

9th Annual Niagara University International Conference on Teaching & Learning

**Teaching and Learning Multiculturally in a
Diverse Classroom**

January 12-13, 2010
Niagara University

CONFERENCE OVERVIEW

Tuesday, January 12

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|-------------|---|--|
| 1:30 - 3:30 | Registration | <i>St. Vincent's Hall, 4th Floor</i> |
| 1:45 - 2:30 | Concurrent session I | <i>St. Vincent's Hall, 3rd Floor; Bisgrove and Academic Complex</i> |
| 2:30 - 3:30 | Reception and poster session | <i>St. Vincent's Hall, 4th Floor</i> |
| 3:30 - 5:00 | Keynote Address: Excellence in the 21 st Century Academy: Teaching for Diversity and Social Justice in the Global World- <i>Dr. Mathew Ouellett</i> | <i>St. Vincent's Hall; Fourth Floor Amphitheatre</i> |

Wednesday, January 13

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| 8:30 - 9:00 | Registration and Continental Breakfast | <i>St. Vincent's Hall, 4th Floor</i> |
| 9:00 - 10:00 | Plenary Session I: Creating and Sustaining a Culture of Inclusion in the Classroom, Department and University <i>-Dr. Mathew Ouellett</i> | <i>Dunleavy Hall, #127</i> |
| 10:15 - 10:45 | Concurrent Sessions II | <i>St. Vincent's Hall, 3rd Floor</i> |
| 11:00 - 12:00 | Concurrent Sessions III | <i>St. Vincent's Hall, 3rd Floor</i> |
| 12:15 - 1:00 | Lunch | <i>Clet Dining Hall</i> |
| 1:15 - 2:15 | Concurrent Sessions IV | <i>St. Vincent's Hall, 3rd Floor</i> |
| 2:30 - 3:15 | Plenary Session II: Creating and Sustaining a Culture of Inclusion in the Classroom, Department and University (Part II) <i>-Dr. Mathew Ouellett</i> | <i>Dunleavy Hall, #127</i> |

Keynote Speaker

The conference keynote speaker and facilitator will be Dr. Mathew L. Ouellett, director of the Center for Teaching at the University of Massachusetts Amherst, where he works with faculty and teaching assistants on a full complement of faculty development initiatives. In addition he also serves as a summer instructor in the Smith College School of Social Work where he teaches classes on the implications of race and racism for clinical social work practice in the United States. His research interests and publications focus on issues of multicultural organizational development and social justice and equity issues in higher education. Dr. Ouellett edited the volume, "Teaching Inclusively: Resources for Course, departmental and Institutional Change in Higher Education" from New Forums Press. Most recently, he is author of two chapters in the forthcoming "A Guide to Faculty Development: Practical Advice, Examples, and Resources," second edition. He is currently immediate past president of the Professional and Organizational Development Network in Higher Education and is a past president and founding board member of the New England Faculty Development Consortium.

CONCURRENT SESSIONS I TUESDAY 1:45-2:30

Session 1A: St. Vincent's Hall, #311

Driving Racial Biases out of the Classroom: Learning about Ourselves through Others who are Racially Different

Dr. Raphael C. Heaggans, Niagara University

Some students may believe that normalizing inequalities in the classroom is endemic and thus these students would perpetuate the status quo in their own classroom, but thinking they are incorporating multicultural education in what they are teaching. This presentation will describe the results of a classroom-based research project in a Multicultural Education class, including pre and post-survey results about what students know about how race has impacted classroom practice, how to incorporate culturally relevant teaching about race into their lesson, and how the course challenged their racial biases.

Session 1B: St. Vincent's Hall, #312

Who Says You Can't Teach an Old Dog New Tricks? An Old Dog and a Really Old Dog Talk about Technology Integration, What it Means for Students to Watch Teachers Collaborate, and the Gift of Considering an Alternative Pedagogy

Shelley McLaughlin, Niagara University

Dr. Paul Vermette, Niagara University

Jim Yip, Niagara University

Karrie Jones, Niagara University

Jennifer Jones, Niagara University

Shelley (old dog) and Paul (really old dog) teamed up this semester to consider whether or not technology integration might enhance Paul's world-famous, constructivist Secondary Methods course design. Together they forged through a semester of using video, digital cameras, Google, and Blogger. Come and hear how both teachers learned, laughed, and blogged as a result of this co-teaching collaboration. Discuss the changing landscape of education. What needs to change within teacher education to better prepare pre-service teachers as reflective and effective collaborators, not just competent individuals? How does technology integration complement or take us off track from making such change? And, who says you can't teach an old dog new tricks?

