

Enhancing Teaching & Learning Conference

Saturday, February 24, 2007

Presented by:
Kansas City Professional Development Council



Location:
Park University
8700 NW River Park Drive
Parkville, MO

Schedule at a Glance

7:45 a.m.	Registration
Center for Distance Learning	Look for Signs
8:15 a.m.	Introductions & Instructions (CDL - MA)
8:30 - 9:15 a.m.	Concurrent Session #1
9:25 - 10:10 a.m.	Concurrent Session #2
10:20 - 11:05 a.m.	Concurrent Session #3
11:15 - 12:00 noon	Concurrent Session #4
12:00 - 1:05 p.m.	Lunch & Keynote (CDL - MA)
	(Box lunch provided by KCPDC)
1:15 - 2:00 p.m.	Concurrent Session #5
2:10 - 2:55 p.m.	Concurrent Session #6
3:05 - 3:50 p.m.	Concurrent Session #7
4:00 p.m.	Closing & Prize Drawing (CDL - MA)

KCPDC will fund conference registrations for full and part time employees of member institutions: Baker University, DeVry University, Johnson County Community College, Kansas City Kansas Community College, Metropolitan Community Colleges, University of Missouri – Kansas City, and Park University
Participants from Non-member colleges: Registration cost is \$25.00 for faculty and \$15.00 for students.
Registration fees should be paid the day of the conference, make checks payable to: KCPDC

Registration & Additional Information: Please contact Jack Strange, DeVry University
Phone: (816) 941-0430 ext. 5447
Email: jstrange@kc.devry.edu

Or - contact your campus KCPDC representative

Registration Deadline:
February 6, 2007

Registration (7:45 a.m.)

- Registration will be located in the lobby of the Center for Distance Learning
- The Center for Distance Learning (CDL) is located in the “under-ground” at Park University

Conference Prize Drawing

At the conclusion of the Enhancing Teaching & Learning Conference, KCPDC will sponsor a drawing for conference door prizes. The ticket you receive at registration will be your entry into the drawing. The prize drawing will be held at the conclusion of the conference. **YOU MUST BE PRESENT TO WIN.**

First Prize -Dell computer and printer

Second Prize -

Third Prize -

Fourth Prize -

Introduction and Instructions (8:15 a.m.)

CDL - MA

Session #1 (8:30 – 9:15 a.m.)

Integrating the Person-Centered Strengths Assessment and Personal Wellness Plan to Instruct and Engage Students

(CDL - Computer Lab)

Walt Kisthardt – Park University

The Introduction to Social Work class exposes freshmen and sophomores to the purpose, values, knowledge, skills, and societal sanction of the profession of social work. Two helping tools (which have been developed and disseminated in the social work field nationally by the presenter) are the Person-Centered Strengths Assessment and Personal Wellness Plan. In order to teach students how social workers use these tools in order to develop an assessment and work with service participants to assist them in achieving their goals, students were given an assignment early in the semester to work on their own strengths assessments and to develop their own personal wellness plans. The students’ response to this assignment was very positive and it seemed to foster an atmosphere of openness, sharing, and safety very early in the semester. We will review what was learned in this process and participants will have the opportunity to begin to develop their own strengths assessments and personal wellness plans.

In Case of Injury: Use of a Case Study to Engage Students in Learning Brain Structure and Function

(Woodard Conference Room)

Charmaine Henry - Baker University

Case studies are stories to enhance learning by illustrating how a topic applies to real situations. Case studies make learning student-centered rather than instructor-centered. While solving a problem, students learn the content and develop the ability to make connections between concepts and draw conclusions. Thus cases provide an effective technique to evaluate students’ understanding, reinforce key concepts, and correct their misconceptions. When case studies are interwoven with traditional lectures, the benefits are huge. Students become excited about applying the content, get actively involved, and have a better understanding and recall of concepts. This true story engages students in determining the areas of brain injury and potential problems in a construction worker who was shot multiple times with a nail gun.

Cooperative Learning in Technology, an Overview

(CDL – MA)

Tom Wheeler – DeVry University

(NOTE: this particular session lasts until 10:10 a.m.)

This module is an introduction to cooperative learning in a technology classroom (though the techniques are applicable to all areas of study). At the conclusion of the workshop, participants will have the tools needed to begin implementing cooperative teaching in their own classrooms. A sample cooperative exercise will be completed by the group during the presentation.

Session #2 (9:25 – 10:10 a.m.)

The Classroom Flip

(CDL – Computer Lab)

Beverly Bohn – Park University

Are you a perfect teacher and your students complete every assignment on time? If so, then you don't want to attend this session.

