May 29, 2015
Fairfield University
Fairfield, CT

NEFDC Spring 2015 Conference
CAE 14th Summer Conference
Innovative Pedagogy & Course Redesign
Collaborations for Empowerment & Learning
Center for Academic Excellence (CAE)

DiMenna-Nyselius Library, Room 106
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New England Faculty Development Consortium (NEFDC)

Founded in 1998, a not-for-profit, regional organization dedicated to enhancing the professional development of faculty and administrators committed to excellence in teaching and learning.

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Conference 2015

Innovative Pedagogy & Course Redesign
Collaborations for Empowerment & Learning

Welcome from the Center for Academic Excellence and New England Faculty Development Consortium .......................................................... 2

Schedule-at-a-glance ........................................................................................................................................... 3

Session Schedules and Descriptions .................................................................................................................. 4

Dolan School of Business Map ......................................................................................................................... 16

Save-the-Date NEFDC Fall 2015 Conference ................................................................................................... 17

Campus Map .................................................................................................................................................... 18
On behalf of the Center for Academic Excellence (CAE) at Fairfield University and the New England Faculty Development Consortium (NEFDC), we welcome you to NEFDC’s Spring 2015 Conference and the CAE’s 14th annual conference on teaching and learning, this year offered in collaboration. Our conference theme, Collaborations for Empowerment and Learning, celebrates and showcases 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. We are delighted to offer a rich variety of peer-reviewed interactive sessions, teaching tips, and poster presentations, as well as an invited keynote sessions on Universal Design for Learning based on cutting edge research in the learning sciences.

Our 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 a reception.

Welcome to the beautiful Fairfield University campus, and to our time together as colleagues and friends!

Suzanna Klafl, Ph.D.  Deborah J. Clark, Ph.D.
Director, Center for Academic Excellence  President, NEFDC
Fairfield University  Professor of Biology, Quinnipiac University
Schedule-at-a-glance

Friday, May 29, 2015

8:00 - 9:00am  Registration and Continental Breakfast  
Location: Dolan School of Business Dining Room (104A)

9:00 - 9:15am  Welcome and Introductions

9:15 - 11:15am  Interactive Keynote Presentation  
"UDL Immersion Experience"  Dr. Katie Novak  
Location: Dolan School of Business Dining Room (104A)

11:30am - 12:25pm  Concurrent Session 1

12:30 - 1:30pm  Lunch  
Location: Dolan School of Business Dining Room (104A)

1:35 - 2:30pm  Concurrent Session 2

2:35 - 2:45pm  Break

2:45 - 3:40pm  Concurrent Session 3

3:40 - 5:00pm  Poster Session / Wine and Cheese Reception  
Location: Dolan School of Business Dining Room (104A)
Session Descriptions

Friday, May 29

9:15 – 11:15am Interactive Presentation

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

Universal Design for Learning (UDL) Immersion Experience

Dr. Katie Novak
Assistant Superintendent of the Groton-Dunstable Regional School District, MA.

The brain research is compelling, the premise, career-changing, but what does it feel like to be a student in a UDL classroom? Come find out! In this session, higher education faculty will experience how even the most mundane topics can set the room abuzz when curriculum is planned without the presence of traditional barriers. Between each mini-lesson, faculty will receive concrete tips to help them implement UDL in their own learning environments, whether they are face-to-face or online. This keynote is perfect for attendees who want to see how the research translates into a challenging and unforgettable experience for all learners.

Dr. Katie Novak is currently the Assistant Superintendent of the Groton-Dunstable Regional School District in MA. With 12 years of teaching experience at the secondary, college, and graduate level, and an earned doctorate in curriculum and teaching from Boston University, Katie designs and presents workshops both nationally and internationally focusing on implementation of Universal Design for Learning (UDL). Katie is also the author of the best-selling book on inclusive education: UDL Now! A Teacher’s Monday Morning Guide to Common Core Implementation using Universal Design for Learning, published by CAST Professional Publishing (2014) and the forthcoming book, UDL in the Cloud, co-authored by Tom Thibodeau, which presents the need for UDL in higher education and offers concrete strategies for implementation (2015).

