



2013 International Higher Education Teaching and Learning Conference
CONFERENCE PROCEEDINGS

EXPLORING SPACES 2013

Proceedings of The 2013 International Higher Education Teaching and Learning Association Conference: Exploring Spaces for Learning

Edited by

Patrick Blessinger

St. John's University, New York, USA

Charles Wankel

St. John's University, New York, USA

Conference organized by



Learning Spaces

by Gunhild Jensen

Teaching is sharing with others
Knowledge we claim as our own

Learning is striving for knowledge
Transcending what we've been shown

Together, the two create spaces
Where former ideas are outgrown

This conference is dedicated to educators all over the world and to the members of the International Higher Education Teaching and Learning Association whose passion for teaching, learning, research, and service are helping to transform the academy in many positive ways.

Vision, Mission, and Values Statement

The long-term vision of HETL is to improve educational outcomes in higher education by creating new knowledge and advancing the scholarship and practice of teaching and learning.

To bring that vision to reality, the present mission of HETL is to develop a global community of higher education professionals who come together to share their knowledge and expertise in teaching and learning.

To effectively fulfill that mission, HETL adheres to the values of academic integrity, collegiality, and diversity. As such, HETL supports academic and pedagogical pluralism, diversity of learning, as well as practices that promote sustainable learning and peace.

Membership, Conference, Publishing, and Research Information

If you are interested in serving as the venue for the next conference, please contact:

Patrick Blessinger
Founder & Executive Director
The HETL Association E-
mail: director@hetl.org
Web site: hetl.org

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Welcome message

The International Higher Education Teaching and Learning Association welcomes you to the 2013 International HETL Conference held at the University of Central Florida, in cooperation with the UCF Karen L. Smith Faculty Center for Teaching and Learning.

In *Towards Creative Learning Spaces: Rethinking the Architecture of Post-Compulsory Education* (2011), Jos Boys raises intriguing questions about changes in the spaces we use in higher education, pushing educators to think beyond traditional categories of “formal” and “informal” learning sites to imagine more complex relationships between our classrooms and the world beyond them. In the wake of increasing reliance on ever-expanding electronic and virtual learning spaces, greater emphasis on experiential and meaningful learning, and a push toward the global classroom, leaders in higher education must consider their work from a wide range of perspectives.

We are happy you decided to join your colleagues from around the world to explore innovative technologies, pioneering pedagogical strategies, and a sampling of international collaborations that are being used to engage and retain students in the new millennium. Together, we will discuss which models and approaches are most promising, how we can use them to engage and retain students, and how we can apply them to advance the scholarship and practice of teaching and learning.

The conference in Orlando, Florida, is home to the Kennedy Space Center, Walt Disney World, and other world-class attractions. The Central Florida region is recognized as a center for innovation in industries ranging from simulation and training to telecommunications, to entertainment and medicine. The venue serves as the perfect backdrop to discuss learning spaces and to share with your colleagues the research and practices you are engaged in.

Welcome to Orlando!

The 2013 Organizing Committee:

Charles Wankel
St John's University, New York, Program Co-Chair

Melody Bowdon
University of Central Florida, Program Co-Chair

Patrick Blessinger
St John's University, New York, Chair of the Cutting-Edge Technologies Track

Olga Kovbasyuk
Far East Russia Global Learning Center, Chair of the Innovative Pedagogies Track

Agata Stachowicz-Stanusch
Silesian University of Technology, Chair of the International Collaborations Track

Acknowledgements

The 2013 organizing committee would like to thank all those people who were involved in making the conference a success. A great amount of planning and organizing is required to hold a successful conference, so we are indebted to those who volunteered their time and energy.

We want to thank the University of Central Florida who served as our site host and, in particular, the wonderful people at the UCF Karen L. Smith Faculty Center for Teaching and Learning and the UCF Continuing Education Department. Special thanks to Melody Bowdon, Melissa Pompos, Brett Morrison, and Kwok Yin Mak for all their contributions to the conference.

We want to thank all the members of the International HETL Association who volunteered their time to help organize the conference. Special thanks to Neil Washington for helping with the proceedings and to all the people from the HETL Boards who served on the selection and review boards – they include:

Conference Papers Chair: Patrick Blessinger;

Selection Board Co-Chair: John Anchan;

Selection Board Co-Chair: Harriet Shenkman;

Review Board Co-Chair: Olga Kovbasyuk;

Review Board Co-Chair: Lisa Garzitto-Michals;

Review Board Co-Chair: Agata Stachowicz-Stanusch; and

Review Board Co-Chair: Anton Tolman.

Selection board

Gudimetla Sekhar;

Leslie Hitch;

Martin Reardon;

Benno Volk;

Raúl Alberto Mora Vélez; and

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Review board

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Najib Manea;
Mihaela Tanasescu;
Aung Kyaw Oo;
Raymond Choo;
Kristi Verbeke;
Khagendra Raj Dhakal;
Amrendra Sharma; and
Maria D.M. Viladoms.

Conference description

The UCF-space industry connection provides an excellent venue for exploring a wide range of learning spaces, from online environments to augmented reality to innovative uses of physical learning spaces and more. Conference participants will explore the latest trends, practices, and research in learning spaces across three tracks. The program will emphasize experimentation and pushing the boundaries of higher education.

Track 1: engaging and retaining students using cutting-edge technologies

This track will focus on using emerging digital technologies to engage and retain students. The track will explore an array of technologies for physical spaces, virtual spaces, and all points in between and will showcase ways in which faculty members and campuses are using these tools to revolutionize learning spaces.

Track 2: engaging and retaining students using innovative pedagogies

This track will focus on using innovative teaching and learning approaches to engage and retain students. It will invite discussion of an array of new and evolving pedagogical approaches being used in higher education to create more effective learning spaces. How do high-tech and low-tech pedagogies support each other? How are approaches such as meaning-centered education, sustainable learning, dialogical learning, inquiry learning, constructivist learning, collaborative learning, transformative learning, experiential learning, problem-based learning, research-based learning, and other approaches impacting student experiences?

Track 3: engaging and retaining students using international collaborations

The track will focus on using inter-institutional and international collaborations to engage and retain students. Participants in this track will learn how faculty members and institutions are creating new learning spaces across political, social, and geographic boundaries.