Session 1C: Academic Complex, #130

Use of Interactive Smart Board Technology in Teacher Education Methods Course

Dr. James Oigara, Canisius College

This research explores the use of interactive SMART board technology in teacher education methods course. The instructor modeled the lectures, notes, visuals, and other materials to integrate SMART board in instruction. The modeling aimed to engage prospective teachers in ways to increase their experience and desire to integrate interactive whiteboard into their classroom teaching. Pre-service teachers were exposed to SMART products, such as interactive whiteboard and interactive response system (clickers). Key research findings will be discussed along with sharing some practical interactive examples of ways the SMART board was used.

Session 1D: St. Vincent's Hall, #306

Strategies for Successfully Teaching Online and Blended Courses

Michael Starenko, Rochester Institute of Technology

This session is intended as a high-level introduction or “refresher” for college instructors who want useful strategies that will help them to teach more effectively and efficiently in online learning environments. It contains ideas that have been developed, tested, and refined in hundreds of online and blended courses at RIT. Nevertheless, the emphasis will be on teaching strategies that translate to any academic discipline and any course management system.

Session 1E: Bisgrove Hall, #150 (Financial Services Lab)

Opportunities and Challenges in Teaching in a Computer Based Classroom

Ed Hutton, CFA, Niagara University

Teaching in a computer based classroom brings an opportunity to fundamentally change the way that the traditional finance class is presented. Students can engage with continuously traded financial markets, construct real time analysis models, and share dynamic course content with the instructor. At the same time, using a computer based classroom brings new challenges in terms of distraction. This presentation, to be conducted in Niagara's Financial Services Laboratory, will be an interactive demonstration of how to optimize the experience for students and instructors.

Session 1F: St. Vincent's Hall, #307

Web 2.0 and Higher Education

Dr. Jason Adsit, University at Buffalo

This presentation will focus on how Web 2.0 tools are (re)shaping higher education - and will provide participants with an interactive forum for exchanging ideas on the future of teaching and learning in virtual environments. As higher education moves from a curricular model that is based on an "assembly-line pedagogy" that emphasizes hierarchy, didactic teaching, individualized learning, and the "cult of efficiency" (Callahan, 1962) to a model that employs Web-based technologies to foster collaboration, information-exchange, and the social construction of knowledge, colleges and universities will need to adapt to a host of new challenges and issues.

POSTER SESSIONS

TUESDAY 2:30-3:30 PM

Giving Non-Science Majors the Experience of Scientific Reporting

Todd M. Baker, Villa Maria College

In most traditional college courses, students engage in activities representative of that field. While students in science classes often engage in laboratory activities, this is no substitute for the scientific enterprise. To give students, especially non-science majors, the experience of communicating scientific information, the instructor can assign a project in which students produce poster (or PowerPoint) presentations. In a brief session, the presenter will describe the assignment, note resources for students, and share sample projects.

The Effectiveness of 'Interactive Lecture Quizzes' (ILQ's) for Learning Course Material

Dr. Michael Barnwell, Niagara University

This presentation of CCTL-funded research will explain whether administering 'Interactive-Learning Quizzes' (ILQ's) enhances the ability to read and learn philosophy. It is hypothesized that completing these open-book, lecture-long interactive quizzes in groups of two will increase active

participation in lectures and comprehension of reading and concepts. The results can be compared to prior usage of “AA’s” and “CPQ’s”. Session attendees may participate in a mock ILQ.

Working with Wikis: Learning and Collaborating in a Virtual Space

Nathan Grassi, Niagara University and University at Buffalo

Wikis are one of the most powerful and accessible web 2.0 tools. By exposing students to new technologies, like wikis, we will update the way they participate with one another to improve the learning experience. The use of wikis will provide accessibility to extend authentic learning and enhance collaboration both within the classroom and beyond. Participants will see how wikis can be used by instructors, students, and peers as a tool for communication and collaboration.