Topic Designation: Teaching & Learning, Universal Design for Learning
Friday, May 29

Concurrent Session 1  11:30am – 12:25pm

**Room 106**

11:30am – 12:25pm

**Interactive Session**

**Bridging the Gap: Providing Professional Development to K-12 Teachers**

Dakin Burdick, Mount Ida College; Susan Bastian, Mount Ida College

College and university personnel can build partnerships with K12 teachers and improve student college readiness through the creation of professional development opportunities for K12 teachers. Two experienced professional developers (one from higher education, one from K12) will lead participants through the issues surrounding the provision of professional development for K12 teachers, including time, space, topics, and methods.

*Topic Designation: Teaching & Learning*

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**Room 108**

11:30am – 12:25pm

**Interactive Session**

**Critical and Creative Thinking in the Higher Education Classroom**

Laurie Wolfley, University of Connecticut Institute for Teaching and Learning

Sally Dobyns, University of Connecticut Institute for Teaching and Learning

Many of us recognize that the traditional college classroom—that in which the professor presents fact-based information to students and then tests them on their retention of those facts—is falling short of teaching students to think effectively in the discipline. Yet, few would disagree with the notion that problem solving should be a goal for students in any discipline. Today's workshop explores various practical approaches to integrating critical and creative thinking into every step of course design—from developing course goals and student-learning outcomes, to creating meaningful activities and assignments, to conceiving and grading authentic assessments.

*Topic Designation: Teaching & Learning*

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**Room 110A**

11:30am – 12:25pm

**Interactive Session**

**Teaching with Technology**

Don Vescio, Worcester State University

Ever since the first personal computers, there has been interest in teaching with digital technologies. This interest greatly expanded with the rise of the Internet and online resources, and information technologies offer important tools that can enhance our classroom teaching. But too often, not enough attention is focused on matching specific technology tools to individual student need. This presentation will provide an overview on how to assess classroom technology resources within the context of UDL pedagogies.

*Topic Designation: Teaching & Learning, Technology, Universal Design for Learning*
### Room 110B
11:30am – 12:25pm

**Interactive Session**

**Partnering for the Success of Online Learning**  
**Kirsten Behling, Suffolk University** and **Kathryn Linder, Suffolk University**

This presentation will report on a national study conducted on the current institutional practices, structures, resources, and policies that are needed to ensure that online courses are accessible for all students in higher education. Specifically, it will focus on the need to better articulate who is responsible for online accessibility; the need for institutional investment; and the sense of being overwhelmed about where to begin. Finally, this presentation will close with a review of best practices for ensuring accessible online courses. At the conclusion of the session, participants will receive *A Guide to Increased Collaboration for Online Accessibility Initiatives*.

*Topic Designation: Teaching & Learning, Technology*

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### Room 112
11:30am – 12:25pm

**Teaching Tip Session**

**Facilitating Active Learning in Large Lecture Courses: The Flipped Method**  
**Sarah Wojiski, MCPHS University**

For faculty teaching large lecture-based courses, it is often a struggle to envision how to successfully execute the flipped classroom method when barriers such as technology or classroom constraints exist. In this session, participants will learn about strategies that can be used to transition a large lecture course into a flipped classroom. The session will draw largely on the experiences of the presenter in implementing case studies and the flipped classroom method in a large (250+ students) Introductory Biology class, but the approach is broadly applicable to any discipline. Tools for preparing original didactic videos and strategies for presenting case studies will be discussed. The session will also examine how the flipped classroom has changed teaching and learning habits and experiences, for both faculty and students.

*Topic Designation: Teaching & Learning, Technology*

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Noon – 12:25pm

**Using "Connect Finance" to Enhance Student Learning Outcomes**  
**Anita B. Pasmantier, Bloomfield College**

Connect is a computerized online teaching and learning tool that helps students master course content. It is essentially an online study/homework/quiz/test taking management system. Connect can be used for students who need extra help or used for homework and testing. Connect is put out by McGraw-Hill Education and is available for several texts across various subjects. I utilized Connect Finance this past semester and saw a vast improvement in grades on exams as well as student engagement in the course. The feedback from the students was extremely positive which was reflected in their improved results on exam 2, exam 3, and the final exam.