Session types

The International HETL Conference will have individual presentations in roundtable (symposium or panel style) format as well as traditional PowerPoint-based presentations. The traditional PowerPoint-based sessions will generally have three or four presentations. The roundtable format will involve individual presentations related to a track theme by colleagues at a roundtable, each of whom will present in sequence to the others at the table. Each roundtable will report the key points of each presenter to a larger track session that the roundtables will be situated in. The larger track session will then discuss the implications of these points in an integrative way with a mind to future directions for research and practice in higher education.

About HETL and UCF

HETL

The International Higher Education Teaching and Learning Association (HETL) is a certified non-profit organization in the state of New York (USA). HETL's scope is international with a global membership. The aim of HETL is to bring together higher education professionals and thought leaders from around the world to dialogue, network, and collaborate on issues relevant to teaching and learning in higher education. The vision of HETL is to generate new knowledge and to advance the scholarship and practice of teaching and learning in higher education. To this end, HETL works with and supports individual educators, as well as all types of educational institutions, associations, centers, and other groups interested in improving teaching and learning in higher education.

The HETL Association is a vibrant, global community of educators dedicated to the values of academic integrity, diversity, and collegiality. HETL membership enhances one's professional development and provides the global higher education community with innovative research, publishing, and resources needed to advance teaching and learning in the twenty-first century. To find out more about becoming a full member, go to <http://hetl.org>. If your institution has an interest in partnering with HETL, you may contact the executive director at director@hetl.org.

UCF

The University of Central Florida is the second-largest university in the USA in terms of student enrollment, with over 58,000 students enrolled in fall of 2011. UCF is a metropolitan university located in Orlando, a major international tourist destination. The university opened in 1968 under the name Florida Technological University with a primary goal of supporting the emerging space industry on the state's east coast and has sustained a spirit of exploration and inquiry. UCF is classified by the Carnegie Foundation for the Advancement of Teaching as RU/VH (very high research activity) and has the elective classification of Community Engagement: Curricular Engagement and Outreach and Partnerships. Because of UCF's commitment to excellence in undergraduate and graduate education, together with a focus on cutting-edge research, HETL is pleased to hold their inaugural conference on the UCF campus with the support of the Karen L. Smith Faculty Center for Teaching and Learning.

Conference awards



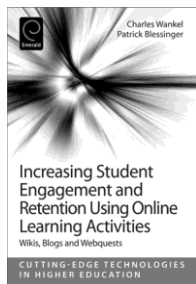
The HETL Award for Lifetime Achievements in Teaching and Learning

Description

This award goes to an educational professional who has demonstrated a lifetime of achievements in advancing and transforming teaching and learning in higher education.

Sponsor

The International HETL Association.



The HETL Award for Best Paper in Cutting-edge Technologies in Higher Education

Description

This award goes to an educational professional who has produced the best scholarly conference paper in the application of cutting-edge technologies to teaching and learning.

Sponsor

Emerald Group Publishing Cutting-edge Technologies in Higher Education book series.



The HETL Award for Best Paper in Innovative Pedagogies in Higher Education

Description

This award goes to an educational professional who has produced the best scholarly conference paper in the application of innovative pedagogies to teaching and learning.

Sponsor

ProctorU.



The HETL Award for Best Paper in International Collaborations in Higher Education

Description

This award goes to an educational professional who has produced the best scholarly conference paper in the development of international collaborations for teaching and learning.

Sponsor

Information Age Publishing.



The HETL Award for Best Conference Paper

Description

This award goes to an educational professional who has produced the most scholarly and original conference paper for the advancement of teaching and learning.

Sponsor

Emerald Group Publishing.



The HETL Award for Outstanding Service to Higher Education

Description

This award goes to an educational professional who has demonstrated outstanding service to the field of teaching and learning in higher education.

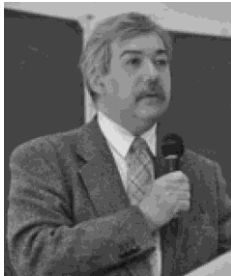
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Keynote speakers



Eva Egron-Polak is the Secretary General of the International Association of Universities and Executive Director of the International Universities Bureau (UNESCO). Prior to joining the IAU, she was Vice President (international) of the Association of Universities and Colleges of Canada.



Dmitry Leontiev is Professor of Psychology, Lomonosov Moscow State University, Russia; Head of the Research Lab of Personality Development of Physically Challenged at Moscow State University of Psychology & Education, Moscow; and Director of the Institute for Existential Psychology & Life Enhancement.



Eric Mazur is the Balkanski Professor of Physics and Applied Physics at Harvard University and Area Dean of Applied Physics. He supervises one of the largest research groups in the Physics Department at Harvard University. He is author or co-author of 250 scientific publications and 12 patents.



Lennie Scott-Webber is the Director of Education Environments at Steelcase Education Solutions. Formerly: Professor and Chair of the Department of Interior Design & Fashion, Director of the iLAB Research Center at Radford University (USA), and Chair of The School of Interior Design at Ryerson University (Canada).

Keynote summaries

Learning for a globalized world: are universities doing enough?

Eva Egron-Polak

Secretary General, International Association of Universities

Higher education is today taking place in a global context. Graduates in all domains, whether they prepare for an international career or not, will live and work in a context that is highly international, surrounded by people of diverse cultures and traditions. Offering short- and longer-term mobility opportunities is one way to address this learning imperative, but for the majority of students, despite a number of efforts around the world, studying abroad will not be an option. The presentation will discuss the extent to which this goal of preparing students for a more globalized world is taken up by universities and review some of the ways in which higher education institutions focus on offering an “internationalized learning experience” to students without the resources to enable foreign travel.