Co-Constructing Meaning: Creating Knowledge Organizers in a Cooperative Learning Setting

Dr. Edna Leticia Hernandez de Hahn, Niagara University

Graphic organizers have been used in numerous subject matters to help students create networks of ideas that reflect critical and creative reflection. Usually, however, students are expected to undertake this task individually, without being able to avail themselves of the multifarious benefits that cooperative-learning approaches can offer. This workshop will allow participants to experience and examine various cooperative-learning techniques that students can use to create two and n-dimensional knowledge organizers to co-construct knowledge in a meaningful, challenging, and usable manner. The advantages of engaging in teamwork in this type of task will be analyzed and suggestions to implement these strategies in diverse classrooms will be provided.

Using Coaching to Improve Pedagogical Content Knowledge

Dr. Kelly Ross Kantz Roy, University at Buffalo

Teresa L. Kellick, University at Buffalo

Coaching involves supporting and shaping individuals’ actions during the process of learning and practicing new skills. This proposed session will explore the use of coaching in lesson planning within a diverse teacher preparation program. Participants will be engaged through a simulation and discussion of how we use coaching to improve pedagogical content knowledge.

Active and Integrative Learning

Ana Maria Klein, State University of New York at Fredonia

This poster will focus on a variety of teaching techniques that promote active and integrated learning. The poster will share teaching strategies that encourage and assess student engagement and will portray classroom scenarios where young learners co-construct learning by interacting with peers. Content knowledge is developed by building, testing and refining ideas through hands-on engagement. Teachers encourage students to derive their own mental models. Ultimately, this presentation will highlight ways in which material is learned as students own their sources of information. The outcome is that learners glean a vast repertoire of inter-disciplinary knowledge. Various facets of this process will be showcased. Practical ways to incorporate this type of instructional model will be showcased.

From Robots to Writing: How to Engage Students in our New First-Year Seminar Course

Dr. R. Mark Meyer, Canisius College

Canisius College is deploying a new core curriculum which includes a foundational course, "First Year Seminar" or FYS 101. Among the 33 sections of the course is "Robots: Fact and Future," which uses a combination of robot building, programming, reading, writing, movie viewing and discussion to generate enthusiasm for the hard task of becoming better college writers. I will

describe student activities and engage conference participants in examining assignments and rubrics used in the course.

The Electronic Project at Canisius College: A Transition from Coursework to Research

Dr. H. David Sheets, Canisius College

The Electronica Project is an informal science education initiative with the following goals: a.) provide students with hands-on experience building electronic devices, b.) allow students to work in a mixed artistic and scientific mode in an informal setting, and c.) provide a community of students with technical interests and skills who may participate in other research endeavors. My poster will present the project and engage other faculty in discussing the operation of similar transitional programs.

Active Integrative and Simulated Green Learning

Guy M. Zaczek, Niagara County Community College

Active Life Long Learners of the future will use new technology tools. From laptops to blackberries and from e-mail to tweets this next generation takes in multi modal media continuously. As instructors we need to transform our important content into messages and media that hit the mark most effectively. I will demonstrate three green simulation worlds where anyone can explore our social, environmental and economic systems in a virtual environment. Let your journey begin.

Dialogue Education Across the Disciplines

Dr. Jie Zhang, The College at Brockport, State University of New York

Jill Zarazinski, The College at Brockport, State University of New York

Dr. Janka Szilagyi, The College at Brockport, State University of New York

This session will extend on the twelve principles of dialogue education based on the presenters' experience with classroom activities and integrative learning. At the end of this session, the participants will understand the principles of dialogue education through engaging in and evaluating a variety of strategies to be used in both K-12 and higher education classrooms.

KEYNOTE ADDRESS

TUESDAY 3:30-5:00 PM

Excellence in the 21st Century Academy: Teaching for Diversity and Social Justice in the Global World

Fourth Floor Amphitheatre, St. Vincent's Hall

Keynote Speaker: Dr. Mathew Ouellett

PLENARY SESSION I

WEDNESDAY 9:00-10:00 AM

Creating and Sustaining a Culture of Inclusion in the Classroom, Department, and University (Part I)

Rooms 405 & 406, St. Vincent's Hall

Featured Presenter: Dr. Mathew Ouellett

These highly interactive plenary sessions will act together to underpin the conference day as a real-time opportunity to create and sustain a culture of multiculturally inclusive teaching and learning. Through a series of brief writing, experiential learning and discussion exercises, we will identify multiple strategies, address common obstacles and consider systemic implications for creating and sustaining inclusive classrooms, departments and institutions.