*Topic Designation: Teaching & Learning, Technology*

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**12:30 – 1:30pm**

**Lunch**

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

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## Friday, May 29

### Concurrent Session 2  
1:35 – 2:30pm

| Room 106 | Choose Your Learning Adventure with i>Clickers  
Jamie Kleinman, University of Connecticut-Avery Point |
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<tr>
<td>1:35–2:30pm</td>
<td>The i&gt;clicker is being utilized by an increasing number of instructors. It allows an instructor to ask a question, have students register their response, and display the responses in real-time. Data is recorded by a base station that is integrated with the class roster. Studies have shown that using i&gt;clickers in the classroom enhances student participation and performance. Most instructors use the i&lt;clicker to assess student comprehension by asking multiple-choice style questions and then reviewing the results. The i&lt;clicker has tremendous potential beyond this function to encourage student collaboration in the learning process and enhance their sense of empowerment and engagement.</td>
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<tr>
<td><strong>Interactive Session</strong></td>
<td>Topic Designation: Teaching &amp; Learning, Technology</td>
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| Room 108 | Multi-level Community Building through a First-year Learning Community  
Terry Novak, Johnson & Wales University; Paul Gounaris, Johnson & Wales University |
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<td>1:35–2:30pm</td>
<td>It is no secret that Learning Communities have long been proven to be part of a series of high impact practices in higher education. Digging more deeply into the basics of first-year learning communities, the facilitators of this session will illustrate the many layers of community building they have successfully used over the years with their first-year students. Teaming (on both the student and faculty level), engagement in community service-learning, and use of project-based learning that involves students, faculty, and nonprofit agencies will be highlighted. Session participants will come away with concrete ideas on how to incorporate these community-building aspects into their own classrooms.</td>
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<td><strong>Interactive Session</strong></td>
<td>Topic Designation: Teaching &amp; Learning, Community-Engaged Scholarship</td>
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| Room 110A | UDL Goes to College!  
Tom Thibodeau, New England Institute of Technology |
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<td>1:35–2:30pm</td>
<td>Universal Design of Learning (UDL) “is a set of principles for curriculum development that give all individuals equal opportunities to learn” (CAST.org). It is growing in popularity in elementary and secondary education and has started to gain a foothold in some colleges across the country. If nothing else, college faculty need to be aware of the UDL system in order to serve students who will come to college with a personal UDL “history.” This session will present an interactive (UDL style) opportunity for college administrators and faculty to learn about UDL and experience a short UDL lesson and investigate the creation process of a UDL assignment.</td>
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<tr>
<td><strong>Interactive Session</strong></td>
<td>Topic Designation: Teaching &amp; Learning, Universal Design for Learning</td>
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**Room 110B**  
1:35–2:30pm  
**Creative Classroom Culture for the 21st Century Learner**  
**Thomas Williams,** *Quinnipiac University; Anne Harrigan,** *Quinnipiac University; Betsy Rosenblum,** *Quinnipiac University; Richard Kamins,** *Quinnipiac University; Sigrid Nystrom,** *Quinnipiac University*  

Creating a culture of trust and cooperation allows for learner autonomy. The presenters have been experimenting with models of student-led environments and will demonstrate how they have adapted the Organizational Culture Assessment Instrument for Classrooms (OCAI-C) in their academic communities. In this interactive session, presenters and participants will engage in a process to understand and implement creative problem solving in the 21st century. Faculty will reflect on ideas of how to decentralize power in the classroom without giving up accountability.

*Topic Designation: Teaching & Learning*

**Room 112**  
1:35 – 2:00pm  
**Showcasing a “Drop in and Learn” Format for Faculty Development:**  
**TubeChop as one example**  
**Karl P. Carrigan,** *University of New England; Susan J. Hillman,** *University of New England*  

This session has a twofold focus in showcasing a delivery format for using technology to facilitate learning, the “drop-in and learn” event, and also providing a hands-on example of using TubeChop. TubeChop is a web-based application that allows faculty members to cut a section of a YouTube video and insert it into their PowerPoint. No more scrolling through the video to find the few moments you need!

*Topic Designation: Teaching & Learning, Technology*

2:05 – 2:30pm  
**FlipBoard: An App to Enhance Students’ Awareness and Interest in Current Event Topics**  
**Enda McGovern,** *Sacred Heart University*  

Technology has evolved so fast that teachers possess an extensive range of digital devices and software to deepen the student engagement. This presentation explores the impact of the app, FlipBoard, on students’ learning and engagement with class-assigned readings. This App enables teachers to create their own magazine and assign readings on current topics or news stories for students to consume as part of their weekly assignments. The content delivered through the app can be personalized to meet the requirements of any class and readings assigned across disciplines or academic areas.

