## Conference Program

### Wednesday, June 2, 2010

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<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>3:30 – 8:00 p.m.</td>
<td>Registration / check-in</td>
<td>Lobby by dining room*</td>
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<tr>
<td>5:30 – 6:30 p.m.</td>
<td>Welcome reception</td>
<td>Dining room</td>
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<tr>
<td>6:30 – 7:30 p.m.</td>
<td>Buffet dinner</td>
<td>Dining room</td>
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<tr>
<td>7:30 – 9:00 p.m.</td>
<td><strong>Opening plenary</strong></td>
<td>Dining room</td>
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<td></td>
<td>Crossing the Disciplinary Divide</td>
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<td>Center for Academic Excellence, Fairfield University (CT)</td>
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### Thursday, June 3, 2010

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<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8:00 – 9:00 a.m.</td>
<td>Breakfast</td>
<td>Dining room</td>
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<td>9:00 – 10:30 a.m.</td>
<td><strong>Welcome</strong></td>
<td>110 A&amp;B</td>
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<td><strong>Keynote address</strong></td>
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**Late Nights & Big Questions:**

**The Joys & Challenges of Teaching Outside Your Discipline**

Therese Huston,

*Director of the Center for Excellence in Teaching and Learning*

Seattle University (Seattle, WA)

*Author of Teaching What You Don’t Know* (Harvard University Press, 2009)

Most people don't like to admit it, but let's be honest: professors who teach outside of their discipline often find themselves teaching material they just learned. In this interactive keynote, Therese Huston shares her research and interviews with faculty from across the country, identifying some common mistakes to avoid as well as the often overlooked pleasures of this kind of teaching.
Concurrent session A

Taking Indian Cultures Across the Curriculum
Joseph J. Comprone, *Department of English*, University of Connecticut (Avery Point, CT)

Teaching Indian literature has always been challenged by the need to take on many cultural, historical, literary, sociological, and philosophical perspectives. Planning effective interdisciplinary connections for these courses requires innovative strategies that are applicable in any course where disciplinary crossings are essential. This presentation will focus on these strategies.

The Avery Point Learning Community: Creating a Forest for the Trees
Diane Barcelo (Art), Syma Ebbin (Agriculture and Resource Economics), Christine Green (Biology), Nancy Parent (Anthropology and Women’s Studies), Laurie Wolfley (English) University of Connecticut (Avery Point, CT)

Three semesters have passed since we created the Avery Point Learning Community (LC). Our experiment in creating a community among faculty, staff and students has been self-consciously reconfigured, refined and expanded in scope. This panel focuses on our recent LC experiences and where we hope to go in the future.

Concurrent session B

Supporting Cross-Collaboration in Core Curriculum Teaching and High-Impact Practices
James Biardi, *Department of Biology*, Fairfield University (Fairfield, CT)
Kraig L. Steffen, *Department of Chemistry*, Fairfield University (Fairfield, CT)
Kathy Nantz, *Department of Economics and CAE*, Fairfield University

At Fairfield University faculty and administration are working to integrate the core curriculum and include high-impact practices. A key area of effort is “cluster courses,” two thematically-linked courses with the same subset of first-year students. We will describe the innovative administrative collaboration supporting these programs, discuss the core science review process that led to development of this cluster, assess outcomes of this collaboration, and facilitate discussion on these issues.

How To Use Sustainability Science To Excite Students and Engage Them In Learning In Your Classes
Stephen R. Madigosky and Bruce W. Grant, *Department of Environmental Science*, Widener University (Chester, PA)
Victor Donnay, *Department of Mathematics*, Bryn Mawr College (Bryn Mawr, PA)

With funding from the National Science Foundation, we have recently created a Master’s degree in Sustainability Science Education. Following a brief “what, why, and how” we integrate sustainability science into undergraduate curricula, session participants will form groups and design their own mini-lessons in Sustainability Science for infusion in their courses across the curriculum.
**Plenary**

**Bringing Live Global Learning Experiences to the Classroom**

Rosina Chia, Assistant Vice Chancellor for Global Academic Initiatives, and Elmer Poe, Associate Vice Chancellor for Academic Outreach, East Carolina University (Greenville, NC)

Administrators from East Carolina University will present their award winning Global Academic Initiatives Project and provide key insights into a Global Understanding course which provides first hand, individual international experience for students who cannot study abroad. The course is taught in a shared virtual classroom with students and faculty at 28 universities in 22 countries in Africa, Asia, Europe, North and South America. Daily videoconferencing, chat, and joint student projects provide personal experience. Internet tools support partner universities anywhere in world.

