

Integrating the Scholarship of Teaching

Crafting a Commitment to Classroom Research

A working conference at Maryville University St. Louis, October 2 & 3, 2009

Conference Proceedings

All of the posters, workshops, and concurrent sessions were evaluated by a peer review process to assess appropriateness in meeting scholarship and conference criteria.

Poster Titles and Abstract List

Posters

What's the Impact of SoTL on Students' Learning? Let's Ask the Students!

Marilyn Cohn & Chuck Gulas
Maryville University

Using a Contemporary Film to Enhance Student Engagement and Performance In Introductory Psychology

Peter J. Green
Maryville University

A Two Year Study of Perceived Efficacy of Supplemental Instruction in a Physical Therapy Curriculum

Kim Levenhagen PT, DPT, WCC; Carol Beckel PT, MA; Cheryl Cavallo PT PhD; Ethel Frese, PT, DPT; Ginge Kettenbach, PT, PhD; & Elaine Wilder PT, PhD
Saint Louis University

Using Groups to Promote Self-Regulated and Cooperative Learning

Wanda C. McCarthy, Ph.D.
University of Cincinnati – Clermont College

Professors Collaborate to Prepare Graduate Students to Become Effective Protégés

Linda J. Searby, Ph.D.; Jenny S. Tripses, Ph.D.; Frances Karanovich, Ph.D.
University of Alabama at Birmingham; Bradley University, Peoria, IL; Southern Illinois University at Edwardsville

Using IEP Rubrics to Guide Collegiate Instruction in Developing IEPs for Inservice and Preservice Teachers

Kathleen G. Winterman & Clarissa Rosas
Xavier University & College of Mt. St. Joseph

Interactive Learning Strategies for Moderate-Sized Classes

Kristen Bruzzini
Maryville University

Fostering Habits of Mind and Helping Students Make Meaning in Design

John Baltrushunas & Cherie Fister
Maryville University

Integrating the Humanities into a Psychosocial Nursing Class to Increase Empathy

Alice Jensen & Mary Curtis
Maryville University

Team Teaching and its Effect on Understanding Nursing Care: An Action Research Study

Geralyn Frandsen
Maryville University

The Use of an Online Synchronous Chat in Physical Therapy Education

Konrad Dias
Maryville University

Using Action Research to Enhance Student Learning in Two Different Disciplines

Karen Fletcher & Mark Roman
Maryville University

The Integration of the Scholarship of Teaching and Learning into a Pharmacy Education Concentration in a School of Pharmacy

Cathy Santanello
Southern Illinois University Edwardsville

Using Service Learning to Teach Grant Writing and Staff Development and Supervision in Distance Learning Classrooms

Denise Sommers
University of Illinois at Springfield

Conference Abstract List

Listed in alphabetical order by primary presenter's last name

Dr. Hena Ahmad
Truman State University

Instituting Instructional Practices that Make Mentoring Undergraduate Research More Efficient and Effective

Academics agree that benefits accrue to undergraduates from conducting research, as documented by John Ishiyama in his study, "Does Early Participation in Undergraduate Research Benefit Social Science and Humanities Students," (College Student Journal, Sept. 2002). Furthermore, related studies of undergraduate research in the field of Scholarship of Teaching and Learning draw largely on science and social science disciplines rather than

literature. This study focuses on the ways in which students think that their professor/mentor has helped to make their undergraduate research experience in literature constructive and productive. It yields insight to inform the mentoring practice of other faculty.

Randall Bass,

Georgetown University

[Visions and Collisions: Higher Education and the Problem of Learning](#)

[Capturing the Visible Evidence of Invisible Learning \(R. Bass and Bret Enyon\)](#)

Nadine Butcher Ball EdD

Maryville University St. Louis

[What makes for Great Questioning? Application of “Teaching for Understanding” Principles in Pre-service Teacher Education](#)

Questioning is central to teaching and learning regardless of the context or situation. What makes for a good question? Is it possible to plan great questions? Planning is only one part of teaching. How do we, as teachers, learn to ask great questions that respond to students’ answers in ways that deepen learning? In this session I share resources and strategies helpful for learning how to question. I also demonstrate how elements of Harvard’s Teaching for Understanding framework helped transform my teaching and my students’ learning.

