

11th Annual Niagara University International Conference on Teaching & Learning

Enhancing Values-Based Learning and Intrinsic Motivation in the Active, Integrative Classroom

January 10-11, 2012
Niagara University

CONFERENCE OVERVIEW

Tuesday, January 10

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</i>
2:30 - 3:30	Reception and poster session	<i>St. Vincent's Hall, 4th Floor</i>
3:30 - 5:00	Keynote Address: Promoting Optimal Motivation in Education: - <i>Dr. Edward Deci</i>	<i>St. Vincent's Hall, 4th Floor Amphitheatre</i>

Wednesday, January 11

8:30 - 9:00	Registration and Continental Breakfast	<i>St. Vincent's Hall, 4th Floor</i>
9:00 - 10:00	Plenary Session I: Learning From Our Own Experiences, - <i>Dr. Edward Deci</i>	<i>St. Vincent's Hall, 4th Floor</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: Taking the Other's Perspective, - <i>Dr. Edward Deci</i>	<i>St. Vincent's Hall, 4th Floor</i>

Keynote Speaker

Edward L. Deci is the Helen F. and Fred H. Gowen Professor in the Social Sciences at the University of Rochester. He holds a Ph.D. in psychology from Carnegie-Mellon University and was an interdisciplinary post-doctoral fellow at Stanford University. For more than 40 years, Deci has done research, much of it in collaboration with Richard M. Ryan, on self-determination theory. Deci has published 10 books, including: *Intrinsic Motivation* (1975); *Intrinsic Motivation and Self-Determination in Human Behavior* (with R. M. Ryan, 1985); and *Why We Do What We Do* (1995). He has received grants from NIH, NSF, IES, and the Gates Foundation, and he has lectured and consulted in 24 countries on six continents.

CONCURRENT SESSIONS I TUESDAY 1:45-2:30

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

The Neuroscience of Adult Learning

Dr. Sandra Johnson, Empire State College

Neuroscientists, educators and psychologists have come together to create the new learning science of Educational Neuroscience. This workshop will include such concepts of the educational neuroscience of adult learning as: the role of emotions and meaning in learning, the learning cycle, reflection and creativity, and the role of the subconscious in learning.

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

Online Courses: Issues and Solutions to Create Active Virtual Classrooms

Danyelle Moore, Niagara University

With the increasing number of online courses being offered there is a need for the major issues of teaching an online course to be addressed and solutions to be demonstrated. How to reach students who may not be intrinsically motivated through creating active classes emphasizing instructor presence while not creating an overbearing workload will be addressed. This session is relevant for all levels of online course instructors.

Session 1C: St. Vincent's Hall, #315

Using Teambuilding and Leadership Activities to Enhance Student Engagement

Ellen Hamm, Canisius College

This interactive session will teach participants how to use teambuilding and leadership activities to enhance student engagement. The presenters (college professor and graduate students who completed these activities as part of a collaboration in education course) will demonstrate activities that can be done in the classroom and debrief participants on the skills that the activities developed. The audience will come away with activities that can be used to develop teamwork and leadership in the classroom.

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

Creating Significant Learning Experiences for Your Learners

Gerri Hura, Buffalo State College

This session will review the learning model of L. Dee Fink which has proven to be a very successful process for courses or programs in academic and non-academic environments. The six categories of the Significant Learning Experience model (SLE); foundation, application, integration, human dimension, caring, and learning how to learn will be reviewed, discussed and practiced within this session. Participants will develop a course plan for all six components of the SLE model.

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

Intrinsic Motivation: A Key to Student Success

Susan Mason, Niagara University

Theresa Berg, Niagara University

Michael Mucci, Niagara University

Format: Roundtable Discussion

Students engage in learning activities for external rewards such as grades, credits or praise; but in the long run, without intrinsic motivation the students' involvement and interest in the topic may actually decrease. This session is a round-table discussion on the role that intrinsic motivation plays in active learning. Topics include the relationship between intrinsic and extrinsic factors, short-term vs. long-term effects, and identifying activities that are intrinsically motivating. Sports-related projects are offered as an example.