Broadening minds and life enhancement practice

Dmitry Leontiev

Professor, Lomonosov Moscow State University and Moscow State University for Psychology and Education

The most universal meaning of everything that can be called education lies in our reason to learn, to acquire knowledge, to train practices. We do all this not for its own sake, but for the sake of broadening our minds and enhancing possibilities we may have at our disposal. Broadening minds is a very universal criterion of genuine education, and all living creatures broaden their experience with every bit of learning. The specifics of human beings lie, however, not only in the variety of forms and ways of doing this. Humans are the only creatures capable to narrow their minds by means of special quasi-educational practices. This comes about when pupils are encouraged to learn only within strict limits; going beyond these limits is forbidden. Spectacular examples can be seen in practices of some closed religious communities like Jehovah’s Witnesses and some Muslim communities which establish very narrow borders of what is only allowed to be learned, in opposition to more broad-minded views within the same Christian or Muslim tradition that approve love for learning as a virtue without setting its limits. Most individuals have inherent self-induced limits of learning that prevent them from adequate processing of their own life experience. This is the cause of frequent stumbling on seemingly irresolvable problems. In fact, the way toward their radical resolution is through discovering and removing these self-induced blinders. An inner censor is always worse than the outer one, and the point is to stop being one’s own censor. The author’s original group work practice of life enhancement is aimed at supporting the full-range processing of one’s own life experience. It extracts mind-broadening aspects of education, psychotherapy and pastoral practices to apply it in its purified form.

Educating the innovators of the 21st century

Eric Mazur

Professor, Harvard University

Can we teach innovation? Innovation requires whole-brain thinking – left-brain thinking for creativity and imagination, and right-brain thinking for planning and execution. Our current approach to education in science and technology focuses on the transfer of information, developing mostly right-brain thinking by stressing copying and reproducing existing ideas rather than generating new ones. I will show how shifting the focus in lectures from delivering information to team work and creative thinking greatly improves the learning that takes place in the classroom and promotes independent thinking.

Exploring spaces for learning: providing a framework for a paradigm shift – an Active Learning Eco-system (ALES)

Lennie Scott-Webber

Director, Education Environments, Steelcase Education Solutions

Learning can and does happen anywhere. Yet, the more formal learning spaces (the classrooms) are designed to support century's old teaching and learning strategies and behaviors. What happens when we actually rethink and redesign these places to support a more "brain-compatible classroom?" (Wolfe, 2010) A paradigm shift occurs and that shift affects multiple levels of a learning place: (1) the space for learning is forced to work differently, (2) teaching and learning strategies are developed to support active engagement, and (3) instructional technologies are incorporated as integrated support tools. The Active Learning Eco-system (ALES) is an evidence-based framework explaining a holistic approach to guide the thinking and designing of learning spaces supporting the twenty-first century learner and educator. This presentation will provide the research insights leading to the development of the ALES framework, an explanation of the same, and share design solution examples modeling this framework's applications in multiple spatial setting types supporting active learning.

Conference abstracts

Track 1: engaging and retaining students using cutting-edge technologies

The positive impact of using technology in today's classrooms

Faouzi Abousalham
Qatar University, Qatar

Since technology has become more available in classrooms, it plays a very important role in student's learning in their subject area. Moreover, students have become more comfortable of using technology in classrooms such as computers, iPads, and iPhones. Therefore, teachers should update themselves by learning and practicing new technological tools to be able to communicate and motivate students in their e-learning area. A study of comparison was taken from my spring 2012 math class. Collected data show how students became more motivated by using Blackboard and the iTunes library, as well as some applications from Apple's App Store.

Social media: a collaborative research initiative

Amy Adolph, Tina Weston and Kate Andrews
Faculty Research Group, USA

Social-media tools are prevalent in many areas of education. In fact, usage of social-media tools in the classroom goes beyond Facebook pages, Twitter posts, and YouTube videos. University of Phoenix (UOPX) educators are looking for innovative ways to interact with students and facilitate classes within the online college environment. This study will compare the effectiveness of social media as learning tools. The proposed research will evaluate the potential benefits of social media as means to enhance instruction and learning in the virtual environment. In this quantitative study, a survey will be used to gather data about perceptions, attitudes, and practices; First Year Sequence online instructors from the UOPX will be asked to share their classroom techniques, and First Year Sequence students will be surveyed to examine attitudes and experiences with social media as a learning tool in the online classroom. This quantitative analysis will provide important insight to determine the effectiveness of social media as learning tools and their potential impact on virtual college classrooms.

Design of the outdoor, classroom, and electronic learning spaces

Gamal S. Ahmed
Cairo University, Egypt

Learning spaces indicate places and situations that enable teachers and learners to practice learning and teaching effectively, which can be established inside or outside of buildings. Learning spaces have been divided into formal and informal branches. Yet, there is another classification that should be treated educationally after technology has been created, given the high capacity of computer and online practices (Janet Smith, Judy Butler,

2005, pp. 129-40/Joellen Maples, Susan Groenke and Dan Dunlap, 2005, pp. 108-28). In moving forward to discovering more characteristics of effective learning environments, educators are calling for the discovery of suitable spaces for learning in higher education. For example, Diana G. Oblinger (2006, pp. 1-3) called to create spaces whether physical or virtual that can foster changes in students. She confirmed that spaces have an impact on learning and encourages exploration, collaboration, and discussion. Designing learning spaces is the first step in intended learning and teaching. It would include educational criteria in the design and should consider both human and material resources that interact cooperatively toward the educational objectives. Thus, effective learning spaces collect both criteria and resources that directly affect the quality and quantity of learning. On the other side, neglecting design can negatively impact learner activities and teachers' roles and can constrain learning objectives. With respect to human standards for educational building, Joseph De Chiara and John Callender (1983, pp. 161-323) founded construction perspectives for educational spaces, describing learning environments from both human and architectural views. This is exactly what needs to be considered when designing learning spaces.

College evolution into a next-generation learning space: a proposed design for the College of Education at Sultan Qaboos University

Maryam Alwashahi
Sultan Qaboos University, Oman

This paper sheds light on a proposed design of a learning space enriched with cutting-edge technology within the College of Education at Sultan Qaboos University based on faculty and students' input for both formal and informal learning spaces. The primary goal of the proposed learning space is to support different pedagogies and learning approaches that integrate the use of digital technologies and extends from formal settings, such as microteaching classes and classrooms, to informal settings, such as general computer labs, the college's library, and lobbies. The proposed design aims to open space to communication that allow students and faculty to work in flexible and modern environments throughout the college, moving from a collaborative formal environment to individual informal environment and vice versa. Moreover, the proposed design attempts to address the culture-specific needs within the college. Students' input was obtained using a short version of the EDUCAUSE Learning Initiative (ELI) Student Input survey, while faculty input was obtained using a questionnaire. At a later stage, feedback and preferences on different designs will be solicited through a dedicated web page that illustrates different 3-D designs.