*Topic Designation: Teaching & Learning, Technology*
Friday, May 29

**Concurrent Session 3**

**Room 108**

**2:45 – 3:40 pm**

**Sports as an Agent of Social Change**

**William Stargard**, Pine Manor College

This session is based on a course that I am currently teaching at Pine Manor College, Leadership in Action: Using Sports to Achieve Social Change (Note: The course ended on May 1, 2015). The course enables college students to examine how sports can help create positive changes for both individuals and society as a whole. For their service learning project, my students will be designing and implementing a series of activities and reflective exercises (incorporating motivational sports slides with words and/or images) for middle school students in an after-school program at the Boys and Girls Club in Boston. The service learning project is intended to benefit the Boys and Girls Club students through their experience and appreciation of sports as well as my students in their roles as facilitators of social change. My session is directly connected to the theme of collaboration leading to empowerment and learning.

*Topic Designation: Teaching & Learning, Community-Engaged Scholarship*

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**Room 110A**

**2:45 – 3:40 pm**

**Flipped Classroom Experiences in an Introductory Sociology Course**

**Lauren M. Sardi**, Quinnipiac University

Much recent literature has focused on the development and benefits of a flipped classroom (Fulton 2012; Sams and Bergmann 2011). However, the majority of that literature is devoted to research conducted primarily in STEM-focused courses (Berrett 2012; Brame 2013; Moore, Gillett and Steele 2014). There appears to be very little research on the context or benefits of a flipped classroom in the social sciences, including sociology. Thus, the overall purpose of my interactive presentation is to provide context and explain the process behind a flipped classroom in the social sciences and to model a class activity in which participants are actively engaged and can use in their own classes.

*Topic Designation: Teaching & Learning*

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**Room 110B**

**2:45 – 3:40 pm**

**Using Web and Smartphone Technologies to Extend the Learning Day**

**Joshua C. Elliott**, Sacred Heart University

Teachers are responsible for teaching a growing amount of information and skill sets in a finite amount of time. The use of technology can help make this challenge more manageable. The use of random technologies is an ineffective strategy. Teachers should choose technologies thoughtfully with specific learning objectives in mind. Strategies like asynchronous discussions, communication resources, and assessment tools will be discussed. Multiple technology resources will be shown, but only one resource will be demonstrated and discussed for each strategy to maximize productivity in the session.

*Topic Designation: Teaching & Learning, Technology*
**Interactive Session**

Room 112  
2:45 – 3:40 pm  
**Student-Faculty Collaboration in Organic Chemistry Course-Based Research**  
Kevin M. Shea, *Smith College*

This session will highlight the use of course-based research in the lab portion of Organic Chemistry II. We will describe the origins of the research idea as an undergraduate thesis in biology, its adaptation into a research project for 16 students in Organic II, and its current status as an undergraduate thesis project in chemistry. We will explore the scientific outcomes of the investigation and the extended student-faculty collaborations over two departments, two thesis students and 16 teaching-lab students. Comparative data between regular and research-based lab students will be presented.

*Topic Designation: Teaching & Learning, Collaborations/Partnerships in Higher Ed.*

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**Friday, May 29**

**Poster session**  
3:40 – 5:00 pm

**Dining Room 104A**  
3:40 – 5:00 pm  
**Statistics for Everyone: Empowering Faculty to Incorporate Statistics into Their Courses**  
Laura McSweeney, *Fairfield University*

As part of Fairfield University’s campus-wide initiative to promote quantitative reasoning (QR), two faculty members, one from Mathematics and one from Psychology, created faculty development workshops titled “Statistics for Everyone.” These interactive and interdisciplinary workshops provided valuable background material and teaching resources so that faculty could more confidently integrate statistics into their classes, and thus help students develop statistical reasoning. This poster will highlight the resources and materials presented to the more than 40 workshop participants across campus, and discuss some of the outcomes, successes and challenges of this type of QR initiative.