CONCURRENT SESSIONS II WEDNESDAY 10:15 - 10:45 AM

Session 2A: St. Vincent's Hall, #311

Best Practices for Using Simulation Projects in Accounting

Dr. Shih-Jen Kathy Ho, Niagara University

Chris Aquino, CMA, Niagara University

In response to the Accounting Education Change Commission's proposed changes to accounting education in 2000, including one recommendation to develop more active learning opportunities for students, the accounting faculty of Niagara University are planning to introduce Glo-Bus business simulation, a business simulation software, in its freshman level Managerial Accounting classes in the spring of 2010. The deployment of a new simulation project at the freshman level requires planning, including training of the faculty, identification of the support resources, professional development, detailed lesson plans, and the assessment of outcomes. This presentation will present the development of an assessment tool to be used for the Glo-Bus project, analyze how to integrate different simulation projects throughout the accounting curriculum, and identify the best practices in deploying new simulation projects.

Session 2B: St. Vincent's Hall, #312

Helping Students Develop Active-Learning Strategies

Dr. Susan E. Mason, Niagara University

Andrea L. Scharf, Niagara University

Anne Marie Sacco, Niagara University

The session is a round-table discussion on helping students to develop active-learning strategies. The discussion is led by a psychology professor, Susan Mason, and two of her student assistants, Andrea Scharf and Anne Marie Sacco. Participants in the session are invited to share research findings, experiences, and views on helping students develop active-learning strategies. Topics include the use of student assistants, peer study groups, active learning in the classroom, and planned communication with students before and during the semester.

Session 2C: St. Vincent's Hall, #315

Integrative Service Learning in Marketing Classes at the Graduate and Undergraduate Levels

Dr. Michael Russell, St. Bonaventure University

This session is designed to provide teachers with examples of integrating service learning in marketing classes at the undergraduate and graduate levels. Three classes are selected to illustrate how service learning can enhance the learning experience for students and gain community support. At the undergraduate level, two classes were selected: Principles of Marketing and a marketing elective, Event and Sponsorship Marketing. At the graduate level, a required class, Marketing Management, was selected. Service learning, a pedagogical approach that combines rigorous classroom content and theory with experiential application through civic engagement is an effort to

address concerns raised regarding the lack of personal and corporate responsibility by college graduates. The response of students to their service-learning experience is also examined.

Session 2D: St. Vincent's Hall, #306

Increasing Engagement of the College Learner

Dr. Rene' E. Wroblewski, St. Bonaventure University

All instructors face two distinctly different challenges. First, we must ensure that we “cover” the curriculum. Second, we must find creative ways to actively engage our students. This presentation will discuss the philosophical and theoretical foundation for active engagement in class and involve participants in designed to increase the active engagement of learners. These activities are designed to get students out of their seats and talking to each other in creative ways about course material.

Session 2E: St. Vincent's Hall, #301

Continuous Inquiry Meets Continued Critique: The Professional Learning Community in Practice and the Resistance of (Un)willing Participants

Youness Elbousty, Lynn Classical High School

Dr. Kirstin Bratt, Penn State University

Although many teachers state their willingness to participate in efforts to establish a Professional Learning Community (PLC) in their schools, the reality is often that a great deal of internal resistance disrupts the creation of a collaborative effort. Our goal is to accurately reflect the responses of teachers who are in the midst of developing a PLC at their school, where teachers would work together to improve students' learning outcomes. The PLC had been created during the previous school year according to steps recommended in professional journals. The survey described in this article reflects an attempt to evaluate the development of the PLC during its formative second year of existence. Results indicate various levels of interest and resistance from teachers with respect to the emerging PLC model.