Pedagogy and emerging technologies – learning a new language

John P. Anchan
University of Winnipeg, Canada

The constant growth and influence of technology have begun to impact educators. The incessant quest for answers continues as the world around us changes. More questions remain unanswered as we are challenged on how we facilitate the learning experience. Emerging technologies have changed the way our students communicate and learn. Though skeptics find it difficult to acknowledge or adapt to the changing scene, pervasive technologies may proffer exciting options for learning environments. Not only do we have to keep up with the evolving content specialty but also keep abreast of the proliferation of technology acronyms and systems. Learning-management systems, virtual classrooms, adaptive technologies, self-directed learning, flipped classroom, and massively open online courses (MOOCs) are part of our current vocabulary. How does social networking (Facebook, Twitter, LinkedIn, Skype, cloud storage, etc.) and other directed educational technologies impact the role of postsecondary and other entities? In a rich variety of evolving learning environments, how can educators connect with their students? How should professional development reflect these demands, and what can we do to connect the lines

between pedagogy and technology? How can we integrate technologies for long-term development without being enslaved by transitory fads? What are the pitfalls and how can we be cognizant of cautionary information highway road signs? As a critical dialectical discourse, this presentation will highlight the evolution and impact of emerging technologies and explore the possibilities and limitations of integrating such technologies into the learning environment. The intent is to challenge our pedagogical practices and teaching philosophy.

The e-Quad: a next-generation advising tool to build community and retain students

*Terry Anderson, Tammy Esteves, Leora Waldner and Dayna McDaniel
Troy University, USA*

This paper addresses the importance of retention and how advisement can contribute to students remaining in their academic programs. The literature on retention and advisement supports the importance of retention for several reasons. For example, quality of life for the public and individuals is higher in general when the population is better educated. Several studies clearly indicate that the availability of meaningful information and accessibility of faculty are essential to any successful advisement and retention program. Having established the importance of advisement for retention, the study then features the Troy University Masters in Public Administration program with its e-Quad. The e-Quad was recently launched as an online advisement system to provide students with consistent and virtually immediate access to their assigned faculty advisors and to information vital to successful program completion. It serves both traditional in-class students and those taking classes online. The e-Quad is examined in light of elements essential to a successful advisement program showing that it addresses elements that students indicate make them feel informed and prepared for their MPA program. The e-Quad includes everything from practical information about where to buy books, how to log on to online courses, and tips on how to successfully complete their courses to more strategic information such as advice on completing the internship requirement, preparing for the capstone course, and career opportunities. Future studies will be conducted as the program continues its e-Quad implementation to determine its effects on retention. It is already being modeled by other Troy University graduate programs.

Pedagogy vs architecture: an exploration of the impact of learning spaces on the student experience

*Bela Arora
University of Wales, UK*

The environment plays a key role in the physiological and psychological well-being of individuals. Understanding what makes effective design is an imperative for universities as it impacts directly on the engagement, creativity, and innovation of students. The paper argues that learning environments must be bold, flexible, and stimulating and look beyond conventional tried and tested approaches. Contemporary constructivist teaching has its roots in Socratic dialogue but was developed by Piaget and Dewey through the Progressive Education agenda. The view that learning is an active and social process is a central tenet. Many learning institutions still rely on the lecture theater as the forum for learning, which is suitable for surface learning but often inappropriate for deeper learning activities. In many cases, the design of learning spaces does not recognize the changes in pedagogic approaches and more importantly fails to recognize the impact of the learning environment on the student experience and ultimately on student attainment. The paper calls for a review and evaluation of learning spaces to assess if they are helping or hindering student attainment. Research has shown that student attainment levels can be significantly influenced by factors including controlled exposure to natural daylight, to colors, and even to aromas. The paper will highlight sense-sensitive design principles as well as innovative approaches to learning-space design in the education sector.

Student learning styles and their perceptions of online vs hybrid marketing courses

Susan C. Baxter and Nicole Kirpalani
LIM College, USA

Educational researchers have long recognized differences in student learning styles. While there is existing research linking student learning styles to knowledge acquisition and learning outcomes, there is little research on student learning styles in online and hybrid courses in the context of business education. This topic is significant given the growing importance of both online and hybrid course formats in higher education. This research aims to shed light on students' dominant learning styles and their self-evaluations of learning experiences in online versus hybrid marketing courses. In two studies the authors examined students' learning styles and self-assessments of online/hybrid learning experiences. Results suggest that students are well aware of possible advantages and disadvantages of online, hybrid, and face-to-face courses. Visual learners, in particular, seem to rate online and hybrid learning more favorably than auditory or kinesthetic learners. Visual learners are also more likely to take online or hybrid courses in the future. The results of this research may have important implications for the assessment of student learning outcomes, the design of effective teaching strategies in online and hybrid courses, and the process of advising students in the selection of face-to-face versus online or hybrid courses.

To engage students you must first engage faculty

Spencer A. Benson and Sabrina Kramer
University of Maryland, USA

To engage student learning through cutting-edge technologies, you first have to engage faculty, many of whom are leery of using new technology in the classroom. At the University of Maryland, a large research-intensive university, we have developed and piloted the Summer Institute for Teaching with New(er) Technology (STI) in which we engage novice faculty in using technology to address a pedagogical problem of their choice. This approach has resulted in a robust community that includes faculty from all levels who are addressing a variety of teaching challenges through technology and social spaces. Each year the STI faculty cohort participates in a faculty learning community space that supports and enhances their use of cutting-edge technologies from simple clickers to blogs, Facebook, and flipped classes. In this participatory session, we will describe the lessons learned in developing and piloting this approach, expected and unexpected successes and challenges, and our evaluation of faculty and student interactions with the new technologies. Several case studies of how novices successfully use technology to heighten student engagement and learning will be showcased.

Student employability: can I get a job through social networking?