POSTER SESSIONS
TUESDAY 2:30-3:30 PM

Using VHub's Cyberinfrastructure for Teaching and Sharing Volcano Educational Materials

Jorge V. Bajo PhD, Candidate SUNY at Buffalo

Sonja Melander, Education and Outreach Coordinator Montserrat Volcano Observatory

Authors will explain and elaborate on the how to use VHub's resources available online as well as how to add their own resources to the ones already existing. The mission of VHub, an online resource for collaborative volcanology research and risk mitigation, is to build a virtual organization that enables collaboration across geographic and economic boundaries and promotes integration between volcanology research and real-world risk mitigation. VHub's Education, Outreach and Training goal is to provide a user-friendly venue for sharing of volcano-related knowledge through multimedia educational materials which fosters deep understanding of Earth Science and the relationship between Earth processes and other fields. Research Questions, Online simulators, Analysis, Examples of courses and resources targeting different student level will be presented.

A Theory of Primary and Related Elements: Exploring Learning and Awkwardness of Movements

Joseph Delphonse, Bryant and Stratton College

Presented herein is a theory of primary and related learning that consists of a set of fundamental principles for organizing learning objectives into schemes with production operators. The issues related to the performance of an act are addressed through cognitive analysis methods. This learning process, which is a forward model, will be illustrated by introducing different texts that can be typed. It will be shown how familiarities with words or phrases affect the ability to type at high speed. Problems associated with learning and teaching how to perform a task will be discussed.

Administrators' Use of Student Evaluations of Professors

Marianne Ferguson, Buffalo State College

Although many Studies have examined Student Evaluations of Teachers (SETS), very few have focused on the Role of Administration -- specifically department chairs. This seems odd because administration at the request of the department chair makes decisions based on evaluations regarding faculty promotions, salary increments and course allocations. This study centers on the role of the department chair in choosing evaluation instruments that would be fair to faculty when making personnel decisions by considering the factors that influence student feedback. Such factors as grade size, status of professor, type of class taught, gender of student, professor personality characteristics, style of teaching and the benefits of midterm and online evaluations are examined.

Integration of Accurate Scientific Historical Accounts: Alfred Wegener and Continental Drift

Catherine Lange, Buffalo State College,

Bettina Martinez-Hackert, Buffalo State College

Jorge Bajo, Buffalo State College

This poster will summarize pre-post test data of a research study conducted to determine if an integrative direct instructional method can influence student understandings of the accuracy of the scientific historical account; specifically that of the development of the theory of continental drift proposed by Alfred Wegener. Using a common cut-and-paste activity, the research expounds the common objectives of the activity and suggests a revised version to accommodate accuracy and more meaningful understandings.

Using Active and Integrative Learning within the Elementary Math Methods Classroom

Susan Dunkle, Medaille College

Pre-service teachers learn best when they are able to practice and interact with a variety of methods. This presentation will discuss ways to model best practices in which teacher educators can highlight math methods in an active and integrated way for their elementary pre-service teachers. The audience will be engaged through a review of classroom interactions with a variety of research-based manipulatives, materials, and methods.

The methods used during the conduct of this research, and taught in subsequent classes, include: curriculum familiarity and comprehension, use of instructional aids, manipulatives, children's literature, and content specific technical vocabulary, and finally, practical teaching will be discussed.

Through actively practicing, testing and refining their own understanding of a variety of math methods, pre-service teachers will make connections to their own existing understanding of math and apply and teach math in new ways to their future students. A packet of materials and ideas will be provided to participants to use in their own courses.

Leggo Constructivism: Schema Theory and Integrative Learning

Cindy M Bird, SUNY Fredonia

Shannon Near, SUNY Fredonia

Familiar interconnecting Leggo blocks assist in exploring the model of learner mental schema and the connective, reflective processes learners engage in to build their schema. Integrating these multi-colored, multi-shaped blocks to produce a construct offers a tangible model for the integrative learning that occurs when students make meaningful connections between incoming knowledge and experiences and their existing knowledge (schema). The audience will be asked to participate in building overt connections within their own schema.