Session 2F: St. Vincent's Hall, #307

Being Someone Else: Role Playing and the On-Line Classroom

Dr. Matthew J. Clarcq, Niagara County Community College

This lecture style presentation will examine the advantages and problems of integrating role-playing into an on-line class. Using an entry-level history course as an example, the presentation will emphasize the importance of modeling, communication, and limiting the scope of the assignment. Being someone else can be an enjoyable and memorable experience for yourself and your students.

CONCURRENT SESSIONS III
WEDNESDAY 11:00 AM - 12:00 PM

Session 3A: St. Vincent's Hall, #311

Using Mind Maps to Evaluate Teacher Candidates' Knowledge of Disabilities and Instructional Strategies

Dr. Laura M. Geraci, State University of New York at Fredonia

Mind Maps are used in an introduction to exceptional learner's course. The development and delivery of mind maps assist in increasing general education teacher candidate's repertoire of instructional strategies, collaboration skills, and knowledge of the disability categories. The presenter will share how mind maps are used for assessment in class to evaluate student knowledge of disabilities, appropriate strategies and classroom accommodations. The following will also be

shared: rubrics, samples, and student reflections on the assignment. In addition, ease of implementation of mind mapping, ways the mind maps generalize for field work and a historical view of mapping will also be incorporated.

Eureka! How Universal Design for Learning Changed my Life

Dr. "Beez" Lea Ann Schell, State University of New York at Fredonia

This session will explore the basic concepts of Universal Design for Learning and my life-changing experience with EnACT, Ensuring Access through Collaboration and Technology, at Sonoma State University in California. Participants will engage in a hands-on activity to begin a dialogue around UDL, the main principles for effective instruction, and the 14 common elements of UDL in the college classroom. My personal experience with EnACT and incorporating UDL in my teaching will also be presented.

Session 3B: St. Vincent's Hall, #312

To Be or Not to Be: Who Says Pre-Service Teachers Can't Act? Using Digital Video Production as Tool for Teaching and Learning to Engage Pre-Service Teachers Before the Lecture.

Shelley McLaughlin, Niagara University

Dr. Paul Vermette, Niagara University

John Schneider Jr., Niagara University

Danyelle Moore, Niagara University

Matt Gulotta, Niagara University

Steve Froese, Niagara University

Josh Kramer, Niagara University

There are now a slew of video applications that are accessible and free to owner of laptop computers (i.e. Mac iMovie and PC Movie Maker). Students and teachers can create digital projects and videos and share them publicly or privately to celebrate learning. These tools can provide a platform for introducing course content with the use of very short movie trailers (as a genre to digital video making). In this presentation come and learn about a digital video project that would engage even the most challenging adolescent learner any to better understand history, from the Crusades to the Battle of Iwo Jima. Hear from a group of five graduate students and a professor about how one session of a secondary methods course turned into a Hollywood event.

A Teaching Practicum for Graduate Students

Dr. James Donnelly, University at Buffalo

Dr. Scott Meier, University at Buffalo

Mark Veronica, University at Buffalo

We describe the development and implementation of a unique Teaching Minor in a graduate counseling department at UB. Central to the specialization is a Teaching Practicum that provides graduate students with supervised experience in undergraduate and graduate teaching. The Practicum focuses on active learning approaches, including small group work, assessment, and feedback of student teaching by fellow students and instructors. We begin the session by surveying session participants to learn about their formative teaching experiences.

Session 3C: St. Vincent's Hall, #315

The Use of Practice-Based Evidence as a Methodology for Teacher Development

Dr. Michael Jabot, State University of New York at Fredonia

Practice-based evidence refers to data that are collected to assess the effects of evidence-based practices in a real life setting (Dietrich, 2008). Practice-based evidence examines implementation issues surrounding the practical applications of interventions with documented efficacy under more tightly controlled experimental conditions. This presentation will share how candidates in the general education teacher preparation program have been engaged in a variety of practice-based evidence studies. Examples of the impact of selected interventions, data from selected studies that have been conducted, and a discussion of the implications for this work will be shared.

Active & Integrative Learning: Course Design and Application

Dr. Ann Romosz, Buffalo State College

Dr. Nanci Monaco, Buffalo State College

We teach a 200 level Child Development and a 300 level Educational Psychology course to pre-service, elementary teachers. The courses have been designed to engage students and encourage them to think about, explore and discuss how psychological theory and principles inform classroom instruction and ultimately affect student learning. Since the courses are based on the premise that sound pedagogy is developed at the intersection between theory and practice, it necessitates that the course design follow suit. This presentation will describe a course design that demands that students integrate across theoretical approaches and actively connect theory and practice. It is our belief that this approach will authentically prepare our students for classroom teaching.