Vladlena Benson and Stephanie Morgan
Kingston Business School, UK

Social media offers potential to provide an easy-to-use platform for connecting students throughout their entire life cycle – from aspiration rising, enrollment, learning and teaching leading on to employment, alumni communication, and life-long personal and professional development. Social-media connectivity has been growing rapidly with the proliferation of mobile devices and anticipated move to 4G, while the penetration rate of mobile devices among students has reached a record high. With these changes in technological landscape, higher education institutions need to teach students how to apply social media in learning. However, another aspect of social media has received little attention so far – the potential of social media to help succeed in finding employment and building professional relationships. To enhance employability of their students, higher education institutions must consider which skills and knowledge are necessary at different stages of student lifecycle. Social media offers an outstanding potential of building (and exploiting) social capital of informal and professional networks. This session will open a discussion into how social media can

help students build business and professional relationships, establish web presence and ultimately secure that dream graduate job in today's uncertain economy.

Mediated discourse in higher ed classrooms using text messaging

*Binod Sundararajan, Lorn Sheehan, Sarah Gilbert and Lisa Erin Gauthier
Dalhousie University, Canada*

We present results from a study, grounded on social constructivism, which looks at the use of instant messenger and texting communication to see how they facilitate discussion, deliberation, and decision making in the classroom and whether using such technologies can increase student engagement. The design assesses three types of communication within groups of students: face-to-face (FTF), instant messenger (IM), and texting. Participants (pretested for baseline subject matter knowledge, experience with technologies, and perceptions) attended lectures for five days on the subject matter, followed by deliberation with their respective group members on questions related to the lecture material. On the fifth and final day, participants were debriefed via a subject matter posttest, a survey (on learning outcomes, collaboration, and technology issues), and a focus group session. For analyzing the IM and text (SMS) exchanges, we adapted a referential thematic code categories model for texting created by Thurlow (2003). To this adapted model we added new code categories based on Toulmin's (1969) argumentation model. Path analysis of survey data indicates support for the idea of using texting to discuss course material, communicate better with teammates, help to focus on tasks, acquire knowledge, build relationships, collaborate effectively, and overcome language barriers. Conversation analysis of IM and text messages indicate the presence of conversational maxims (Grice, 1975), adjacency pairs, i.e. turn-taking (Sacks *et al.*, 1974), argumentation, and quite often consensus. The findings from this research can be used to explore the use of an additional dimension of learning in school and university classrooms.

Target knows if you're pregnant: how data leads to personalized learning

*Jeff Borden
Chaminade University, USA*

Digitalization leading to data mining has profoundly changed most every industry on the planet. Likewise, digital delivery, assessment, and hundreds of data-mining concepts are being applied to education today. As a result, we can change education. Using actionable data as the cornerstone, if we ask the right questions, use the right tools, and create meaningful visualizations of analytics, we can be extremely creative yet impact teaching and learning positively while personalizing the experience for every student. We can help students learn in the best possible way for their styles, preferences, and contexts, while still holding them accountable. We can preemptively provide remediation for concepts we know students will struggle with based on past history. This workshop will illustrate foundational strategies for neo-millennial teaching, learning, assessment, and personalization techniques based on data. This workshop will include multimodal/multi-nodal learning opportunities for participants. The session leader will tell, show, do, review, and ask participants to heighten engagement and learning. Mined data will be shown illustrating meaningful at-risk reports, actionable outcomes data, and completion analytics. Research showing statistical significance with regard to online class size effectiveness will be presented. The session will be interactive and will include video, case studies, Q&A, and serious games. All participants will leave the session with a list of over 500 creative, useful, web-based resources. Participants will also see modeled content, actual data from education institutions, and workable learning paths from live scenarios.

Active learning architecture: bridging the gulf from face-to-face to elearning

*Kathlyn Bradshaw and Heather Farmer
Algonquin College, USA*

Transformational changes in education as a result of greater interest in, and desire for, elearning lead to questions such as how effective active learning practices used in traditional classroom settings might be translated into elearning contexts. Many faculty have years, often decades, of experience successfully designing, developing, and delivering face-to-face active learning practices (ALP). Transitioning these teaching practices into elearning environments remains challenging. The question driving this research project thus became how in-class ALP (such as role play, debates, modeling, case studies, and so on) might be deconstructed in such a way that information gleaned might offer guidelines for online teaching and learning. Through a series of interviews with experienced faculty who teach within a range of schools and programs at Algonquin College in Ottawa, Canada, information about the active learning techniques, approaches, ideas, and perspectives used within their classroom was gathered. The research findings pointed to the key role scaffolding played in the development of effective face-to-face ALP. This data was then aligned both with specific scaffolding goals as well as student learning outcomes. The resulting bridge framework offers transitioning guidelines which connect specific scaffolding goals to learning outcomes providing relevant strategies and techniques which can be considered and applied when designing, developing and delivering ALP in either face-to-face or elearning contexts. This interactive workshop-style session offers participants an opportunity to work with the framework in order to reflect on their own ALPs.

Supporting learner engagement through problem-based learning: institutional and instructional implications

*Katerina Bohle Carbonell, Amber Dailey-Hebert, Maike Gerken and Therese Grohnert
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Problem-based learning (PBL) is an instructional format that emphasizes collaborative and contextual learning and hence has favored face-to-face course design. However, with the plentitude of online tools which technology offers nowadays, PBL courses can also be effectively offered to students who cannot physically be present at the campus. The change process from offline to hybrid, blended or online PBL courses need to be carefully managed and the right combination of technology and learning activities selected from the ever-increasing available set. Hybrid, blended and online courses differ in the amount of integration between offline and online activities. A mixed-method design was used to elaborate on how the different (hybrid, blended and online) PBL courses can be effectively build and taught to create learner engagement. A total of 12 people (change agent, instructor and participants) were interviewed and 82 students filled out a course evaluation form. The data was used to describe how a hybrid, blended and online course were created and how the instructor and students perceived it. Instructional and change management implications for implementation are presented. Instructional implications deal with the needs of the learner, the role of the instructor, and the importance of sound technology integration in the course. Change management implication highlights the need to foster intra-institutional collaboration.

The performance for all project: developing online performance management tools that are right for higher education and all its stakeholders

*Christian Carter
University of Bristol, UK*

Run by universities for universities, PFA started out as a small group with a common objective; to develop on-line appraisal processes with the fairly simple aim of moving the current paper based appraisal to the web and gaining the obvious administration and coordination efficiencies this could offer. Twelve months later the objectives of the project

have not only grown, but so also have the tools that are being produced and the numbers of project partners. PFA is now made up of over 40 HEI's across five countries using the system with both academic and support staff. Together we are creating flexible, simple and cost effective web-based solutions for the complex and diverse needs of the higher education sector to successfully deliver:

- B Online appraisal.
- B Goal alignment.
- B Coordinating learning and essential training.
- B Quality induction processes.
- B Delivering competency and behavior frameworks (AUA, HERA, VITAE RDF, etc.) and corporate training needs analysis.
- B Talent management and succession planning.
- B Seamless integration with current HR systems.
- B An open-source platform that allows for other locally developed modules and customizations to be easily added over time.