KEYNOTE ADDRESS

TUESDAY 3:30-5:00 PM

Promoting Optimal Motivation in Education

Fourth Floor Amphitheatre, St. Vincent's Hall

Keynote Speaker: Dr. Edward Deci

PLENARY SESSION I

WEDNESDAY 9:00-10:00 AM

Learning From Our Own Experiences

Rooms 405 & 406, St. Vincent's Hall

Featured Presenter: Dr. Edward Deci

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

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

Lesson from a First Year Experience Program: Insights, Successes and Perspectives from TAs and Teachers

Faith O'Malley, Niagara University

Allison Radley, Niagara University

Jennifer Jones, Niagara University

Paul Vermette, Niagara University

This interactive session explores the experiences of two undergraduate TAs and two college professors who collaboratively implemented an 8-week first year experience program in fall 2011. Participants will consider instructional practices implemented to strengthen students' fundamental academic skills, increase students' social engagement with peers and instructors, and help freshman connect with the greater University community. By specifically focusing on the role learning communities played in increasing student engagement, suggestions for other undergraduate instructors will be offered.

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

The Daydream Project

Kelly Keegan, SUNY Geneseo

Rachel Shipp, SUNY Geneseo

This project was designed to assist students through a daydream process, creative writing strategies, and a final, multimodal composition. The purpose of the project was an exploration of self, creative centers, and the unfocused energy of "non-directed" time. Results of this study included the uncovering of significant levels of student stress and anxiety over school, themes of escape to natural, isolated settings, and the incorporation of media-influenced images in their thinking about dreams and achievement. Audience participants will be presented with an academic talk, as well as student examples of writing and multimodal compositions.

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

Reducing Term Paper Procrastination With Writing Groups

Donna Thompson, Niagara University

Burt Thompson, Niagara University

Term paper procrastination leads to lower quality work and poor writing habits. We used writing groups during class in an attempt to reduce procrastination. Group members met each week to set writing goals, conduct progress checks, and give feedback to each other. Assessment included pre-post measures of attitudes towards writing. Although some students improved, our main finding is that poor writing habits are resistant to change. A writing-group simulation will be used to actively engage the audience.

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

Classroom management: A research-based approach

Shawn Bielicki, Liberty University

Active learning can reduce instances of disruption and distraction, but does not always eliminate them. This presentation draws on research into common occurrences of classroom management. Attendees will leave with various strategies to prevent, address, and resolve issues. The audience will be engaged through the use of interaction, visuals, and the demonstration of specific techniques.

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

Distance Learning: Optimizing Active and Integrative Learning

Errol Sull

Distance learning shows no signs of slowing its exponential growth, but instructors must fully understand how to interact with and make use of this teaching environment to optimize active and integrative learning. Engaging the audience with a dynamic personality, interactive learning, humor, and a PowerPoint presentation (handouts included), Errol Craig Sull is a Dell Online Teacher of Excellence, writes three national columns on distance learning, and has authored two books on the subject.

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

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

Impact of Clickers on Student Learning

James Oigara, Canisius College

Emma Bojinova, Canisius College

Interactive technology makes classroom experience more engaging and enjoyable. This paper investigates whether Student Response Systems (SRS) or clickers influence student learning and performance. Evidence comes from students' exam performance, a survey and formal interviews. Results show that students are satisfied with the use of clickers especially in increasing their participation and engagement. A regression analysis shows that clickers have significant impact on student learning. Audience will be engaged through clickers quiz sample and discussion.

Success is Just a Click Away!

Thomas Korcok, Niagara University

This workshop will feature a discussion of Audience Response Systems or clickers in the university classroom. This will include how to use clickers to maximize the potential of discussion activities, how to incorporate student clickers with existing assessment tools, limitations and difficulties in using clickers, and the results of my research and personal experience with the use of clickers in the classroom. Participants will have the opportunity to use clickers during this workshop.

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

Enhancing College Courses through the Integration of Interdisciplinary Connections

Todd Baker, Villa Maria College

A common goal of core curricula at many colleges is to develop in students an appreciation of the coherence of human knowledge, as opposed to the common view that disciplines are unconnected. Because of competing demands on college curricula, this may be best accomplished by integrating such understanding into existing courses. This presentation will focus on attempts to integrate history, philosophy, art and literature into science courses and will explore the reciprocal activity of integrating science into other courses.

