

# SRFIDC 2008

Southern Regional Faculty and Instructional Development Consortium

☼ *March 16th–18th*

## CHANGING LATITUDES, CHANGING ATTITUDES: CONNECTIONS THAT INSPIRE LEARNING *29<sup>th</sup> Annual Sharing Conference*

### AGENDA

AGENDA	
<b>Saturday, March 15</b>	
	Executive committee meets for dinner and planning
<b>Sunday, March 16</b>	
	Conference check-in at Tigertail Lake Conference Center Vans should start leaving at 11:15
12:00–1:30	Welcome Lunch
1:30–2:00	Conference Welcome
2:00–3:00	<p>Keynote <b><i>From Teaching To Learning + Five Faculty Development Strategies for Nudging Faculty Towards a Learning Approach</i></b> Neil Fleming—Lincoln University, New Zealand Tigertail Lake Conference Center</p> <p>The keynote address will identify the extremes of a teaching and a learning approach as evidenced among faculty and colleges. Strategies for teachers and students to move from one to the other will be offered. Some faculty development initiatives for moving faculty towards a learning approach will end the session.</p> <p>Participants will</p> <ol style="list-style-type: none"><li>1. Identify their position on a Learning—Teaching continuum;</li><li>2. Identify the position of their college on a Learning—Teaching continuum;</li><li>3. Recognize the characteristics that underlie positions on that continuum;</li><li>4. Recognize the teaching/learning strategies that might move a teacher/college towards a learning approach;</li><li>5. Check the effectiveness of some faculty development strategies for moving to a learning approach.</li></ol>
3:00–3:15	<b>—Break—</b>
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3:15–4:30	<p><b>Learning—From The Inside and Outside</b> Alison Morrison-Shetlar—University of Central Florida Tigertail Lake Conference Center</p> <p>In this session the participants will examine strategies that have engaged students in our general education curriculum in and outside the classroom. A demonstration of our GEP website at &lt;<a href="http://gep.ucf.edu">http://gep.ucf.edu</a>&gt; will be provided and result in discussion about relevancy of instructional materials for student learning. Examples of student learning will be shared with the group. This session is intended for faculty, developers, and anyone interested in student engagement.</p>
4:30–4:45	Conference updates and highlights for Monday
	Dinner on own/explore town
<b>Monday, March 17</b>	
	Breakfast at hotel Vans begin leaving at 8:00
8:00–9:00	Setup campus exhibits—Library 426
9:00–9:15	Welcome to Broward Community College J. David Armstrong, Jr., President—Broward Community College Library 425
9:15–10:30	<p><b>The Spectrum of Instructional Guidance: A Debate</b> Facilitated by Eric Main and Kevin Yee—University of Central Florida Library 425</p> <p>Working with instructors from different disciplines is like traveling to foreign countries. The vocabulary changes dramatically; the value of teaching and learning is inconsistent; and the rules for interacting are sometimes just mysterious. Faculty Developers are often consulting with one instructor toward opening up a rigid methodology to more ways of learning only to go to the next consultation trying to get a teacher to consider building some modicum of structure into a course. What is the right balance?</p> <p>This session will use structured debate among participants to engage the polarities of minimally-guided instruction versus maximally-guided instruction, and the goal is to reveal clear and convincing strategies for moving faculty beyond either/or assumptions and practices.</p>
10:30–10:45	<b>—Break—</b>
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	<p><b>1. From VARK to Active Learning</b> Neil Fleming—Lincoln University, New Zealand Library 425</p> <p>This workshop will explain some of the intricacies of the VARK and results from its database. There will be an explanation of the various VARK profiles that students have and how to teach/reach them. The links between VARK and Active Learning will be explored and examples given of how to become known as a teacher who fosters active learning.</p> <p>Objectives:</p> <ol style="list-style-type: none"> <li>1. Use the VARK instrument more effectively;</li> <li>2. Explain the characteristics of various VARK learning preferences;</li> <li>3. Identify some of the different ways that their students learn;</li> <li>4. Revisit the intent and importance of active learning;</li> <li>5. Recognize links between active learning and student preferences.</li> </ol>