Universities can get involved in as much or as little as they like, run the full suite of modules or introduce it slowly over time. More at www.performanceforall.org

Online education through gaming systems: a practical investigation

Jim Chaffee

University of Iowa, USA

Technology-enriched distance education with some aspect of visual representation can be frustrating to implement with bandwidth constraints and so many different systems available. This presentation is to consider the possibility of accomplishing some aspects of online education through the use of existing video gaming systems. In particular, the use of Microsoft's Xbox 360 Avatar Kinect is examined as a replacement for traditional video conferencing as part of the online classroom. As the most widely sold gaming system in the US we examine the usefulness of the Xbox, its graphical interface, the Kinect, and included software (Avatar Kinect) to create a robust virtual environment to engage students in. During the pilot phase of the fall 2012 semester, students were taught in both a traditional classroom space as well as through the Xbox to determine the feasibility of the program. Findings and student reaction collected during this phase will be shared during this presentation.

Learning spaces matter: assessing the impact of environment on student learning

Mary Crowe and Jeanne L. Narum

Florida Southern College, USA and Learning Spaces Collaboratory, USA

What difference do spaces make to learning and how do we know? Those involved with the Learning Spaces Collaboratory (LSC) are collaborating in translating findings from contemporary research and practice in the field into roadmaps for shaping and assessing built environments for learning in the undergraduate setting. LSC goals are to engage a broad community of stakeholders in: promoting evidence-based design as a foundation for shaping and reshaping physical learning environments in colleges and universities; supporting the design and development of physical learning environments that reflect awareness of research on how people learn; capturing emerging best practices for imagining, designing, constructing, renovating, and maintaining spaces for undergraduate learners and distilling and disseminating resources broadly. During our session, we will ask participants to share how some activities work well in some physical spaces but not others and how new and/or renovated buildings/spaces have influenced their pedagogies. We will provide an overview of the literature that informs cognitive scientists, architects, and other educational experts as they design spaces and buildings. We are interested in developing

robust assessment tools to determine how changes/improvements in spaces and buildings impact student learning. Participants at this session will have the opportunity to be involved in the “ground floor” to inform the development of these instruments and surveys to assess the impact physical space has on student learning.

Incorporating social media into online classrooms: a crash course

Shaun Curran
Quincy College, USA

As faculty who teach online, we are constantly searching for more effective ways to instruct our students. With the rise in technology and the development of complex online systems, students are finding themselves increasingly isolated from their instructors and classmates; often, the only interaction students have with their instructors is through e-mail, and it is only at the final exam when students meet each other. While some may argue this is a natural consequence of online learning, it does not have to be this way. Social media, particularly Facebook and YouTube, have the potential to bridge the gap between the student and instructor, and the student and the rest of the class by providing videos that highlight key points that are often not covered in text materials, and issuing feedback on assignments; in addition, the creation of discussion boards on Facebook can help students ask questions and interact with each other, as well as explore and post to the class external links relevant to the class. This lecture will show how to create dynamic YouTube videos that are informative and stimulating, highlighting dos and don'ts, as well as demonstrate proper ways to facilitate discussion using Facebook.

Transforming learning spaces with digital textbooks

Aimee deNoyelles and Ryan Seilhamer
University of Central Florida, USA

The purpose of this presentation is to explore the ways in which digital textbooks are transforming learning spaces typically inhabited by traditional textbooks. For instance, with digital textbooks, readers can collaborate with notes, participate in a class poll, and share passages in social-media applications, making the practice of reading a textbook more virtual, social, and engaging than before. While promising, challenges exist regarding the integration of digital textbooks in learning spaces. There is a need for a more informed understanding of how faculty members and campuses are integrating and using digital textbooks to revolutionize learning spaces. This presentation will include the results of the University of Central Florida's student and faculty survey, which provides a landscape view of perceptions and usage of this technology. Factors include the use of digital textbooks on campus, how certain features influence adoption, and perceptions of self-efficacy in digital textbook use and learning. We found that digital textbook use remains relatively low. While most students owned devices to access digital textbooks and believed they possessed the technical and study skills to adapt to digital textbooks, results were mixed regarding learning, motivation, and sense of community. Neither students nor instructors were actively using the features that facilitate reading and studying, although those features were prized most by students to encourage adoption of digital textbooks. We expect the results of this survey will identify pertinent issues that any campus is likely to face when considering a digital textbook initiative.

On not engaging students with automated essay scoring (potentials, limits, alternatives)

Doug Downs
Montana State University Bozeman, USA

Not every cutting-edge educational technology helps engage and retain students, and as we celebrate the possibilities that instructional technologies create, our research should also critique. Such is the case with automated essay scoring (AES) and machine rating of student

writing, an ascendant technology currently being trumpeted – marketed, actually – as a promising improvement in writing instruction. I review the current state of the art in AES based on recently published studies of the software’s workings, its success in correlating with human raters, and its expanding range of applications (e.g., Shermis *et al.*, 2010; Shermis *et al.*, 2012; Perelman, 2012). My review shows that high correlation between automated essay scoring and human scoring demands not only writing tasks that are themselves dehumanizing, but also training readers to score like machines to begin with. (That is, by attending to only an extremely narrow range of countable stylistic textual features and their implications, and paying essentially no attention to textual meaning.) This review then grounds my analysis of the negative impact of AES technology on student engagement and retention. That analysis focuses on differences between syntactical and rhetorical reading: computers, performing the first, remove context, motivation, and meaning from the meaning-making process that characterizes human reading. AES does not read; it counts. But student engagement in writing instruction depends on being read and interacted with by other writers and readers. My presentation explores these implications and the need for technologies of writing instruction to be more, rather than less, humanized.