*Topic Designation: Teaching & Learning*

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**Dining Room 104A**  
3:40 – 5:00 pm  
**Faculty Adoption of Technologies in Team-Based Learning Classrooms**  
Bradford D. Wheeler, *University of Massachusetts Amherst*; Mei-Yau Shih, *University of Massachusetts Amherst*; Gabriela Weaver, *University of Massachusetts Amherst*

As faculty transition to teaching in Team-Based Learning classrooms, they must make decisions not only about their pedagogy, but also about how they will situate their instruction within a team-based learning environment using a variety of technology tools. However studies have largely ignored the perceived technology barriers and adoption factors faculty experience in these classrooms (Walker, Brooks, & Baepler, 2011). This study investigates a group of faculty members converting a traditional lecture course to a team-based learning class, for the first time providing an opportunity to investigate the perceived
technology barriers and adoption factors in team-based learning classrooms.

*Topic Designation: Teaching & Learning, Collaborations/Partnerships in Higher Ed., Technology*

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<th>Dining Room 104A</th>
<th>Academic Advising as Teaching</th>
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<tr>
<td><strong>3:40 – 5:00 pm</strong></td>
<td>David O’Malley, Bridgewater State University; Shan Mohammed, Northeastern University</td>
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Poster Session

Academic advising is a precursor and companion to instruction and the curricular content of students’ education. It can become a secondary act to our teaching and yet it is primary to developing a relationship in which students become known to us as teachers and in which students come to know themselves as life-long learners. Using contemplative practices and a developmental advising framework this poster demonstrates how academic advising can be used in advising with social work and public health students to achieve holistic student development in collaboration for learning and empowerment.

*Topic Designation: Teaching & Learning*

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<th>Dining Room 104A</th>
<th>A Department-Wide Focus on Scholarly Research in Educational Leadership</th>
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<td><strong>3:40 – 5:00 pm</strong></td>
<td>Maureen Fitzpatrick, Sacred Heart University; Mary Yakimowski, Sacred Heart University; Randall Glading, Sacred Heart University; Michael Barber, Sacred Heart University; Ann Clark, Sacred Heart University; Tom Forget, Sacred Heart University; Karen Waters, Sacred Heart University</td>
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Poster Session

This past fall, faculty in the Department of Literacy and Leadership in the Farrington College of Education at Sacred Heart University created a professional learning community to conduct a scholarly study. Coming from two campuses, this interdisciplinary, seven-member team with very diverse areas of expertise and research experience began its collaborative endeavor by first identifying colleagues’ strengths and interests to refine a topic to pursue together. Using a variety of collaborative strategies and technologies, the team is successfully on target to conduct a major scholarly study entitled, *Leadership Attributes Perceived by Practitioners to be Necessary to Affect Positive Change.*

*Topic Designation: Teaching & Learning, Collaborations/Partnerships in Higher Ed.*

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<th>Dining Room 104A</th>
<th>The World of Learners: An Innovative Approach to Teaching and Learning</th>
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<td><strong>3:40 – 5:00 pm</strong></td>
<td>Sophie Lampard Dennis, Landmark College; Dorothy A. Osterholt, Landmark College</td>
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Poster Session

The poster depicts our World of Learners Wheel, which allows those professionals who work with students to quickly assess, and ultimately address common student barriers. This model, derived from our original research, is the visual tool which we created to represent those specific factors within Four Domains of Learning that represent common obstacles for many college students, especially those within the at-risk population. Barriers, applied strategies, and the positive attributes are shown in relationship to one another. The intention of this instrument is to support students in transforming their own learning, which in turn can lead to a certain level of empowerment as they
shift any challenges to the more productive positive attributes required for academic success.

*Topic Designation: Teaching & Learning*

| Dining Room 104A | Interdisciplinary Insights - Discrete Mathematics and Data Structuring  
|                 | Aparna Mahadev, Worcester State University; Elena Braynova, Worcester State University |

Poster Session

Data Structures ranks as one of the most challenging courses in our Computer Science curriculum and as one that has the steepest learning curve for our students. An ongoing problem we face in teaching data structures is finding time and mechanisms to cover the mathematical concepts that are necessary for understanding the critical aspects of the course. In this poster presentation, we share our interdisciplinary approach, the challenges we faced, what worked and well and what still needs improvement. We share survey results showing that students had the opportunity to make connections not only between these two courses, but also between how what is being learned in the classroom fits into a broader scope of learning.