However, if you can identify a frustration you have in your teaching or with your students' learning, you might want to learn about the Classroom "Flip". What would you want to change? How can you improve on what you are already doing? How can you motivate your students? What are the capabilities of the new instructional technologies?

The Classroom Flip model seeks to help minimize these needs by "flipping" what has traditionally been done inside and outside the classroom. Can a Course Management System help? How would you finish this sentence? "If I could fix one thing in my class, it would be ..." *Note: Put the question in terms of your teaching and your students learning, this is not a question about technology.*

What Does Reading Have to do with It? It's a Math Class!

Martha Haehl - Metropolitan Community College

(Woodard Conference Room)

The presenter will share some of her experiences team-teaching Basic Math and Read II with a reading instructor at a community college and give specific examples of reading strategies she continues to use and develop to teach all levels of mathematics. The presenter will also share results from her dissertation (in progress at UMKC) about the predictive nature of reading and numerical skills placement scores on student grades in Basic Math and Introductory Algebra.

Participants will work through sample math reading activities then sketch out some ideas for incorporating reading strategies into their own instruction—whether they teach science, technology, social science or humanities classes. Mathematicians and non-mathematicians alike can participate and benefit from the session.

Transparent Use of Technology: An Interactive and Participatory Classroom

(CDL – MB)

Dr. Thomas C. Hall – Kansas City Kansas Community College

This kind of class can be the best of times for the educator as well as the students. By its very nature the information we cover will be empowering for the student. Through discussion and demonstration participants will experience how students have tackled a problem, and worked it through – successfully completing the self-directed assignment. Some ideas for creating fun using technology in the classroom will be familiar, some will seem new, a whole wagonload of borrowed and something blue to take with you. There will be some presenting and a lot of sharing methods and techniques discovered through deep soul searching.

Session #3 (10:20 – 11:05 a.m.)

“Overcoming the Costs of Technology: A Case Study in Creative Solutions”

Joe Watson – Baker University
(CDL – Computer Lab)

When Baker University decided to rebuild its student TV program, the expense of creating a television station virtually from scratch seemed like an insurmountable obstacle. Equipping a control room alone could have surpassed a quarter of a million dollars. Through research and creative solutions, however, goals with monster price tags were achieved for a fraction of the price. The university went from having very little TV presence one semester to producing a weekly 30-minute program the next. Now, after one year, enrollments have tripled. Find out how out-of-the-box thinking worked to solve this pricy technological dilemma.

Using Multiple-Choice Questions to Evaluate Student Learning

Kathleen Vinlove – Park University
(Woodard Conference Room)

If properly chosen or constructed, multiple-choice examination questions can be an efficient and effective tool for assessing student learning. But multiple-choice has its critics. Some say that such exams are really “multiple-guess” and are too easy for both the student and instructor; others assert that they are too difficult since the wording of problems may not be exactly the same as the lecture notes or textbook. There is a middle ground between these two extremes, however, and several guidelines toward reaching that ground will be explored. First, the type of course material most suitable for multiple-choice assessment will be identified. Second, guidelines for choosing questions from test-banks will be presented. Finally, steps toward successfully writing one’s own questions will be outlined.

Experiential Learning: Campaigning from Home

Bruce Anderson – Baker University
(CDL – MB)

This presentation discusses the planning and execution of a course in campaigns and elections which attempts to bring the practical side of politics into the classroom through series of practical exercises in the craft. Students learn to operationalize their research through plumbing the predictive power of their research. The presentation discusses five election year cycles of "Election Watch", an event intrinsic to the course, which takes place during an election year (Presidential or Congressional) and suggests ways of generalizing the experiential model to other courses and disciplines. The emphasis is on creating opportunities for students to experience their research in settings not conducive to standard internship models.

Session #4 (11:15 – 12:00 noon)

Enhancing the Understanding of Network Concepts by using Ethereal

Wen-Jung Hsin – Park University
(CDL – Computer Lab)

In teaching computer networking, the author has used the Ethereal software in both hands-on network administration course and pure networking theory course for about 3 years. The author firmly believes that Ethereal helps students understand networking concepts, including the protocols and the protocol layers, and how systems communicate with each other. Ethereal enables students to observe the network traffic while it is going on. Additionally, Ethereal helps students debug communication problems when the communication system is not set up correctly. Lastly, Ethereal can help identify communication and security loopholes.

In this presentation, the author will introduce the audience to Etheral software. The author will demonstrate the use of Etheral in different networking settings. Several networking projects using Etheral are readily available for the audience to use in his/her networking courses.

