Conference Sessions Schedule and Information

Upper Peninsula Teaching and Learning Conference

All times are Eastern Daylight Time.

THURSDAY, MAY 4
PRE-CONFERENCE WORKSHOP 3-5 PM Thursday, May 4 ($20.00 additional fee)

in Rekhi Hall Room G005 (The Jackson Active Learning Classroom)
Michigan Tech participants should register here. All other participants should register and pay here.

Dr. Christine Harrington will present "The Science of Motivating Students: Doing What Works!"
Perhaps one of the most important student success factors is motivation, yet faculty members often struggle with how to best motivate students and ultimately influence student learning. Theory and research on student motivation will come alive in this interactive workshop. The focus will be on how motivational theory and interesting findings from research studies can be used to positively influence student learning, putting research into immediate practice in your college classroom and institution. Come and learn what works!

FRIDAY, MAY 5

9:00-9:30 AM	Registration and check-in	Rekhi 101
9:30-10:20 AM	Concurrent session #1	
	Active Learning Track	Rekhi G005

"Thoughts After One Year of Active Learning - Experiments in Calculus III"
Teresa Woods, Michigan Tech, Lecturer, Mathematical Sciences and Director,
Math Learning Center
This session will share lessons learned after two semesters of incorporating flipped and active learning approaches into a multivariable calculus course with a section size of roughly 50 students. The ideas that will be presented could easily be adapted

to other disciplines. Experiences using i-clickers, Immediate Feedback Assessment Technique (IF-AT), "green pen quizzes", and assorted pre-exam review techniques will be shared. Specific suggestions for shaping classroom norms necessary for these approaches to be successful will also be provided.

[Online Learning Track](#)   Rekhi G009

"WebTA: Automated critiquing of student work in online computer science courses"
Leo Ureel III, Michigan Tech Lecturer, Computer Science and Coordinator, Computer Science Learning Center

Online courses are student driven with much of the work completed on the student's (not the instructor's) timeline. How do you critique student work and provide feedback when you are not online? WebTA is a tool for providing immediate feedback on computer science programming assignments. Students receive timely, intelligent critiques of compilation, test results, and programming style while they are working on their assignments. WebTA scaffolds student learning, even when you are soundly sleeping at 3 o'clock in the morning.

[Assessment Track](#)   Rekhi G006

"General Education Assessment at Michigan Tech: Piloted Methods for Course-Level Assessment of Science Courses"

Jean Kampe, Associate Provost; John Jaszczak, Committee Chair for University Goal 2; Michael Meyer, Physics Instructor

For the past three years, university goal assessment results for Michigan Tech's General Education program have provided actionable information to improve assessment processes as well as student achievement at the Gen Ed program level and specifically at the course level for two multi-section foundational courses. With a growing interest in course-level, university goal assessment to support student learning, two course-level assessment models were piloted this past spring. In this session, an overview of the university's General Education program will be provided, and recently piloted assessment models for large and small-size introductory science courses will be presented with results.

[Other Issues in Higher Ed Track](#)   Rekhi 214

"To Flip or Not to Flip"

Dr. Christine Harrington

There's a lot of buzz around the flipped classroom model but does it work? During this highly interactive session, we'll review the history of this model and then focus on the pros and cons of the flipped classroom, especially in first-year courses. Come explore the research and begin to think about what is perhaps the more important question: Given all of the tools available, how can we maximize learning in and out of the classroom?

10:30-11:20 AM   Concurrent session #2

[Active Learning Track](#)   Rekhi G005

Moving from an Experiment to the Norm in your Classroom

Jill Leonard, Prof. Biology, NMU

Active learning has been part of the higher education lexicon for decades with substantial evidence supporting its effectiveness, but it remains relatively rare in many departments and is still not considered the norm in higher education. Many educators test out active learning techniques to good effect, but these techniques often remain the "unusual" or "special" part of the class while lecturing remains the bread-and-butter of the course. In this seminar, we will explore how instructors can move toward a fuller integration of active learning techniques into their pedagogy. Topics to be explored include the effect on students of frequent and consistent active learning incorporation, how to keep active learning "fresh" for your students, tips to help active learning techniques feel natural to you and your students, and suggestions for course structuring to moderate work load for the instructor and students. This seminar will ask participants to consider their own prior experience and develop personalized strategies for consistent active learning practice.