	<p><b>2. Learner-Centered Assessments: Real Strategies for Today's Students</b> Celeste Fenton and Brenda Watkins—Hillsborough Community College Library 419</p> <p>As the title of the 11th volume of the <i>Cross Paper</i> series suggests, assessment activities should not be infrequent or isolated class experiences, nor does assessment always mean that students are engaged in a formal graded exercise. Instructors who employ multiple types of assessments help motivate students to dig deeper into course materials and to complete assignments in a thorough manner, actively engaging students in the learning process and helping students to apply learning in new and challenging ways. As the 2007-08 Patricia Cross Fellows, we will provide an overview of a variety of assessment strategies for traditional and distance learning teaching.</p>
<b>Sessions</b> 10:45–11:45	<p><b>3. Avatars and Learning: A Personalized Approach to Online Faculty Development.</b> Nick Palmieri &amp; Rick Hubbard—Palm Beach Atlantic University Library 315</p> <p>Avatars (cartoon-like animated characters) are emerging as a popular tool for online businesses. An avatar can have the capacity for text-to-speech, or voice recording that is synched to lip movement. The potential for enhancing educational experiences is related to an avatar's capacity to communicate in a conversational style. There is promising preliminary research that the use of onscreen speakers who use a conversational style improves student learning. An online avatar lesson on learning styles will be presented.</p>
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11:45–1:25	Lunch and Welcome from Dr. Edna Chun, V.P. H.R. & Equity Library 426
Sessions 1:30–3:00	<p><b>1. Facilitating Transitions: Faculty Development that Addresses Career Development Milestones</b> Bill Hill—Kennesaw State University Jace Hargis—University of the Pacific Library 425</p> <p>We will share models of transitions in faculty development in three stages: 1) Birth, 2) Adolescence to Early Adulthood, and 3) Adulthood. Successfully integrating the new faculty member into an Institutional Culture typically requires more than a one-day New Faculty Orientation. We will share our proposals for year-long programs. Faculty are interested in surviving P&amp;T, which includes successful mentoring initiatives that enable faculty to successfully understand and navigate P&amp;T. We will address the challenges of SoTL from a pre-tenure perspective and how it is valued. Finally, we will consider programs for maintaining vitality, exploring new opportunities, and how we can keep faculty engaged post tenure.</p> <p><b>2. Inspiring Teachers to Learn about Teaching: Confessions of a First-Year Center Director</b> Peter Lindsay—Georgia State University Library 419</p> <p>University professors are, especially at research institutions, often reluctant to avail themselves of the services that teaching centers provide. In part, the problem lies with an ethos that not only undervalues teaching, but that treats the study of education with suspicion. Teaching centers, then, to be effective promoters of student learning, need somehow to break this ethos down. But how? How do we inspire teachers to learn about teaching? Dr. Lindsay will recount one (new) director's efforts.</p> <p><b>3. Earning Your Apple: Applying Best Practices in Learning-Centered Teaching</b> Christy Price—Dalton State College Library 315</p> <p>During this engaging session, an overview of the recent literature regarding effective pedagogy and strategies for creating successful learning environments at the college level will be provided. Throughout the presentation, we will engage in activities that will require us to reflect on course design and techniques for creating more learning-centered instruction. Open-ended questionnaires, check-lists, and digitized video clips of professors and stu-</p>
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Sessions 1:30–3:00	dents will be utilized in order to facilitate discussion regarding practical steps professors can take to increase student learning. Faculty and Instructional Development Coordinators will be able to use the materials to present workshops for faculty at their respective institutions.
3:00–3:15	<b>—Break—</b>