Nadine Butcher Ball EdD

Maryville University St. Louis

[Attending and Responding to Student Thinking: Action Research in Science Methods](#)

This presentation will share designs, methods and results from an action research project in which I examine the relationships among my instructional designs and my students’ narratives of attending-interpreting-and responding to children’s exploration of science concepts. During the session, participants will get an introduction to how I used *Inspiration* software for analysis. We will also explore how the frames we use to understand thinking, learning, and teaching affect our teaching methods. We will end by considering the implications of these connections for future practice.

Marilyn Cohn

Maryville University

Chuck Gulas

Maryville University

[Assessing the Impact of SoTL: Maryville University as a Case Study](#)

This proposal focuses on the challenging issue of assessing the impact of our SoTL program at Maryville University on faculty teaching, student learning, and the creation of an academic culture where pedagogical inquiry is the norm. The goals of the session are to: (1) describe the particular SoTL Seminar program that was initiated at Maryville in the Fall of 2005 and continues today, (2) report faculty and administrative perspectives on the strengths and weakness of the program, (3) discuss how the data can be used to improve and enhance the program, and (4) consider others instruments that will capture impact more effectively.

Wm. Bruce Davis
University of Cincinnati Clermont College
E. Frank Fitch
University of Cincinnati Clermont College

CLAD (Collaborative Learning Assessment through Dialog)

CLAD is a learning and instructional process that has been effective in increasing academic achievement in a number of classroom settings and subject areas. The presentation will focus on the presenters' on-going research using CLAD in the college classroom. The workshop session will demonstrate the CLAD process to the participants in a hands-on interactive format. Participants will prepare materials to use CLAD in their own classrooms, with assistance from the presenters. The participants will take away from this session new skills and approaches to supplement their pedagogy and to improve student learning and retention.

Daniel Deschamp, Ph.D.
Maryville University
Keith Kinder, Ed.D.
Maryville University
Catherine S. Bear, Ed.D.
Maryville University

Using Standards-Based Assessment to Build Effective School Leaders

The educational leadership faculty at Maryville University is engaged in an action research project designed to develop clear, comprehensive standards-based assessments upon which to judge the performance of individual candidates in the Doctor of Educational Leadership program as well as to determine appropriate program modifications and revisions to instructional practice. This presentation will provide an overview of our work to date, including an explanation of the standards-based assessment instrument that we have developed to guide our work. We will discuss results of candidates' self assessment at the beginning and end of their doctoral work, and how these results have impacted practice.

Joachim Dorsch, Ph.D.
St. Louis Community College-Meramec
Ana Cruz, Ph.D.
St. Louis Community College-Meramec
Anne Wessely, MBA
St. Louis Community College-Meramec
Laurie McManus, Ph.D.
St. Louis Community College-Meramec
Amanda White, Ph.D.
St. Louis Community College-Meramec

Establishing a Community for Scholarship of Teaching and Learning at a Community College: Challenges and Rewards

The Meramec faculty group will discuss the challenges and rewards of installing a SoTL program at St. Louis Community College. As the support structure for this program various concept models and theoretical/conceptual frameworks are considered. The participants in the seminar, both presenters and attendees, will examine, critique and ponder challenges and rewards, from the perspectives of emerging, stable and/or thriving SoTL programs. In this

particular case, participants from an emerging SoTL program will have the opportunity to gain substantial knowledge from the seminar discussion to support their efforts in establishing a SoTL program at their institution.

Sally Barr Ebest
University of Missouri St. Louis
Carolyn Brown
University of Missouri St. Louis

Preparing Future Faculty for an Academic Career: Two Approaches

This panel demonstrates the iterative process of SoTL not only in preparing future teachers and professors, but also in fine-tuning the pedagogy to do so. In alternating presentations, Ebest will illustrate how engaging in SoTL influenced how she taught English department TAs to teach, and Brown--a former English department TA--will discuss how this engagement in turn impacted her professional development and research focus.