[Online Learning Track](#)   Rekhi G009

"Becoming an Online Teacher"

Stacey DeLoose and Scott Smith, Center for Teaching and Learning, NMU, and Shaun Thunell, Special Instructor, School of Clinical Sciences, NMU

While many instructors have a great deal of experience teaching face-to-face, the online environment is very different. In 2016, NMU launched an intensive Online Teaching Fellows program that leads faculty through that transition. In this session, Center for Teaching Learning staff and an NMU Online Teaching Fellow will provide an overview of the process that Fellows follow to become leaders with expertise in best practices for online course design, quality standards, course development, course delivery, and evaluation. They will share successes, lessons learned, and strategies Fellows take to help colleagues take steps toward becoming successful online instructors.

[Assessment Track](#)   Rekhi G006

"Revising and Assessing a General Education Program: The Northern Michigan University Experience"

Mike Burgmeier, Associate Professor, Library, NMU and Wendy Farkas, Assistant Professor, English, NMU

Beginning in 2013, Northern Michigan University began the process of completely revising their General Education Program and how it is assessed. With the new program going into effect fall 2017, this session will review the structure of the new program and provide details on the assessment process. In addition, we will share data and what we learned about the process from an assessment trial of two English courses being conducted this semester.

	[Other Issues in Higher Ed Track](#)	Rekhi 214

"Autism Spectrum Students and the Higher Ed Classroom"

Panel

As a larger number of students on the Autism Spectrum attend college, faculty need to raise awarness of challenges faced and strategies to meet the special needs of these students. In this session, a panel consisting of a faculty member, a graduate student, and an undergraduate student all self-identified as on the spectrum along with Michigan Tech's Student Disability Services Coordinator will share experiences, struggles, and solutions. Opportunties for questions and answers will follow.

11:30 – 1:00 PM	**Luncheon Keynote Address** **"Dynamic Lecturing"** **Dr. Christine Harrington**	M.U.B. Ballroom

Come explore how to maximize the effectiveness of your lecture by activating prior knowledge, zooming in on the most important concepts, integrating brief opportunities to reflect and process information, effectively using multi-media, and incorporating retrieval practice opportunities. You'll walk away with several easy to implement strategies designed to increase learning.

1:10-2:00 PM	Concurrent Session #3	
	[Active Learning Track](#)	Rekhi G005

"Active Problem Solving in Physics"

Katrina Black, Michigan Tech, Lecturer, Physics

Being able to solve problems is an important skill in physics. In traditional courses, instructors model problem solving in class and students practice without guidance outside of class. In this session, I will discuss how I have incorporated active problem solving in class meetings using whiteboards and techiniques for transitioning traditional lectures toward more active class meetings.

	[Online Learning Track](#)	Rekhi G009

"Facilitating Group Projects in an Online Environment"

Melanie Reaves, Assistant Professor of Education, NMU

Group work in any course poses challenges for students and faculty alike—different levels of student skill/knowledge, varying levels of participation, and scheduling issues. Add in being in different places geographically, differing levels of skills with technology, and communication through distance technologies, and it would seem you have a recipe for disaster for facilitating a group project in an online course! In this session, I share my own journey with this instructional approach and participants will have an opportunity to share theirs. You will leave with at least 10 practical strategies for facilitating more effective group projects!

[Assessment Track](#) Rekhi G006

"Degree Program Assessment at Michigan Tech: Positive Impacts for Curricula, Faculty Cohesiveness and Student Learning"

Jeannie DeClerck, Assessment Specialist; Brigitte Morin, Biological Sciences; Patricia Sotirin, SCCM Humanities; Stephen Kampe, Materials Science and Engineering

Degree Program assessment reporting over the past three years, has provided programs with opportunities to examine how curricula are supporting students in developing proficiency for program-level and university student learning goals. In this session, the report depository will be introduced, and faculty will present the impact of these assessment activities on faculty culture, curricula, student learning and more!

[Other Issues in Higher Ed Track](#) Rekhi 214

"Think they would never cheat? The good, the bad, and the ugly"

Margaret Landsparger, Coordinator - Michigan Tech's Testing Center (MTTC)

There's pretty good evidence that cheating is more common than most instructors think in the high stakes world of higher education. Giving over 1000 exams each semester, Margaret Landsparger, MTTC Coordinator, has seen many of the ways students are trying to cheat. In this session, she will offer suggestions for how to prevent and detect cheating on electronic and paper/pencil exams.

| 2:10-3:00 PM | Concurrent Session #4 |

[Active Learning Track](#) Rekhi G005

"Active Learning and LEAP Leaders"

Michigan Tech Engineering Fundamentals Staff

Near Peer Mentoring in the LEarning with Academic Partners (LEAP) program.