Session 3D: St. Vincent's Hall, #306

Challenging Digital Natives: Collaborate and Publish!

Estelle Siener, Canisius College

Joseph Rizzo, Canisius College

Can digital natives use 21st century technologies to collaborate on a research project? Teams composed of students across three sections of Technology in Education were challenged to use digital technologies to model professional collaboration and to publish findings in a polished web site. Conference participants will be engaged in creation of a team project assessment. We'll compare our rubric, and share project results and student feedback, with a view to offering future engaging and fair collaborative projects.

Google Mania: Using Google Docs and G-Chat to Help Students Discover the Power of Online Collaboration

Chris Shively, Buffalo State College

Lauren Mirabella Ormsby, Mercyhurst College

Shelley McLaughlin, Niagara University

The process of collaboration on a document, spreadsheet or presentation has changed. Traditionally, collaboration meant sitting in the same room, or emailing documents back and forth or letting one person do all the editing with input from others provided in a variety of ways. In today's new collaborative world people can work on and communicate about documents in real-time. With Google Docs and Google Talk someone sitting in one city, office or classroom can co-author a document with someone sitting a distant city, office or classroom. Same document, same time, from anywhere. Bring your laptops ready for hands-on learning and collaboration with a MS document, spreadsheet and PowerPoint demo project.

Session 3E: St. Vincent's Hall, #301

Learning Communities and Integrated Assignment: Making them Work

Dr. Mary H. Fox, Daemen College

This presentation will describe the first of two learning communities (LC) offered to all freshmen at Daemen College. Special emphasis will be given to describing faculty development of common assignments which are intended to integrate the two courses and engage the students in learning about and applying the seven core competencies, which form the heart of Daemen's revised core curriculum. Audience members will be asked to work individually to identify their core values. Then, in pairs, to find common values around which they could identify a thematic linkage, and finally to develop a common assignment that links their disparate disciplines with their common values.

Teaching Religious Art in the Castellani Museum

Dr. Amelia Gallagher, Niagara University

This semester I received a CCTL grant to develop an active and integrative learning project for my Religion 101 classes. I focus on the religious art in the Castellani Museum, with special attention to the work of Josh Iguchi. Through this experience with "live" art (as opposed to art presented to them in the classroom), I will assess students' learning of religious symbolism and iconography. This project is currently underway with many exciting surprises, and I hope to share the story of its unfolding at the conference. I plan to engage the audience through a slide show of my subject materials.

Session 3F: St. Vincent's Hall, #307

Culturally Responsive Teaching: Valuing Student Differences through Literature

Dr. Michelle R. Ciminelli, Niagara University

Patrick Eckborg, Niagara University

Ashley Lasota, Niagara University

Kaitlyn Kiszewski, Niagara University

Kelly Rotolo, Niagara University

Presentation of a three-part, culturally responsive teaching project implemented in Cultural and Multicultural Foundations of Education in fall 2009: 1. Students examined their personal cultural frame of reference; 2. Students compiled a list of dimensions of diversity represented in their field placement classrooms; 3. Students created an annotated bibliography of 20 books appropriate for, and representative of, their student population. The audience will engage in discussions with student presenters, who will showcase their projects.

Emancipatory View of Struggle through Culturally Responsive Teaching

Dr. Myrtle I. Welch, Buffalo State College

This presentation outlines researched pedagogical guidelines for teaching students who struggle in school. Emancipatory View of Struggle is an instructional framework designed for teaching "struggling readers". Data is used from a qualitative study using narrative inquiry. The data springs from interviews with students from three different cultures. These findings empower teachers to teach students who struggle. They dictate that some students who struggle practice aliteracy. Aliteracy means having the ability to read but choosing not to read. Other findings suggest that socio-cultural, socio-political, and socio-economical factors contribute to why some students struggle in school. A brochure that outlines six teachable axioms for emancipating students from their struggle is included in this presentation. Axioms are pedagogical statements based upon research findings.

