: Community-engaged teaching and scholarship, Teaching & Learning

Room 110A
9:15 – 10:15am

Interactive Session

Biology & Technology: A Collaborative Approach to Making Learning Better for Students
Jay Rozgonyi, Fairfield University; Christine Earls, Fairfield University

It goes without saying that the Internet has provided students with a range of information that was inconceivable 20 years ago, and nowhere is this more true than in the health sciences. Even successful faculty, however, who may be committed to finding ways to bring some of this materials to their students, can be intimidated by the technical difficulties involved on both their end and that of their students. In this session, we will provide an example of how an experienced professor of biology took her already-successful introductory course and, with the assistance of academic computing staff and her textbook publisher’s representative, is creating a more robust, integrated, and compelling learning experience for her students. Led by the Director of Academic Computing, this session will highlight the ways in which well-planned technology can serve a faculty member’s instructional vision, draw together disparate sets of material from a variety of sources, and integrate and present them to students in straightforward way that serves instruction rather than complicating it. And while the session will focus on the specific technical tools at use in this teaching example (Blackboard and WileyPlus), a major theme will be the way this serves as a model for faculty collaborations that can assist in helping instructors engage their students and become “guides on the side.”

Topic designation: Teaching & Learning, Technology
Collaborative Textual Editing: The Thrill of Engagement

Sally O'Driscoll, Fairfield University

Those of us who teach literature that’s not contemporary face very specific challenges in engaging our students: for example, in teaching 18th-century British literature, I need to help my students read language that seems unfamiliar to them, and introduce them to a historical period that they rarely know anything about. Recently, I tried a new approach: I asked my students to collaborate on editing an actual 18th-century novella: the goal was to take the difficult and unfamiliar typography and language, and challenge my students to make it accessible for readers just like themselves. This new level of engagement with the text itself brought them into a more interactive understanding of the story, and pushed them to collaborate with each other and with me.

This workshop outlines the methodology I used to prepare my students for the work of editing and annotating an 18th-century text. We will discuss problems that arose, and the ways that students themselves resolved the problems.

Finally, we will discuss the ultimate goal of such a collaborative project: publishing the edited text as a digital edition, on a website. We will review some current technologies and tools for producing durable websites for presentation of edited texts.

Workshop participants are invited to share their own experiences with textual editing and collaborative digital humanities projects.

Topic designation: Teaching & Learning
SLA program complements other student leadership programs on campus.

*Topic designation: Technology*

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**Room 110B**

10:30 – 11:30am

**Interactive Session**

**VALUE-Added Discourse Communities in a University Seminar Series**

**Timothy Dansdill, Quinnipiac University; Paul Pasquaretta, Quinnipiac University**

"Value: Valid Assessment of Learning in Undergraduate Education"—a report from the American Association of Colleges and Universities—rationalizes the recent fervor for “accountability” in higher education. This interactive session profiles and accounts for Quinnipiac University's innovative Seminar sequence on the empowerment of teaching and learning as communicated across three interdependent spheres: The Individual in Local, National, and Global Communities. Session participants engage with challenging curricular content, proven pedagogical practices, and students' VALUE added practices across discourse communities.

*Topic designation: Teaching & Learning*

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**Room 112**

10:30 – 11:30am

**Roundtable Session**

**Creative Perspectives on Using Twitter & Google Glass**

**Roxann Riskin, Fairfield University**

During this session you will be actively engaged in learning about emerging, wearable technology and participate in demonstrations for collaborative learning. Examples of these demonstrated technologies for teaching and learning will be presented using the social media microblogging site, Twitter, and the wearable technology, Google Glass.

You will be introduced to GOOGLE Glass, the mobile, wearable technology device. It is the most newsworthy, talked about, wearable technology in today's world. Glass is a mobile computer, worn as a person wears eyeglasses, with amazing high tech capabilities i.e. featuring an encapsulated computer, GPS and the OHUD-optical heads up display. Glass can take a picture, post an Evernote, make a phone call, read and answer e-mail, compose a Tweet, record-post a video, and has additional interactive features. You will learn how Glass is being used in hybrid educational environments, as a collaborative, communication device which transparently connects to online social media like Twitter, Evernote, Facebook, Instagram, and Tumblr, offering an unlimited amount of teaching and learning opportunities for instant communication and feedback. Whether you are teaching in a traditional or flipped/hybrid classroom model, Glass, has a 12GB storage capacity synced with the Google cloud storage, and APP compatibility to provide educators with voice, text or contextual information, instantly using real-time communication (Wi-Fi and Bluetooth). Exploring Glass and seeing it as an emerging technology with its hands free communication advantage, will hopefully bring new insight to educators to engage in further inquiry, and unlock its educational value potential value for teaching and learning.

*Topic designation: Technology*
Empowering the college student through transparency in classroom pedagogy

Michelle Farrell, Fairfield University

As the study of liberal arts, and college education, come under attack in the twenty-first century, we scramble to add new aspects to our curriculum to remain relevant to contemporary demands. In the liberal arts, and college teaching in general, professors carefully craft the class session to weave the invisible background workings of a course to provide the best possible learning experience for students.