Engaging Students through Service Learning

Rachel Madsen, Niagara University

This presentation will describe the structure and outcomes of a community based service learning course in sport management that is designed to teach students how to potentially use sport and recreation to bring about positive social change. The course also introduces students to the concepts of privilege as well as the sources and cycle of poverty. Included in the presentation will be an example of a classroom activity used to introduce students to different types of societal privilege.

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

Teaching Literature in a Digital Age: Using Facebook to Your Advantage in the College Classroom

Kara Spoth, Niagara County Community College

It is undeniable that social media sites like Facebook have become ubiquitous on college campuses across the nation, and my institution is no exception. A Facebook class page can encourage student involvement and make course material relevant outside of the classroom. Through the use of Facebook groups, teachers can now create pages for their class sections which allow users in the same group to post to one another, and to see what the administrator posts on the group's wall. Using social media in my classroom allowed me to make literature relevant to my students in a digital age. This presentation will focus on how faculty can use a Facebook group to encourage student participation and involvement. My discussion will address the advantages and disadvantages of using social media in an academic setting, and suggest ways to make Facebook educationally relevant in the college classroom.

Tweeting History - Using Twitter in a History Classroom

Mustafa Gokcek, Niagara University

This presentation will focus on a project, supported by a CCTL grant, that involves teaching history through twitter. The automated tweets on major events simulate the chronological timeline covered in the course to provide the students with a sense of historical context and out-of-class engagement with the course material. The audience will be asked to share their own experiences of using social media for personal and academic purposes.

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

Developing a Marketing Plan as Part of Undergraduate Principles of Marketing Course

John Overbeck, Niagara University

Anna McNab, Niagara University

Our Project highlights the use of a marketing plan for solving "real world" problems to supplement the commonly used class materials such as textbooks, cases, and classroom discussions. It is our belief that having students work on developing a marketing plan in their undergraduate marketing class will allow them to better connect with the topics discussed in class. Additionally, similar projects will help students develop skills they will likely need when employed in a marketing position. A case study describing how this method was employed will be first presented to the audience and we will include a summary of the results and a description of the lessons learned. The authors will then hold an open discussion about the topic with the audience in attendance.

Improving Teaching in a Freshmen Managerial Accounting Class: Collaboration Between Accounting and Education

Chris Aquino, Niagara University

Paul Vermette, Niagara University

The collaboration described in this paper is the result of a 2+ year relationship between an accounting professor and an education professor at Niagara University. We will show how the students felt about the class, they were awake, and engaged because this managerial accounting class involved activity, participation, contribution, ownership, understanding, application, engagement and learning. We will use teaching techniques used in the managerial accounting class in our CCTL presentation. In addition, we will employ a panel of peers to observe the presentation and to provide feedback on it and our preliminary paper. The feedback provided, the presentation itself, and additional feedback received from presentation attendees will become a part of our final paper which we hope to submit for publication in the spring of 2012.

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

The Twilight Zone and Philosophy: The Use of Popular Culture in Student Learning

James Delaney, Niagara University

Undergraduate students often find the study of philosophy difficult. In part this is because the ideas are abstract and their relevance and application are not immediately obvious. In spring 2011, I taught a survey course in philosophy using episodes from the classic television show, "The Twilight Zone." The goal was to explore whether a popular culture medium could help students better understand and think critically about philosophical problems, concepts, and theories.

Experiential Learning Through Collaboration Project

Natalia Albul, Villa Maria College

Millennium students require innovative approaches for an active involvement in a learning process. This presentation will demonstrate a collaborative project between undergraduate interior design students and Roswell Park Cancer Institute Facilities Department, where the students became a part of the team designing Cancer Survivor Center. This learning process enables the students to apply their knowledge, appreciate the complexity of the real world problems, work with a client, and see the implementation of their design ideas.

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

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

Achieving the Benefits of Experiential Learning in a Global Environment through Skype and Other Technologies

Sandra Reicis, Villa Maria College

Participation in experiential education bridges the gap between theory and application can be achieved with various technologies. Supported by student outcomes and project assessments, the collaborative learning process provided effective interchange, promoting critical listening and communication skills. Combined with an international learning component the outcomes included an appreciation for diversity together with a global perspective, broadening students' intercultural engagement. The presentation will include the framework for a studio project, following prescribed constructs of experiential learning.