Technology and the emerging educational learning space

*Charles Dziuban, Patsy Moskal, Jessica Thompson and Lauren Kramer
University of Central Florida, USA*

The impact of technology on higher education has been profound over the past two decades, at times described as the great unbundling and the new normal. The transformation of learning space has surpassed definitions bounded by physical location, being more properly viewed as a boundary object – weak in the general community and strong in individual constituencies. The staff of the Research Initiative for Teaching Effectiveness at the University of Central Florida presents the results of over two decades of research on the spatial impact of technological innovations such as online, blended, and lecture-capture modalities on student success, student satisfaction, learning preferences, and faculty satisfaction, as well as other issues encountered in technology-enhanced teaching and learning environments. The presenters will demonstrate the elements that students perceive as necessary for a quality learning environment (space according to the Anna Karenina Phenomenon), as well as robust rules for determining what an instructor must do to be perceived as excellent. They demonstrate student success rates across many teaching modalities and highlight student preferences for learning cultures. Many mediating issues impact outcomes in complex environments – student ambivalence, prototype theory, boundary objects, and psychological contracts for instance. Each of these constructs are explained as the presenters make the argument that in complex learning environments, continual interactive and organic evaluation is necessary in order to properly model the educational learning space.

Creating a virtual academic community for underrepresented students in STEM

*Lisa B. Elliot, Benjamin Rubin, James J. DeCaro and E. William Clymer
Rochester Institute of Technology, USA*

*Kathy Earp
Camden County College, USA, and*

*Michele D. Fish
Cornell University, USA*

Hearing loss may be invisible to the general public, but it is a significant barrier to preparing for science, technology, engineering, or math (STEM) careers. Recognition of the need to include students with disabilities in STEM education is often overlooked. Four areas of concern have been addressed relating to the preparation of students who are deaf or hard of hearing (D/HH) for successful postsecondary education in STEM majors, including service

provision, precollege preparation, socialization issues, and accessible media. To address these issues, a model Virtual Academic Community (VAC) is being created by a team from the Rochester Institute of Technology, Cornell University, and Camden County College for postsecondary students in STEM who are deaf or hard of hearing with funding from the National Science Foundation. The VAC activities include remote tutoring and mentoring, remote captioning and interpreting services, as well as a clearinghouse of web-based accessible resources in STEM. In its initial phase, the VAC started with a small group of students receiving remote tutoring, using Google+ Hangouts as the web-conferencing platform. The project team continues to gather informative data from tutors and students who are participating in the remote tutoring portion of the project. The roundtable session will discuss pedagogical issues, benefits, and challenges related to the shift from in-person to virtual tutoring, including recruiting tutors and students, technical assistance online, using different online platforms, and building a website to house social media and resources that meets Web Content Accessibility guidelines.

Collaboration and immersion discover best practices in a virtual world of Second Life

*Maureen Ellis, Sharon Collins and Patricia Anderson
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Second Life (SL) is a medium for instructors and students to communicate, socialize, and interact in a globalized, networked world (Inman *et al.*, 2010). The SL setting provides the opportunity for real-time collaboration in an immersive, 3-D environment regardless of users' geographical distances, allowing the users to more readily engage with experiences, mimicking real time. An avatar, the heart of the immersive SL experience, facilitates movement, choice, and interaction with participants (Gazzard, 2009). The development of the avatar follows a series of predictable stages: the Basic Avatar, the Experimenting Avatar, the Transitioning Avatar, the Well-functioning Avatar, and the Self-actualized Avatar. Categories of physical appearance, physical movements, social interactions, emotional reactions, and leadership skills/uses are used to clarify and define each stage. Virtual settings promote creative new efforts, sharing common goals, projects, and work; thus engaging digital native learners in learning. Steeped in the constructive theory, the SL environment offers prospects for new types of collaborative and participative learning. The SL setting promotes creative new efforts for sharing common goals, projects, and tasks. Utilizing these authentic tasks, learners can explore, solve problems, construct new meanings, and collaborate in a myriad of ways (Wang and Hsu, 2009).

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Mobile learning: engaging students and stimulating ubiquitous learning

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The study defines and conceptualizes mobile learning, its applications and challenges, evaluating current technologies that can be used for m-learning, aspects that contribute to their diffusion and how they can actually be employed in higher-education settings as a learning tool. Pedagogical and epistemological issues are tackled, with an initial proposal being presented about how m-learning practices should fit together with other more traditional teaching approaches, always aiming to provide apprentices with more engaging,

efficient and fulfilling learning experiences. Through the mobility allowed by technology, ways must be found to adapt the learning experience to the subjects' context, enhancing their participation and, consequently, their acceptance of this new educational modality. Digital technologies, by themselves, including mobile, ubiquitous and wireless technologies, do not change education – the ways users find to utilize and adapt them for learning purposes do. The technological, economic and social challenges that the employment of m-learning technologies represent for universities and other institutions are also discussed. In closing, the benefits and limitations of mobile learning are evaluated, with possible next steps for effective use of this new learning modality being pointed out.

Teaching and learning experiences in active learning classrooms

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Students need to be actively engaged in the classroom in order to create opportunities for meaningful, deep learning. Active Learning Classrooms (ALCs) are spaces that are specifically designed to “signal” a mode of learning focused on active collaboration and interaction. ALCs offer many features that can provide a supportive learning environment; furniture that encourages collaboration (e.g., round tables for group work, movable chairs for facilitating work in small groups) and numerous technological features (e.g., digital writing, screen sharing). ALCs have been cited in the literature as having a positive impact on classroom learning, providing increased opportunities for application of knowledge and collaborative interaction. However, the design of these spaces is often far more complex than traditional teaching and learning environments. These spaces are often brand new environments for instructors and students and while they present important new opportunities for learning, they also create unique challenges. Successful teaching and learning in ALCs necessitates that instructors rethink their approach to teaching and students rethink their approach to learning. Evidence collected since the first ALCs were created at our institution in 2009 has indicated that these rooms have helped improve engagement, interaction, collaboration and learning in many different disciplines. This past year, over 70 instructors from eight different faculties have taken advantage of these new spaces impacting over 3500 students across campus. This session will discuss the results of a three-year analysis of the teaching and learning experiences in multiple ALCs at a large research-intensive, publicly funded university.