In the face of this crisis of relevance, the classroom space itself is an ideal place to empower students by making visible the behind the scenes work that we do in the classroom. By making this work visible we are empowering liberal arts students with the language necessary to understand their active role in the classroom. In this session I will discuss the classroom as a space to empower students to better understand what it is they do in the liberal arts classroom, while also sharing with students the language that they will need to talk about their relevant and transferable college experiences.

Topic designation: Teaching & Learning

Blogs, Wikis, and Discussions: Using Collaborative Tools to Engage Students

Session facilitated by Blackboard

Topic designation: Technology
Room 112  
1:00 – 2:00 pm  
The Teacher as Learner: an Institutional Approach to Promoting Pedagogical Innovation

Jaya Kannan, Sacred Heart University; Adrianna Dattoli, Sacred Heart University

Our University has renewed its vision for better integration of the digital environment to meet curricular and program goals, and to improve student learning. Since the inception of the Office of Digital Learning (ODL) in fall 2013, there has been a revitalized collaborative effort between ODL and I.T. to enhance digital fluencies among faculty. When faculty members take on the role of “teacher as learner,” we observe 5 main challenges:

1. How to create a paradigm shift in the application of pedagogy principles for the synchronous and asynchronous online environments?
2. How to take account of anxiety as a factor when building courses for the online environment - the role of affect when the teacher becomes learner?
3. How to strike the right balance in managing student expectations when switching between face-to-face and online contexts?
4. How to maintain realistic expectations about the workload involved in creating, delivering, and sustaining an online presence?
5. How to create better infrastructural support for faculty, regardless of whether they are experts or new to the online environment?

We will use a recent case study to facilitate discussion of these challenges, and learn from the roundtable attendees’ experience in their respective institutions. The case study will focus on the process of building interactive learning using Lecture Capture tools to achieve the course goals and teaching objectives in two different disciplines. Observations from this study will be used to articulate the complexities involved in course redesign, and to develop effective, solution-oriented strategies for faculty development.

Topic designation: SoTL, Technology
2:15 – 4:15pm  **Interactive Plenary session**  
*Location: Dolan School of Business Dining Room (104A)*

**Helping Students Learn in an Age of Digital Distraction**

Dr. Katie Linder, *Director of the Center for Teaching Excellence, Suffolk University, Boston, MA*

Our students are inundated with an overwhelming amount of information each day as they navigate social media, peruse various websites, listen to the radio, read print media, and flip through innumerable television channels. Unfortunately, very little of this information is directly connected by our students to their interactions with us in the classroom. In this session, we will explore how to break through the cognitive overload that our students experience on a daily basis and discuss how we can help our students develop effective strategies for learning in the midst of this Age of Digital Distraction.

**Dr. Katie Linder** is the Director of the Center for Teaching Excellence at Suffolk University in Boston, MA. Katie’s mission is to help those in the higher education community (including students, faculty, staff, and administrators) thrive on their pathways to academic and scholarly success. Katie frequently consults with and presents to faculty, administrators, and graduate students on topics such as teaching tips and techniques, strategies to increase scholarly productivity, best practices in academic administration and leadership, and achieving work/life balance.

Katie earned her BA in English Literature from Whitworth University in Spokane, WA, and her MA and PhD in Women’s, Gender, and Sexuality Studies from The Ohio State University. Her research interests include cultural studies of education, academic writing development, and faculty development. Some of her recent articles can be found in *Discourse: Studies in the Cultural Politics of Education*; *To Improve the Academy: Resources for Faculty, Instructional, and Organizational Development*; *Red Feather: An International Journal of Children’s Visual Culture*; and the *Journal on Centers for Teaching and Learning*.

4:15 – 4:30pm  **Closing plenary, raffle give-away**  
*Location: Dolan School of Business Dining Room (104A)*
1. Kelley Center
2. Loyola Hall
3. Canisius Hall
4. Donnarumma Hall
5. Egan Chapel of St. Ignatius Loyola
6. Bellarmine Hall
7. Jesuit Community Center
8. Dolan School of Business
9. Quick Center for the Arts
10. DiMenna-Nyselius Library
11. Bannow Science Center
12. School of Nursing
13. Barone Campus Center
14. Alumni Hall
15. Quick Recreation Complex
16. Berchmans Hall
17. Xavier Hall
18. North Benson Rd. House
19. North Benson Rd. House
20. North Benson Rd. House
21. McAuliffe Hall
22. Alumni House
23. The Levee
24. Lessing Field
25. Tennis Courts
26. Walsh Athletic Center
27. Rafferty Stadium
28. Student Townhouses
29. Alumni Diamond
30. Dolan Campus
31. University Field
32. Basketball Courts
33. Alumni Softball Field
34. Campion Hall
35. 70 McCormick Road
36. Jogues Hall
37. Barone House
38. Regis Hall
39. Gonzaga Hall
40. PepsiCo Theatre
41. Early Learning Center
42. The Koslow Family Counseling Center
43. President’s House
44. Barlow Field
45. Maintenance Complex
46. Bellarmine Pond
47. Faber Hall
48. St. Robert’s House
49. Jesuit Residence
50. Jesuit Residence
51. Hopkins Pond
52. The Village
53. Central Utility Facility