Sessions 3:15–4:15	<p><b>1. Center for Teaching and Learning: A School-Consultant</b> Chris Stabile—Keiser University Library 315</p> <p>Participants will learn about a school-consultant process model (Reason, Analysis, Consultation, Evaluation), in which a CTL Director served as an internal consultant to more effectively address the needs of specific departments and particular faculty. This model allowed the Director to identify key faculty and develop working relationships with them to discover the specific needs and address them in a lunch-based collegial setting. Offering small-group consulting sessions that focus on the needs of specific department made the sessions relevant and meaningful. Learning outcomes, observations, and follow-up survey data were used to measure success. This is designed for CTL Directors.</p> <p><b>2. Barriers to the Expansion of E-Learning</b> Elias Garcell—Broward Community College Library 425</p> <p>The implementation of technologies for e-learning has been on the rise, yet the adoption rates have been slow. Researchers have hypothesized the reasons for the delays, but the literature review shows that reasons for delays were different for each study. A large, multicampus community college located in Florida has already experienced success in implementing an e-learning environment. The purpose of this presentation will be to present the barriers and factors hindering the college professors from implementing e-learning in their educational strategy. Additionally, this presentation will review an approach for uncovering the barriers and factors that may be specific to each college. Before there can be a change in momentum, administrators and those responsible for supporting the implementation of e-learning should investigate the underlying assumptions of e-learning. The acceptance of institutional change towards e-learning will depend on the fit between the norms embedded in the changes and the extent of the institution's culture.</p>
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<b>3. Second Life: Changing Worlds</b>	
<b>Sessions</b> 3:15–4:15	<p>Irene Kokkala &amp; Stephanie Songer—N. Georgia College &amp; St. University Library 419</p> <p>Starting in 2006 two members of CTLE entered the virtual world of Second Life (SL) to identify ways it could possibly be used in education. At the time, a few universities were present “in world”, engaged in educational activities and the “Teen Grid” was receiving attention as a potential stage for educational focus. A year later “Auraria Island” came to life placing NGCSU on the SL map. In this presentation, we will review best practices adopted by SL educators and introduce our experiences thus far. We will present the points of view of the faculty developer and the early adopter.</p>
4:15–4:30	<b>—Break—</b>
4:30–5:30	<p><b>Group tour and planetarium presentation</b></p> <p><b>Vans leave for Night-on-the-Town at Rustic Inn Crabhouse</b></p>
<b>Tuesday, March 18</b>	
	Hotel check-out—Vans leave at 8:00
8:30–9:30	Breakfast and Business Meeting Library 426
9:30–9:45	<b>—Break—</b>
<b>Sessions</b> 9:45–11:15	<p><b>1. Communicating the Difficult Issues with Online Students</b> Jane Treptow—BCC Central Campus Library 419</p> <p>Students communicating online may or may not realize the tone of their voice, or are writing to you in upper case, or are constantly demanding, or are very self-righteous, or are driving you nuts. How do instructors handle these “sticky issues”?</p> <p>Instructors should first acknowledge feelings such as anger, exhaustion, frustration, or the feeling of being taken advantage of before the teacher can listen to the student; then, they should listen to students and acknowledge the students’ feelings/emotions or concerns or excuses. Next, how do teachers communicate their concerns or points to students without alienating students or having students withdrawing from the course. At this time students may become defensive or more abrasive. The emotions of both instructors and students need to be analyzed. Finally, we will look at the implementation of the core attitudes.</p>
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<b>2. Nurturing the Expectancy Effect</b>	
	<p>Karen St. Clair—Auburn University Library 425</p> <p>The essence of the expectancy effect is behind one of Chickering and Gamson’s principles of good practice in undergraduate education – communicates high expectations. That is, if you expect students to be able to learn, they will. The effect is predicated on <i>attitudes</i> toward student learning, and on our willingness to adjust the <i>latitude</i> of our beliefs about student uniformities. Workshop participants will understand the expectancy effect, see how high expectations are conveyed, and generate a list of ways to nurture the effect. Faculty can use the strategies in their teaching, and academic developers can conduct this workshop for their faculty.</p>
<b>Sessions</b> 9:45–11:15	
11:15–11:30	<b>—Break—</b>
11:30–12:00	Closing Session— Library 425-426
12:00–1:00	Executive committee meeting

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