CONCURRENT SESSIONS IV
WEDNESDAY 1:15 – 2:15 PM

Session 4A: St. Vincent's Hall, #311

From Multicultural to Intercultural Education: Creating a "Third Space" in College Courses on Diversity

Dr. Vladimir Ageyev, University at Buffalo

In the proposed session, my experience of teaching a variety of courses on diversity and multicultural education in both Russia and USA will be summarized. The major emphasis will be given to intercultural dialogue, as a powerful tool to boost intercultural awareness and to author one's own cultural voice and values. The Bakhtinian notion of a "Third Space" will be used to describe a broad range of positive educational changes that a genuine dialogue is capable of bringing about. The session is being planned as a highly interactive event, in which the participants' active participation is expected and built upon.

Developing a Multicultural Interdisciplinary Course - Discourse of Education

Mariam Orkodashvili, Vanderbilt University

The presentation will focus on the development of interdisciplinary course: discourse of education. Classrooms with students from multiple ethnic, racial, national and educational backgrounds require analyzing the issues of cross-cultural understanding, peer pressure, academic challenges, linguistic competence, psychological disposition of students, student-teacher relations, power relations among peers, absorbing new information and catering for individuals with various learning capabilities. The audience will be involved in discussions on possible challenges of developing such a course.

Session 4B: St. Vincent's Hall, #312

Designing Student Projects to Encourage Active and Integrative Learning

Dr. Susan E. Mason, Niagara University

Clara V. Kuntz, Niagara University

Janet Kajfasz, Niagara University

The session is a round-table discussion on student projects designed to encourage active and integrative learning. The discussion is led by a psychology professor, Susan Mason, and two of her students, Clara Kuntz and Janet Kajfasz. Participants in the session are invited to share their experiences and views on the value of term projects such as service-learning placements, themed scrapbooks, journal article critiques, structured interviews, and analyses of career opportunities.

Going Beyond Observation: Fieldwork as an Active Learning Experience

Dr. Kerry Dunn, Nazareth College

Ms. Deb DePalma, NYS Reading Resource Center

Ms. Angelyn Friend, Nazareth College

Mr. David Muscato, Brockport Elementary Teacher

Mr. James Stephan, Nazareth College

Mr. Greg Kinslow, Nazareth College

Mr. Thomas Burger, Nazareth College

As teacher education faculty, we must engage our graduate students in active engagement and discovery processes so that they can develop their own thinking and decision making abilities. During this presentation, the audience will be engaged in a grand conversation as graduate students recreate their immersion in an active and integrative learning process in a Literacy Assessment

course. Students will describe both scaffolded and independent experiences that are integral to preparing future educators as lifelong learners.

Session 4C: St. Vincent's Hall, #315

Parallel Journeys: Teacher Educators and Teacher Candidates Learn About Interdisciplinary Teaching

Dr. Nancy M. Bailey, Canisius College

Dr. Lorrei DiCamillo, Canisius College

The focus of this presentation will be the parallel paths of teacher educators and pre-service teachers who develop new understandings about pedagogy through interdisciplinary lesson planning. By combining their respective English and social studies methods classes to complete an interdisciplinary lesson plan assignment, the presenters found that teacher candidates developed positive dispositions toward interdisciplinary teaching. The presenters also found that as they collaboratively studied the teacher candidates' learning, their own teaching benefited in ways that were similar to the growth of their students. Audience members will be invited to review and comment upon exemplary interdisciplinary lesson plans that were developed by the pre-service teachers in the study.

The Impact of Parent Perceptions' on Pre-service Teacher Candidates

Dr. Laura M. Geraci, State University of New York at Fredonia

Dr. Carrie B. Fitzgerald, State University of New York at Fredonia

This presentation will share the results of a study that investigated parent perception of educational programming of their child with a disability. Generalization of the interview results to other teacher preparation programs and pre-service teacher knowledge and professional dispositions will also be highlighted. Subjects included students enrolled in general education and inclusive education programs. Subjects interviewed parents of children or youth with disabilities; specifically seeking their perspectives' and beliefs' of their child' current educational programming as well as soliciting recommendations for teacher candidates as they enter inclusive settings. Preliminary results indicate that pre-service teacher candidates are affected by the interview results.