Comparing Standardized Critical Thinking Tests

Donald Hatcher – Baker University
(Woodard Conference Room)

In this age of mandated outcomes assessment, when an institution lists critical thinking (CT) as an educational goal, assessing putative gains and losses of CT skills over students' college careers becomes a necessity. There are numerous tests on the market. One obvious question is, given one's specific conception of critical thinking, which test is best suited for one's program or institution?

This presentation provides a detailed description of Baker's required, two-semester, freshmen CT/Composition sequence and then analyze the data from sixteen years (1990-2006) of pre and post testing for freshmen, as well as freshmen to senior gains and the reported gains at other institutions. The study used three well-known standardized CT tests: the Ennis-Weir Critical Thinking Essay Test (E-W), the California Critical Thinking Skills Test (CCTST) Form A, and the Cornell Critical Thinking Test, Level Z. The effect-size gains have varied significantly. This leads to the conclusion that which of the three standardized tests one chooses should depend on how one conceptualizes and teaches CT at his or her institution. Or, to put it differently, the apparent success of one's approach may be relative to the test one chooses to evaluate the program.

Three Energizing Ice Breakers for Breakthroughs with Complacent Students

Jason Brensda - Metropolitan Community College
(CDL – MB)

StylePlay Card Game for Teamwork, Leadership or Communication

- The StylePlay Card Game provides simple and fun ways to introduce students to each other, and:
 - Gain a better understanding of personality styles and how they interact with each other.
 - Develop ideas for interacting with people who have different styles.

Gobbledygook Disinhibitizer/Energizer

- The Gobbledygook Disinhibitizer/Energizer gets students out of their seats for a fun, energizing activity for overcoming inhibitions for participating in discussions and activities.

World's Easiest Quiz

- The World's Easiest Quiz is a critical thinking exercise designed to challenge students to recognize that things are not always what they seem to be, and to not take things for granted based on their labels or descriptions applied by others.

Lunch & Keynote Speaker (12:10 – 1:05 p.m.)

(CDL MA)

Box lunches provided by Kansas City Professional Development Council. Please join us in the CDL MA for lunch and conversation **with**

Session #5 (1:15 – 2:00 p.m.)

Technology in the Classroom:

Steve Hallman – Park University
(CDL – Computer Lab)

This facilitator led presentation illustrates the usage of PowerPoint in a non-sequential manner - offering flexibility and feedback during a classroom presentation.

- The attendees will:
 - See and learn how random PowerPoint slides work.
 - Understand the overall design methodology
 - Quickly adapt this concept to your own classroom presentations (high school and college level courses).

Academic Integrity: A Faculty Perspective

Dennis Lang – DeVry University
(Woodard Conference Room)

This breakout session will include a presentation of the results of a recent doctoral research study completed by DeVry CIS professor Dr. Dennis J. Lang entitled, “*Faculty Perceptions, Attitudes, and Experiences with Academic Integrity at a Small, Private, Technological University.*” The presentation will include a lively discussion on the topic of Academic Integrity. Come and share your opinion and your experiences!

Exploring the Arts and Ideas Surrounding Us

Jan Rog - Metropolitan Community College
(CDL – MA)

What connection do Plaza Fountains have with Ancient Rome? What do Liberty Memorial and Ancient Egypt have in common? In *Humanities, Past and Present* students learn about the arts from the Classical Period through the 20th Century. Exploring their own community while learning about the arts in history, students are able to articulate how the arts and ideas of the past influence their world today. They then initiate their own trips, research the sites here in the Greater Kansas City community, and teach their classmates about Kansas City’s cultural sites. Blues to ballet to tagging: Kansas City is filled with expression and creativity students may just appreciate in a new light.

The presentation will first outline how the sites are identified and presented to the students in a Humanities Class. After that, participants will be given short exercises in which they match Kansas City landmarks with some corresponding themes from the class. Finally, participants will be able to tell how they could engage their students in such a manner.

How hard can it be to engage the students in “playing”

Inge Balch – Baker University
(CDL – MB)

I TEACH ART! I can already “hear” what you are thinking. How hard can it be to engage the students in “playing”☺.

GUESS WHAT! Many students are afraid of taking an art class; it IS hard work and everyone sees your mistakes. It is embarrassing for some students, but they have to get through. How do I engage the students when they feel beat from the very start? Make the class exiting! Most art forms can be integrated with core curricular areas, world events etc. but how? I will be delighted to share my ways of engaging college students and I am looking forward to your participation.

Session #6 (2:10 – 2:55 p.m.)