**Break**

**Concurrent session A**

**Using YouTube® to SPARK Reading Across the Disciplines**

Helen Davis Rice, Department of Reading and Basic Education, Nassau Community College (Garden City, NY)

Connections are fundamental to integrative learning. Students must be given opportunities to connect skills and knowledge derived from multiple sources and to apply them across various academic disciplines. Guided use of YouTube® video clips can afford college students in a developmental reading class the opportunity to draw information from both text and visual media, and to synthesize and transfer this knowledge to other disciplines.

**Create your own IDEAS:**

**Integrated Disciplinary Education for Academic Scholarship**

Suzanne Liff, Department of Reading and Basic Education, Nassau Community College (Garden City, NY)

How can students manage the demands of my discipline when they seem to lack so many basic skills? Does anyone have any IDEAS? Indeed, we do. IDEAS, Integrated Disciplinary Education for Academic Scholarship is a collegial, grassroots, faculty development initiative. It asks all faculty to integrate academic skill development in reading, writing, critical thinking, verbal discourse, research, and study strategies actively into their course design. Learn all about it...and replicate it for your own campus.
Concurrent session B

Global Citizenship Through Conservation and Biodiversity in the Brazilian Atlantic Rainforest
Ashley Soyong Byun McKay, Department of Biology, Fairfield University (Fairfield, CT)

As the field component in Vertebrate Zoology, two Biology professors took students to the Brazilian Atlantic Rainforest. For two weeks, students experienced Brazilian culture and biodiversity firsthand, and truly appreciated pressing conservation issues in one of the world’s most endangered habitats. Find ways to integrate outside experiences in class.

Collaborating in Interdisciplinary Research
Preparing Environmental Students for the Real World
Michael Edelstein, Environmental Studies, Ramapo College of New Jersey (Mahwah, NJ)

The capstone Environmental Course at Ramapo College has long taken experiential learning to its pedagogical extreme. A student firm is created that manages its work on an interdisciplinary, real world project. The work involves conducting all stages of an Environmental Impact Assessment. The project requires collaborative work and learning with classmates, the instructor and real project clients. Participants derive both process and content learning that attunes them to the real world settings in which they are likely to work.

4:00 – 5:00 p.m.
Concurrent sessions

“Birds of a Feather” Discussions

Crossing the International and Disciplinary Divide:
The American University of Central Asia, Bishkek, Kyrgyzstan and Fairfield University

Panel Discussion led by:
Ajara Beishembayeva, Business Administration, American University of Central Asia (Bishkek, Kyrgyz Republic)
Kathy Nantz, Department of Economics and CAE, Fairfield University (Fairfield, CT)
Larry Miners, Department of Economics and CAE, Fairfield University (Fairfield, CT)

5:15 – 6:15 p.m.
Reception

6:15 – 7:30 p.m.
Dinner
Friday, June 4, 2010

8:00 – 9:00 a.m.  Breakfast  Dining room

9:00 a.m. – 10:15 a.m.  Concurrent session A  110 A&B

Teaching Global Citizenship
Marti LoMonaco, Department of Visual and Performing Arts, Fairfield University
David McFadden, Department of History, Fairfield University (Fairfield, CT)

This workshop, led by senior professors of History and Theatre at Fairfield University, shares innovative classroom and experiential approaches and techniques to integrating the concept of global citizenship into teaching and learning across the university.

Designing the Interdisciplinary Course:
“The Languages of Emerging Markets: Cultural and Financial Agility”
Mimi Yang, Department of Modern Languages, Carthage College (Kenosha, WI)
Joseph Wall, Department of Business Administration, Carthage College (Kenosha, WI)

We explore the interdependence between cultural engagements and financial instruments in the emerging markets. This phenomenon does not neatly fit into any single discipline. Without understanding the culture, one cannot reasonably conduct the business of its marketplace. With both, one will obtain the skill and agility necessary to compete in the 21st century.

Concurrent session B  105

There’s Nothing Useful in This Town:
Using GIS Mapping Strategies to Uncover Hidden Community Resources
Chad Freed, Department of Environmental Science, Widener University (Chester, PA)
Marina Barnett, Center for Social Work Education, Widener University (Chester, PA)

This interactive discussion showcases a collaboration between the Environmental Sciences and Social Work to utilize two service learning courses to implement projects in Community Asset Mapping. This workshop will describe the process of asset mapping and present case histories of asset maps that were created using GIS software.