*Topic Designation: Teaching & Learning*

| Dining Room 104A | Navigating New Faculty Mentorships at Goodwin College, East Hartford, CT  
|                 | Kelson J. Ettienne-Modeste, Goodwin College; Lisa Coolidge Manley, Goodwin College; Vicky Navaroli, Goodwin College; Henriette M. Pranger, Goodwin College |

Poster Session

Goodwin College is a new baccalaureate with an expanding faculty for four, current academic departments. At the start of the 2014-2015 academic-year Goodwin College implemented an approved Faculty Mentorship Program across the four departments. Institutions are using mentoring at an increased rate to bolster faculty developments and student retention. The program director matched senior faculty with early-career faculty in the mentorship program for one year duration. This poster session brings aspects of the proposal, design, approval, implementation and evaluation of year-one of formal faculty mentoring at Goodwin College (e.g. challenges and strengths). Lessons learned are explored and described to poster viewers so that they may start or improve their faculty mentoring program.

*Topic Designation: Mentoring, Collaborations/Partnerships in Higher Ed.*

| Dining Room 104A | Utilizing Interdisciplinary Insights to Build Efficient and Effective Reading Skills  
|                 | Kathryn Nantz, Fairfield University; William Abbott, Fairfield University |

Poster Session

In team-teaching classes of first-year undergraduate Honors students, we have found that even well-motivated students complain of “too much reading.” We can make it easier for students to read extensively and critically, particularly via interdisciplinary pedagogy. Many of our students’ “ah-ha” moments combined historical with economic perspectives, showing the creativity that results from reading economic monographs, historical texts, and an historical novel in the same course. We found outlines, discussion questions, study guides, and
glossaries useful, but we also selected our course readings to ensure significant topical overlap. The diagrammatic methods of Economics helped students comprehend more loosely-connected historical narratives. We used matrices and other visual methods to accustom students to different patterns of prose, giving them practice in what Nancy Spivey calls the “reorganizing” of unfamiliar texts to conform to the students’ schemata.

*Topic Designation: Teaching & Learning, Collaborations/Partnerships in Higher Ed.*

| Dining Room 104A | KAIROS: The Right Time for the Laboratory as Educational Model  
| Albert C. DeCiccio, Labouré College |
| 3:40 – 5:00 pm |
| Poster Session |
| According to Neal Lerner, laboratory learning is “a clarion call for hands-on learning and social interaction among students with each other and collectively among faculty and staff and students” (*The Idea of a Writing Laboratory*). Laboratory learning, within and outside the classroom, provides a frame for the good work of higher education. If we act now, if we accept the concept of kairos, we will do more than help our current students. We will be sustaining higher education for the future. We will be a laboratory experiment that works for students, for faculty, for staff, and in the larger higher education community. |

*Topic Designation: Teaching & Learning*

| Dining Room 104A | The Interactive Voice: Designing the Mobile Classroom  
| Robert D. Kalm, Quinnipiac University |
| 3:40 – 5:00 pm |
| Poster Session |
| Robert Kalm develops graduate communications pedagogy, both online and on campus, taught primarily through mobile social media (blogs and microblogs, content communities, social networks, and collaborative websites – e.g. Twitter, Wordpress, Wikipedia, etc.) and outside of any managed virtual learning environments like Blackboard or Moodle. His poster will share five years’ course development and show professors how any type or level of program can utilize online and mobile technology to foster the global, interactive, virtual classroom. |

*Topic Designation: Teaching & Learning, Technology*

| Dining Room 104A | Harnessing the Power of Misconceptions to Energize Deep Learning  
| William J. Murphy, New England Institute of Technology |
| 3:40 – 5:00 pm |
| Poster Session |
| Do we really understand everything we think we know about fostering significant learning? Are our instructional practices sufficiently focused on addressing deeply rooted misconceptions that arguably are the most powerful impediments to learning? And are our assessment methods revealing whether students’ learning experiences are in fact changing the cognitive patterns deeply rooted in their misconceptions? Participants at this poster will reflect on how they address student misconceptions, exchange views with colleagues, and compare their approaches to a model suggested by the facilitator. |