[Online Learning Track](#) Rekhi G009

"Online Rookie: Lessons learned from a first time translation of an interactive classroom to online"

Roger Woods, Michigan Tech, Senior Lecturer, School of Business and Economics

After teaching teaching a class on the ground for 3 semesters, I will discuss the first time transfer of material to an on-line offering in summer. I will discuss my methods, what worked and what didn't work

[Assessment Track](#) Rekhi G006

"Creating a Culture of Student Learning Outcomes Assessment"

Judith Puncochar, PhD, Coordinator of NMU Assessment of Learning Committee (AoL)

Northern Michigan University created a positive culture of student learning outcomes assessment for degree prgrams through peer-review and feedback designed to enhance assessment conversation and action. This positive outlook on assessment is evidenced by the growth of the Assessment of Learning Committee from 3 to 10 members in 2015, and from 10 to 14 members with a waitlist of faculty and department heads in 2016. This interactive session explores the NMU review process and frames assessment as scholarship.

Other Issues in Higher Ed Track   Rekhi 214

Video Poster Session

Panel

Got a great teaching idea that you want to share? Make a video poster! Create a 3-5 minute video that explains what you do. Show us your great assignment, demonstration, testing method,presentation tool, simulation method, etc. Then, either post the video in a place it can be publicly linked or make the video file available so that we can post it. Send the link or download information to ctl@mtu.edu no later than April 28, 2017. Videos will be posted here (https://mtu.instructure.com/courses/778826/pages/up-tlc-video-poster-session) so that participants can watch them in advance. Then attend the video poster session (from 2-3 PM on May 5) to discuss your idea and video with interested others - and other video creators!.

3:10-4:00 PM   Concurrent Session #5

Active Learning Track   Rekhi G005

Group Exams: Like Cocktail Hour without the Drinks

Gary Stark, Associate Prof., NMU College of Business

No instructor likes "going over" exams. So don't. Put your students in groups and make them take the exam again. That is, let them "go over" the exam. They'll do fine in their little cocktail groups, and you, the gracious host, will help.

Online Learning Track   Rekhi G009

"Online Teaching for Quality Enhancement"

Ron Strickland, Chair, Humanities Department, Michigan Tech

In the late 1990s and early 2000s, when universities first began to offer online courses, the general assumption was that online teaching would enable economies of scale to be achieved. But, early on, I was intrigued by the potential for using the online delivery system to enhance quality, rather than quantity, and I wanted to take advantage of the internet's capacity to overcome limitations of time and space to bring advanced students at my home institution into contact with similarly advanced

students and faculty with specialized knowledge and expertise at other universities. With funding from a small internal grant, I developed an online graduate course. I anticipated that there would be interest in taking the course among graduate students at other universities. In addition to the tuition funding for graduate students from other institutions, my grant proposal included a request for honoraria for scholars from other universities who would participate as "virtual guest lecturers" in the course. In this presentation I will discuss the conceptualization, design and development of this highly specialized course, and describe how the course has evolved over the past 20 years.

Assessment Track   Rekhi G006

"Scaffolding Information Literacy across Courses: Approaches Used at Northern Michigan University and Michigan Tech"

Jenn Sams, Instruction & Learning Librarian Team Lead, MTU, Michael F. Strahan, Professor & Instruction Coordinator, NMU, Lauren Movlai, Instruction & Learning Librarian, MTU

Want your students to find better sources and become more critical users of information? This session will examine ways to scaffold IL instruction by looking at examples from Northern's Nursing Information Literacy Program, in which workshops are integrated with the lock-step LPN, BSN, & DNP degree programs, and Michigan Tech's Instruction & Learning Librarians, who work with a wide range of upper level, disciplinary courses in addition to providing direct instruction in some general education courses. Presenters from both programs will also look at how assessment and assessment data can impact the integration of information literacy instruction.

Other Issues in Higher Ed Track   Rekhi 214

"The World Has Changed; We Should Too - Toward Digigogy"

Bree Carlson, Chris Kirk, and Patricia Hogan, School of Health and Human Performance, NMU

Prensky (2014) contends that traditional educational classes are actually proxies for a small number of identifiable skills or outcomes (i.e., Effective Thinking, Actions, Relationships, and Accomplishments) needed for professional, civic and personal life. He argues that these skills should be taught in more relevant and efficient ways to better serve the needs of contemporary students in a quickly changing world. Digigogy (using learning technologies combined with learner-centered pedagogies) represents a viable paradigm for contemporary education. Presenters identify Prensky's model, discuss digigogy and its need, and showcase example student work done within a digigogical framework.

Hours:
Campus Store (Memorial Union Building) 8:00 AM - 4:30 PM
Library Cafe (Van Pelt and Opie Library) 8:00 AM - 3:00 PM