Health communication and simulation:
integrated and innovative intraprofessional pedagogy
Suzanne Campbell and Eileen O’Shea, School of Nursing
Michael Pagano, Department of Communication, and
Gregory Caso, Academic & Disability Support Services
Fairfield University (Fairfield, CT)

Miscommunication has been labeled the most common cause of patient injury or death. Nursing schools must provide education on therapeutic communication and assess their students in this important nursing behavior.
Nursing studies have measured student’s perceptions of their own communication during simulations, but not how simulations have helped with their communication. The purpose of this pilot study was to assess communication skills and opportunities afforded nursing faculty and student’s vis-à-vis simulation pedagogy. This research may be unique in that it has been developed in collaboration with a communications professor/physician’s assistant who has taught health communication to all students prior to their involvement in the study. The potential impact of the simulation experience on student’s communication (verbal and non-verbal) with simulated and standardized patients will be assessed.

10:15 – 10:30 a.m. 
Break

10:30 a.m. – 11:45 a.m. Concurrent session A 110 A&B

Exploring Apple’s iPad as a Teaching & Collaboration Tool
Richard Regan, Department of English, Fairfield University (Fairfield, CT)
Jay Rozgonyi, Assistant Director of Computing Network Services, Fairfield University

Since it first went on sale in April of 2010, Apple’s iPad has established itself as one of the fastest selling tech gadgets ever released. But the iPad represents much more than just the latest fad – it embodies an entirely new approach to computing that will likely change the way we get our day-to-day work done. In this session, we will look at what makes the iPad so different from the computers we’re used to, and examine some ways that it might be used in the classroom as both a teaching device and as a tool to engage and collaborate with today’s students.

“Moodle for Teachers” Workshop:
Effective Space for Collaboration and Learning to Teach Well.
Ludmila Smirnova, Department of Education, Mount Saint Mary College (Newburgh, NY)

This presentation will focus on an illustrative collaborative project that resulted in creating a professional development workshop for a global community of learners. The presenter will demonstrate how the project changed its shape, sequence and scope as it attracted more Moodle enthusiasts, experts, and participants willing to explore the potential of this powerful tool for learning to collaborate and teach well.
Concurrent session B

**Sparkling the Flame, Sharing the Knowledge,**
**Creating World Leaders for the Next Generation: Pedagogy**

Margaret A. Goralski, *Department of International Business*, Quinnipiac University
(Hamden, CT)

If we are creating world leaders for the next generation in today’s world, then we cannot teach in a vacuum. Incorporating the *Great Decisions* series into the curriculum allows students to think critically and formulate decision-making capabilities. Each chapter is supported by the opinions of world leaders.

**Professional development: Can the literacy strategies we teach our undergraduate and graduate students be utilized effectively by teachers in a K-8 South Bronx charter school located within the fourth lowest SES in America be successful?**

Terri R. Hall, *Department of Education*, Mount Saint Mary College (Newburgh, NY)

The session will share information about a research project in progress in a south Bronx K-8 magnet school. The school, located in the 16th Congressional District, has the fourth lowest SES in all of America. The students’ test scores are very low and the school is in danger of losing their funding. I have been asked to provide professional development to the teachers. This project will provide a window to examine if the strategies we teach our graduate teacher candidates and professors can teach and reach “all” students can be successful in a school that is 94% African-American, 5% Hispanic and 2% Caucasian where 43% of the students come from homes living below the poverty level.

11:45 a.m. – Lunch
12:45 p.m.  

12:45 – 2:00 p.m. **Plenary**

**Making Integration Transparent:**
**Assignments & Syllabi that Promote Integrative Learning**

Kathy Nantz, *Department of Economics, CAE, and Director of Core Integration*

Larry Miners, *Department of Economics and CAE Director*

Suzanna Klafl, *CAE, Fairfield University (Fairfield, CT)*

Faculty may “get” integration however we need to be explicit and transparent to students in the assignments, activities, and instructions that we give them, to help them cross the disciplinary divide.

2:00 – 3:00 p.m. **Plenary: Wrap-up activity and raffle give-aways**

Books and other gifts; integration of session take-aways by participants

* All locations in Dolan School of Business.