*Topic Designation: Teaching & Learning*
Interprofessional Fall Prevention Education to Community Dwelling Seniors Using Simulation
Dining Room 104A
3:40 – 5:00 pm

Poster Session

According to the Centers for Disease Control and Prevention (CDC), one of three adults over 65 years old falls each year. Choi and Hector (2012) conducted research on fall prevention programs between 2000 and 2009 to assess the effectiveness of fall prevention programs and found most fall prevention programs decreased fall rates by 9 or 10%. Simulation has been utilized in health provider education (Rodgers, 2007) with extensive literature regarding its use and success with interprofessional education (Rossler, 2013). This presentation will showcase the incorporation of midlevel fidelity simulation into an interprofessional fall prevention program for seniors in the community.

Women Empowered as Learners and Leaders (WELL): A Community Partnership
Dining Room 104A
3:40 – 5:00 pm

Poster Session

The WELL program enables undergraduate students to connect with Bay Path University’s mission in challenging women to become leaders and to become confident and resourceful contributors to our increasingly interdependent world. The WELL program prepares students to be reflective and capable people, students, and professionals who can influence and advocate for others. A component of this program is a connection with a community partnership. This workshop will introduce the partnership between Friends of the Homeless and Bay Path University. As a result of this partnership, a thrift shop was opened that provides a shopping experience for the homeless population, allowing them to receive essential items at no cost.

The World is Your Classroom
Dining Room 104A
3:40 – 5:00 pm

Poster Session

Classes with a short-term travel abroad component are becoming more popular as an alternative to semester-long study abroad. Faculty-led classes provide an unique opportunity to connect the knowledge/skills practiced in the classroom with their application on global scale, especially when the interactions involve cooperation with institutions in another country. This allows students to see solutions to their questions from the perspective of other cultures and compare them with their own understanding. This poster will explore practical methods of incorporating the travel abroad into class curriculum, and discuss logistics of travel with student groups.

Topic Designation: Teaching & Learning, Community-Engaged Scholarship
The NEFDC seeks submissions for the Fall 2015 issue of *The Exchange*. We are especially interested in articles related to the themes of the 2015 conferences: “Innovative Pedagogy & Course Redesign: Collaborations for Empowerment & Learning” (this conference) and “Reclaiming Innovation: Promoting Student Ownership of Learning through Social Media” (upcoming Nov. 13, 2015 conference). Submissions related to past conferences will be considered for a section of *The Exchange* called “Continuing the Conversation.”

Submissions are due **August 14, 2015** to the Editor, Susan Wyckoff. The NEFDC Board members serve as reviewers for all articles. Detailed instructions for authors are available at [http://nefdc.org/exchange.html](http://nefdc.org/exchange.html); contact the Editor at susancwyckoff@gmail.com.
Map of Dolan School of Business
Helping students become effective networked learners begins by thinking carefully about where we conduct our online learning. Most online learning in higher education takes place in Learning Management Systems (LMS) such as Canvas, Moodle or Blackboard. While an LMS offers certain advantages for scaling standard experiences, these spaces are homogenized, transient and disempowering. As Jim Groom and Brian Lamb argue in “Reclaiming Innovation,” their critique of learning management systems, the fundamental problem is that learning management systems are ultimately about serving the needs of institutions, not individual students.

In this presentation, we’ll explore alternatives to learning management systems and the benefits of giving students control over the means of their intellectual production. We will examine a case study of T509- Massive: The Future of Learning at Scale, a course at the Harvard Graduate School of Education that examined a variety of large-scale learning environments with many learners and few instructors. The course design was inspired by the values of other educators who have congregated under the banner of Connectivist or Connected Courses. In these kinds of courses, how students learn is as important as what students learn. An explicit goal is for students to learn to build networks of learning resources — people, readings, websites and communities—that can help them continue learning in a domain long after a course ends.

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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. Alumni Field
28. Student Townhouses
29. Alumni Diamond
30. Dolan Campus
31. University Field
32. Basketball Courts
33. Alumni Softball Field
34. Campoin 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. 42 Bellarmine
48. St. Robert’s House
49. Jesuit Residence
50. Jesuit Residence
51. Hopkins Pond
52. The Village
53. Central Utility Facility