Session 4D: St. Vincent's Hall, #306

Social Technologies as Tools for Teaching and Learning: Using Cell Phones, Laptops, and Digital Cameras to Promote Collaboration and Deeper Learning of Course Content Among Pre-Service Teachers

Lauren Mirabella Ormsby, Mercyhurst College

Shelley McLaughlin, Niagara University

We noticed that our undergraduate learners were familiar with using social technologies (such as cell phones & embedded laptop video cameras) for social purposes, but less inclined to consider these social technologies as tools for learning. We decided to prioritize the role of collaboration in the first few weeks of class, and we "walked the talk" by creating exemplars of our own digital projects using multiple genres (i.e. Infomercials, Movie Trailers, and drama) to motivate students. We required students to use technology that they already owned, such as cell phones, laptops, and digital cameras to promote ownership and responsibility for learning and project completion.

Using Wikis to Combine Active Learning Strategies with Technology

Dr. Sandra Reicis, Villa Maria College

Streamlining the collaborative learning process utilizing instructional wikis provides a pedagogical benefit that has been evidenced in course outcomes assessment. The elements of a successful wiki project including organization and structure, planned flexibility and versatility will be demonstrated

with examples of successful Studio Class wikis. Emphasis is placed on promoting group synergy, encouraging critical thinking and energizing students. By introducing the ability to engage in multi-disciplinary and global participation the learning dynamic is further enhanced.

Session 4E: St. Vincent's Hall, #301

Using Flash Animation to Support Student-Centered Concept-Construction

Dr. Roberto Ma. Gregorius, Canisius College

Simulations, concept guides, drills, and games were developed using Adobe's Flash software. The animations were used as a platform for inquiry, cooperative learning, and critical thinking exercises. A full year's curriculum for General Chemistry was developed and implemented. The learning system, dubbed Inductive Concept Construction (IC2 – pronounced "I see, too"), was used in lieu of textbooks and lectures – the instructor never had to lecture for three years. The system, data, and results will be presented.

Students as Partners in Education

Dr. Alfonso R. Oddo, Niagara University

This session describes a service learning component embedded within an accounting course. Students learn income tax procedures and prepare tax returns for low-income taxpayers in the community. Students also provide basic financial literacy assistance. After doing the community service students then participate in classroom reflection to connect the classroom learning with the service component and discuss the overall value of the service learning experience. We also investigate the possibility of incorporating FAFSA assistance into the tax program as a means of increasing college enrollment for low-income people in our community.

Session 4F: St. Vincent's Hall, #307

Expanding the Opportunity for Higher Education: 21st Century Web-Based Learning Communities

Dr. Dennis Mike, Canisius College

Dr. Rosemary Murray, Canisius College

Dr. Mary Shea, Canisius College

This session outlines principles for building online courses that generate active engagement and collaboration among students and instructors. Highlights of an effective delivery format and other support components that facilitate the process are outlined; examples of course assignments that integrate content, application, and technology demonstrate paths for students' personal professional growth and membership in a learning community. Questions from participants present an opportunity for everyone to consider the possibility of online or hybrid courses in their programs.

Active Learning in the History Classroom

Dr. Thomas Chambers, Niagara University

Dr. Robert Kane, Niagara University

Dr. Stefanie Wichhart, Niagara University

This panel will showcase techniques that Niagara University history faculty have adopted to encourage active learning and deeper student engagement with historical topics and texts. The three presenters will share how they have implemented these techniques in various classroom environments, from upper-division and introductory courses for majors to general education courses. Audience members will be engaged in an informal exchange of ideas for promoting active learning in history classes as part of the presentation.

PLENARY SESSION II
WEDNESDAY 2:30-3:15

Creating and Sustaining a Culture of Inclusion in the Classroom, Department, and University (Part II)

Rooms 405 & 406, St. Vincent's Hall

Featured Presenter: Dr. Mathew Ouellett

These highly interactive plenary sessions will act together to underpin the conference day as a real-time opportunity to create and sustain a culture of multiculturally inclusive teaching and learning. Through a series of brief writing, experiential learning and discussion exercises, we will identify multiple strategies, address common obstacles and consider systemic implications for creating and sustaining inclusive classrooms, departments and institutions.