Learning 2.0 Things: A Discovery Learning Activity

Roberta Sullivan, University at Buffalo

Students participated in "Learning 2.0 Things;" a discovery learning activity for the course "Introduction to Information Technology." The self-directed activities encouraged students to become familiar with blogging, RSS news feeds, tagging, wikis, podcasting, audio/video, and online collaborative applications. A main objective of the project is to encourage students to become lifelong learners enabling them to successfully master new technologies.

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

What if Deci is Right? Exploring issues of Engagement in the College Mathematics Classroom

Jennifer Jones, Niagara University

Karrie Jones, Niagara University

Paul Vermette, Niagara University

This interactive session explores current research in the field of educational psychology and its applicability to the college mathematics classroom. Participants will consider research-supported strategies for building and sustaining student engagement while evaluating their own instructional practices. By explicitly linking the latest research findings of Deci and others to actual classroom settings, suggestions for fostering student autonomy, ownership and motivation will be considered.

Developing Skills for Information Sufficiency in Adult Developmental Mathematics Through Team Teaching Reading and Mathematics

Chris L. Yuen, University at Buffalo

Lisa Casper, University at Buffalo

Solving problems in traditional developmental mathematics generally do not require students to judge whether sufficient information is provided, and this results in students assuming information sufficiency. Team teaching in reading and mathematics could help students in developing skills to judge information sufficiency, and such skills complement sense making in problem solving in both routine and non-routine problems. Audience will engage in team teaching activities to experience how students develop such important problem solving skills.

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

University-Assisted Community Schools: Bringing Higher Education and K-12 Schools Together for School

Gavin Luter

Jessica Lester

How well do universities work with schools to improve the quality of the school? This session will present results from a qualitative study that examines the "University-Assisted Community School" model's implementation in a southern urban school district and its implications for those working to implement university-school-community partnerships. The presenter will engage the audience by small group break-outs examining how real-world educational problem-solving contexts can contribute to the transformation of both the university and the school.

The Placement Journey: Managing Effective College Internships

Natascha Radclyffe-Thomas, Villa Maria College

The presentation describes an interactive approach to teaching an internship course. Practical tips are given for improved student involvement and pedagogical practice. Using the metaphor of the internship as a journey the potential benefits and possible pitfalls are explored with reference both to the research literature and personal experience of teaching a college internship course. The presentation includes audience participation in classroom exercises to define personal work 'values' and measurable learning objectives for internships.

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

Integrating Technology as a Teaching & Learning Tool

Howard Slepkov, Niagara University

In order to help pre-service candidates see the validity in making an effort to use technology, they are required to complete various assignments using the same technology used in elementary classrooms for teaching and learning. Central to each assignment is coming to see how these tools can motivate elementary students to learn more than just the basics and open up the doors of the classroom to the world beyond.

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

Identity, Diversity, and Community: Psychosocial Dynamics of Intrinsic Motivation

Matthew Bowker, Medaille College

Patrick Fazioli, Medaille College

Daniel Kotzin, Medaille College

This session reflects on the psychological, socio-cultural, and political aspects of intrinsic student motivation. We consider the fears, cultural barriers, and experiences of exclusion that weaken motivation, but we also offer critical appraisals of the most popular contemporary solutions, including cultural inclusivity, Buberian or intersubjective teacher-student relationships, and the activation and engagement of students' identities. Each (of three) presenters will limit his presentation to five (5) minutes, and will offer integrative questions and thought-provoking challenges to engage audience members in productive discussion.

Intercultural Dialogue in Courses on Diversity.

Vladimir Ageyev, University at Buffalo

My presentation will be dedicated to intercultural dialogue and its potentials as a powerful educational tool in college courses on diversity. Based on the work of M. Bakhtin (1984), the architectonic of intercultural dialogue will be analyzed and many practical suggestions will be provided. For instance, it is crucial that dialogical exploration of cultural differences take place simultaneously on two levels and combine together two different discourses: academic (theory) and personal (narrative). The most active participation of the audience is expected.

PLENARY SESSION II

WEDNESDAY 2:30-3:15

Taking the Other's Perspective

Rooms 405 & 406, St. Vincent's Hall

Featured Presenter: Dr. Edward Deci