Carrie Ellis-Kalton, Ph.D.
Maryville University

The Blogging Breadtrail: A Tool to Track and Monitor Reflective Learning

Despite research which suggests that blogs are useful teaching and learning tools (Ferdig & Trammell, 2004), they have not been specifically studied as an instructional tool for tracking and monitoring the reflective learning of students over the course of time. For this study, students utilized edublogs over one semester. Blogs were then coded using the Scanlon and Chernomas (1997) model of reflection to track reflective learning. Results suggest that blogging is not only an effective instructional tool for deeper more interactive reflection, but that it provides instructors with a valuable tool for tracking and monitoring student reflective learning over time.

Mary Ellen Finch
Maryville University
Dr. Margaret Cohen
University of Missouri St. Louis
Dr. Brian Smentkowski
Southeast Missouri University
Dr. Sandra Zak
Jefferson College
Dr. Mary Stephens
St Louis University

Workshop on Centers for Teaching and Learning Promising Practices and Potholes

This workshop focuses upon the role of centers for teaching and learning on college and university campuses-how they are organized, what they can do to support faculty teaching and student learning and the type of support that is needed to insure these centers flourish. Five center directors, representing a range of colleges and universities (including community colleges) will describe their center operations and share the “potholes” they have experienced in their work. Time will be given for questions and general discussion. Artifacts from the five centers will be available for review.

Sarah Huisman

Fontbonne University
Rogene Nelsen
Fontbonne University
Allison Henricks
Fontbonne University

Improving Experiential Learning Opportunities for Undergrad Student

University educators are increasingly using experiential learning to enhance student engagement and higher order thinking skills. The purpose of this project was to compare experiential learning opportunities to evaluate the perceived effectiveness of those experiences to the student participants. Participants in this study were undergraduate students in a small private Midwestern university who were enrolled in four courses that included experiential learning as a key instructional method. Findings revealed elements that must be present in order to maximize learning opportunities for students: instructor preparation, student preparation, and ongoing reflection. The panelists will provide advice on planning and delivering these experiences.

Dr. Jana Hunzicker
Bradley University

Rigor, Reward, and Risk: Applying the Concept of Learning Leverage Beyond National Board Candidacy

Since 1987, nearly 74,000 teachers nationwide have become National Board certified. The vast majority of teachers who engage in the process describe it as the best professional development they have ever experienced – even when they do not achieve the certification. The key is *learning leverage* – an interactive dynamic characterized by rigor, reward, and risk. The purpose of this poster session is to share what I have learned and created so far on the topic of learning leverage as well as to discuss ideas for expanding the theory beyond National Board candidacy to topics such as teacher professional development, mentoring and induction, and effective PK-16 classroom instruction.

Dr. Jana Hunzicker
Bradley University
Dr. Twila Lukowiak
Bradley University

Effective Teaching and Student Engagement in the College Classroom: Using the Instructional Practices Inventory (IPI) as a Tool for Peer Observation and Self-reflection

The purpose of this in-progress, collaborative self-study is to better understand our own teaching effectiveness in terms of student engagement. During the fall 2009 semester, we will systematically and objectively collect data about the level of student engagement occurring in our own college classrooms using a modified version the Instructional Practices Inventory (IPI), developed by Jerry Valentine and Bryan Painter in 1995. Our presentation will include an overview of our study, information about IPI, our progress to date, and discussion of our preliminary research findings. Participants will learn how IPI can be used to improve teaching effectiveness in terms of student engagement in today's college classrooms.

Michael Kiener

Maryville University
Julie Bergfeld
Maryville University

Increasing Student-Instructor Engagement Utilizing Group Dynamics; With and Without Technology

This presentation will provide participants an opportunity to think about increasing engagement through stages of group development. Engagement in the learning process can be accomplished in all class settings. The emphasis of this presentation will be a discussion of group development stages and pedagogy, with and without technology that can be employed at each group development stage. The origins of this presentation were six qualitative studies designed to better understand how students learned. While the research was conducted in faceto-face courses, technology tools, such as discussion forums, blogs and wikis, can also assist group development and will be addressed.