Use of Technology in Teaching General Physics

Mahmoud Al-Kofahi – Baker University
(CDL – Computer Lab)

Effective teaching of general physics requires the integration of lectures, experiments, and problem's discussion. In this work, I'll present a case study of how technology and internet are used in teaching general physics at Baker University. This includes the use of power point presentation for lectures, with live connection to the internet for demonstrations and interactive problem solving. It includes tips that proved to be effective inside the classroom environment to stimulate critical thinking. A description of how Blackboard is used, as a medium of communication with the students and for posting lecture notes and other support materials. The use of computers and proper sensors/transducers in the general physics laboratory as a tool for data collections, measurements, and analysis, is also discussed.

Teaching the Skills of Conflict Management with Simulation Gaming

Robert H. Williams - Metropolitan Community College
Alexander J. Williams - William Jewell College
(Woodard Conference Room)

(NOTE: this particular session lasts until 3:50 p.m.)

The authors developed a theory of simulation game design called "Multiple Identification Theory." They created a game ("Culture & Creed") via this theory as a simulation of conflict management in Middle Eastern politics. The simulation was designed to change attitudes in this conflict from ones of competition to cooperation. Participants completed pre-tests of questionnaires measuring attitudes towards "cooperation versus competition," "truthfulness versus deception," and "viewing a situation from a social versus an individual perspective." Subjects played the simulation twice, and then completed post-tests of the same questionnaires. The experimenters recorded behavioral measures of the players' cooperative or aggressive conduct during the simulation. Statistical analysis found significant change (in a cooperative direction) for all measures.

Avoiding Death by Lecture: Active Learning in the College Classroom

Charis Sawyer – Johnson County Community College
(CDL – MA)

Current brain research strongly supports the use of multiple strategies in teaching at all levels. This hands-on session will explore alternative classroom presentation techniques. Discover a little about the brain and how it learns most effectively. Take back activities to use in your classes next week. Although the presentation is based on a college reading class, everything can be easily adapted across the curriculum. Procedures for vocabulary review, group discussions, and specific skill development will be given.

Sidecars, Necklaces and Hypocycloids

David G. Scott - Metropolitan Community College
(CDL – MB)

The Making It In KC program is designed to develop highly capable entry-level manufacturing employees. Among the skills taught are problem-solving and teamwork. To that end, three exercises were developed:

- 1) Building sidecars
- 2) Stringing necklaces
- 3) Manufacturing hypocycloids

All three exercises will be explained and discussed. Come hear how inter-team and intra-team problems were added to the exercises. Brainstorm solutions with your fellow attendees. Get an answer to the question that's been keeping you up at night: "What the heck is a hypocycloid?"

Session #7 (3:05 – 3:50 p.m.)

Engaging Archaeology and Anthropology Students in the Multi-Media Classroom

Mark Raab – Johnson County Community College
(CDL – Computer Lab)

Although "smart classrooms" (multi-media equipped) are becoming more common, many faculty still have unjustified fears of the utility and reliability of this relatively new technology. This talk demonstrates how a popular computer presentation program, Power Point, can be used as a control panel for an entire class curriculum, integrating diverse media including text, graphics, video, sound and WebPages.

Getting students to talk: A model for generating effective student-led discussions

Marc Cater – Baker University
Rob Flahery – Baker University
(CDL – MA)

This session provides an overview of a model for student-led discussions, and reports on the relative success of the model in a team-taught seminar course in psychology. This unique approach is based on the work of Robert Schaible and Gale Rhodes that includes very clear expectations for the students' preparation for class and some prescribed faculty behaviors during the discussion session. We will discuss the Schaible and Rhodes model, our modifications and the resulting classroom discussion environment.

Engaging Assessments: Using Learning Contracts to Engage Students

Amber Dailey – Park University
Emily Donnelly – Park University
B. Jean Mandernach – Park University
(CDL – MB)

A learning contract is an agreement between a teacher and a student that specifies the content of the learning experience, process by which learning takes place, and assessments used to measure learning outcomes. In contrast to typical instructor-driven instructional strategies that utilize grades as motivators for performance, learning contracts engage students as active partners in the educational process which allows students to create learning experiences that are personally meaningful and relevant. As such, students shift from passive recipients of knowledge to active contributors to their own education. Despite theoretical benefits, faculty may find that implementation of learning contracts may reinforce a *completion* rather than *competence* approach to learning. This presentation will discuss theoretical and practical considerations of integrating contract learning strategies into the college classroom.

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Kansas City Professional Development Council
Mission: To plan and implement professional development programs for the faculty and staff of its member institutions.