Paul Kriese
Indiana University East
Randall Osborne
University of Texas – San Marcos

Integrating “hot” Topics into SOTL Classes; Doing the Hard Work

Views of critical thinking were culled from the literature and developed into a SOTL model that has been implemented into an Internet course on the Politics and Psychology of Hatred. Assessment of student course postings demonstrate a strong relationship between interpersonal skills (course etiquette) and advancement on the levels of critical thinking. The implications of these findings and some hands-on exercises will be discussed and demonstrated.

Laurie B. Limbrick-Thompson
Saint Augustine’s College
Dr. Linda Hubbard
Saint Augustine’s College

Overcoming Resistance to Faculty Development: Empowering Faculty in the Scholarship of Teaching and Learning

The majority of Faculty Developers in Higher Education will at some point encounter some resistance to engaging faculty in the Scholarship of Teaching and Learning. This session explores the role the Center for Teaching and Learning (CTL) plays in engaging faculty to develop collaborative efforts in improving the scholarship of teaching and learning. The session presenters explore the process of empowering faculty in developing programs in the CTL and the importance of continuity of leadership in fostering the SoTL.

Elaine McDuff
Truman State University

Collaborative Learning in an Undergraduate Theory Course: An Assessment of Goals and Outcomes

This project was designed to assess whether a collaborative learning approach to teaching sociological theory would be a successful means of improving student engagement in learning theory, and of increasing both the depth of student understanding of theoretical arguments and

concepts and the ability of students to theorize. A comparison of student comments and evaluations in the traditional and collaborative learning classes showed a substantial increase in student engagement, and assessment of student papers showed improvement in critical thinking. Further suggestions for improving teaching and learning in the theory course include opportunities for practicing theory construction and application and a clearly defined rubric for evaluating writing assignments.

Kathleen McKinney, Ph.D.
Illinois State University

[Achieving Impact: SoTL in and Beyond the Classroom](#)

Keynote Address

Jennifer Miller, Phd,
Southern Illinois University Edwardsville

How Can We Teach Western Civilization if it Does Not Exist?

Many professors find themselves teaching survey courses which include reproducing, in an unproblematized fashion, categories, concepts and ideas that they would never use in their research. This study suggests that bringing our research into the classroom means bringing the same research methodology and integrity in the classroom by rethinking how we teach students foundational courses.

Brian Nedwek
Past President Ohio Dominican University

[Annual Academic Faculty Activity Report: Implementing the Boyer Model](#)

The AFAR (Annual Faculty Activity Report) is an on-line program which permits faculty to track their year's activity related to scholarship, teaching, service and professional development. Designed based around Ernest Boyer's belief that there are various ways that faculty can demonstrate scholarship, the AFAR specifically encourages faculty to demonstrate their work in the scholarship of teaching (and learning), engagement, integration and discovery. In addition, the AFAR encourages faculty to write about their innovations in teaching as well as the goals they plan to work on in the coming year. Dr. Brian Nedwek, Former Vice President of Academic Affairs at Maryville and former President at Ohio Dominican University who designed the program will demonstrate the program with the help of a faculty member who participates in the work.

Patricia Parker
Maryville University

[Understanding Perceptions and Expectations of Students in Hybrid Classes](#)

The increased use of instructional technology in the past decade has brought about many changes in college teaching, including enhanced classes, hybrid classes and fully online classes. During the Academic Year 2008-2009 students in three hybrid classes were surveyed three times over the course of a semester on their expectations, their perceptions and their learning in hybrid courses. Many of these students had never taken a hybrid course and so the entire semester was a learning experience. Outcomes were consistent and mostly favorable, both in meeting expectations and in learning acquired.

Angela M. Perusek, EdD, ATC
The College of Mount St. Joseph

Utilizing Student Voices Through the Use of Quality Circles.

Many instructors struggle to determine if students comprehend material presented in class. Often instructors rely on oral and written examination scores, reflective papers and participation levels to measure student learning. Quality Circle (QC) is a new and revolutionary way to engage student in open dialog in order to gather formative assessment of the quality of learning throughout the course. QC promotes active student participation, emphasizes the importance of learning and “head-off” underlining issues brewing among pupils. Research will show how QC increases trust and collaboration among students and instructor and enhances student’s learning ability of the material presented in class.

Shawn Pohlman RN, PhD
Maryville University
Lottchen Wider RN, PhD
Maryville University
Nursing

Infusing Short Stories and Poetry into a Nursing Classroom: Towards a Reflective Practice

The purpose of the study was two-fold: to discover how 70 senior nursing students experienced classroom assignments that involved reading literature and reflection and to examine my role as educator in the process. Using action methods, I found that literature engaged many students emotionally and reflection was an effective vehicle for expression of their thoughts, sometimes creatively. As the educator, I experienced a range of emotions from anxiety (What if the students are missing some essential content?) to dismay (Why can’t they understand the message of the poem?) to joy as I read their passionate convictions to be good nurses.

Note about my presentation: Most of the presentation will revolve around sharing actual data from students, both in the form of excerpts from their reflections and interviews and pictures of their artistic endeavors, as well as a discussion of the implications for nursing education. These aspects of the study are the most engaging.

Dan Riordan
University of Wisconsin-Stout

The Impact of a Four-Year SOTL Program on Student Learning, Professional Satisfaction, and University Culture

This session reports the results of a survey of the impact of a SOTL program at a mid-size Middle Western university. Two years after the program formally ended the survey results show that most of the participants are still involved in SOTL work, that this work gives them professional satisfaction, that student learning behaviors changed as a result of the work, and that the SOTL concept has made inroads into the culture of the university. The presentation will focus on the main findings, briefly explain the history and structure of the program, then turn to discussion.

Karen Grossman Tabak
Maryville University

[An Examination of the Use of Excel and Worksheets in the Teaching of Capital Budgeting](#)

Action research in education is a systematic approach to studying teaching and student

learning. While lacking the ability to accept or reject a hypothesis, action research provides useful insight into effective teaching methodologies. This presentation addresses an Action Research study using Excel and Spreadsheet Analysis to teach Capital Budgeting in Managerial Accounting Courses. The session will include a summary of the study and a demonstration of the technology used. Results of the research include an analysis of student achievement and a summary of lessons learned and applications in other fields.

Lottchen Wider RN, PhD
Maryville University
Shawn Pohlman RN, PhD
Maryville University

Teaching Genetics using Narrative Pedagogy: Encouraging Ethical Clarity Through Reflective Practices

The study purpose was two-fold: a) to analyze the implementation of narrative pedagogy in a genetics course for 53 nursing students and b) to understand how students experience assignments that involved reflecting on stories/ movies centered on human genetics. Using action methods, we discovered the pivotal role that religion/religiosity played in student's acceptance of genetic advances and the part that narrative pedagogy played in engaging students and energizing the teacher. Scores from the College Classroom Environment Scale suggested that narrative pedagogy created a charged intellectual environment that fostered teacher-student connection which was highly supportive, respectful, student centered, and friendly.

April Michele Williams, PhD
Missouri State University
Chantal Levesque-Bristol, PhD
Missouri State University
Carol Shoptaugh, PhD
Missouri State University

Improving Student Success and Retention in Introduction to Psychology: A Blended Course Approach

The impact of teaching technique and student motivation based on two blended (N=327) and two traditional (N=323) introduction to psychology courses was examined. All students were given traditional lecture instruction, but blended sections provided additional autonomy support (i.e., exchanging class time to complete interactive assignments online). Results revealed students in the blended courses perceived the learning climate as being significantly more autonomy supportive and more engaging than students in the traditional courses. They were also more likely to earn a higher percentage of exam and overall course points. Course instructor evaluations, grade expectations, and rate of withdrawals did not differ.