Interactive presentations and pedagogy with Gogy

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The term “participative pedagogy” starts with the fact that we are living in a society where current technologies are reshaping the ways we interact with one another and the world around us. One of the unique trends in our current environment is how users not only consume content they deem useful, but they are also the generators of it. In a classroom setting this has not taken hold in the same fashion. What if, instead of being merely consumers of information, they can become active generators of insights and material surrounding the topics being discussed? This is what participative pedagogy embodies. In other words, students take an active versus passive role in their learning process both in and out of the classroom. This session will explore how to incorporate additional student interaction during class lectures. Traditionally, professors will ask questions or call on students to increase the participation of the students in the lecture material. I will present using a newly developed technology that allows for this traditional model to be enhanced through technology. What this technology offers is the possibility of incorporating every student's point of view of a particular topic or question and not just the few who are called on or volunteer their answers. I will use the technologies in the first part of the session so that everyone can understand how it works firsthand. The second part of the session will be open for further discussion and case studies of how it can be applied.

Students' attitudes towards mathematics and technology

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In this paper we examine the relationships between students' attitudes towards mathematics and technology. For this, we take a Galbraith and Hines' (1998, 2000) scale about mathematics confidence, computer confidence, computer and mathematics interaction, mathematics motivation, computer motivation, and mathematics engagement. A total of 303 questionnaires were applied to undergraduate students of several profiles: Economy, Management, Accounting, Marketing, Tourism and International Business, in a study carried out at the Universidad Cristóbal Colón. The statistical procedure used was factorial analysis with an extracted principal component. The hypothesis: $H_0: r = 0$ has no correlation, while $H_a: r \neq 0$ does. Statistics test to prove: χ^2 , Bartlett's test of sphericity, Kaiser-Meyer-Olkin (KMO) Significance level: $\alpha = 0.05$; $p < 0.05$ therefore reject H_0 if χ^2 calculated $> \chi^2$ tabulated. The results obtained from the sphericity test of Bartlett KMO (0.668), χ^2 calculated, 92.912 $> \chi^2$ tabulated, Sig. 0.00 $< p < 0.01$, MSA (CONFIMA 0.682; MOTIMA 0.639; COMPIMA 0.716; CONFICO 0.688 and INTEMAC 0.660) provide evidence to reject H_0 . Thus, the variables of Galbraith and Hines' scale help us to understand the student's attitude toward mathematics and technology.

Creating technology-rich learning environments for the classroom

*Robert Garrick, Larry Villasmil, Elizabeth Dell and Rhiannon Hart
Rochester Institute of Technology, USA*

This presentation reviews student engagement and learning over of a six-year study period (.500 students) in a technology-rich learning environment. The technology-rich learning environment in this project consists of tablet PCs for each student (1:1 environment), visually immersive multiple projection screens, and collaborative digital-inking software. This chapter reviews the education problem being addressed, and the learning theory used as a lens to focus specific active learning pedagogical techniques to address the educational problem. From this problem-based, learning-theory-grounded approach, the features desired in a technology rich learning environment were developed. The approach is shared in this chapter with specific detailed examples to allow others to implement technology-rich learning environments with active learning pedagogical approaches to address specific education problems in their institution. The technology-rich learning environment implemented and studied includes multiple hardware/software pieces to create a system-level solution versus a single device or single app solution.

Working towards a University 2.0 implementation framework: opportunities for student communication, collaboration and innovation through SNS

*Matt Glowatz
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Much research on Social Network Sites (SNS) currently focuses on the social student use. This research demonstrates how an SNS can help increase a student's academic engagement. The classroom community can be an online community as well as more traditional teaching environments. Social networking might be considered as "the practice of explaining knowledge by making connections with individuals of similar interests" (Gunawardene *et al.*, cited Hung and Yuen, 2010, p. 705). Rather than suggesting the online as an alternative approach, Yuen and Hung (2010) suggest that social-networking tools are

best implemented as a supplement to face-to-face communities or virtual communities. They suggest that an SNS allows students to network outside of the classroom and such extended interaction can lead to additional learning opportunities and enhanced participation in the classroom. The key questions for this research project were: (1) Can an SNS be used as a learning tool to academically engage students? (2) Can an SNS be an eLearning tool which improves students' learning experience? and (3) What are the components of a University 2.0 implementation framework? The evidence from this research suggests that an SNS can be used as a learning tool to academically engage students. This case study's findings show that an SNS, particularly Facebook, can be used in higher education to improve the students' learning experience demonstrating Glowatz and O'Brien's innovative social infrastructure for better learning model based in effective and efficient lecturer – student communication, collaboration and innovation principles. However, careful consideration is required before implementing social-networking sites for academic purposes until further research emerges.

Using online technologies effectively for hybrid teaching

Jennifer F. Grant

Augsburg College, USA

This presentation includes an analysis of a course redesign from face-to-face to hybrid format, a discussion of best practices in online teaching, a demonstration of an online classroom using various online technologies, and a case study synopsis of implementing the redesigned course. The course used was a mid-level overview of management information systems. The redesign used L. Dee Fink's *Creating Significant Learning Experiences* and D. Randy Garrison and Norman D. Vaughan's *Blended Learning in Higher Education*, as well as best practices from SLOAN-C Consortium: *Applying the Quality Matters Rubric to your Online Course*. Major design principles used in the course established three teaching presences, introduced caring as a focus leading to critical thinking to understand decision making, helped students learn how to learn, honored web accessibility, increased group collaboration, and reduced counterproductive behaviors such as cheating. Students used document sharing, forums, chat, wikis, polls, peer review, avatars, images, videos, and voice technology. Many technological concepts are abstract, particularly at the organizational or complex systems level, and students often struggle with synthesizing the components. The hybrid redesign enabled students to bridge their understanding into deeper levels of meaning as well as learn how to collaborate more effectively.

Statistical literacy as a function of online versus mixed-mode course delivery format for an introductory masters statistics course

Debbie L. Hahs-Vaughn

University of Central Florida, USA

Statistical literacy, more narrowly termed as statistical competency and statistical citizenship, refers to understanding fundamental statistical concepts. Assessment of statistical literacy can take the forms of tasks that require students to identify, translate, compute, read, and interpret. With technology developments, statistical instruction can take many forms and this includes course delivery format. Course delivery format can be face-to-face, hybrid, or online. Courses taught completely online, in which all components of the course are delivered via the web, are becoming more and more common in most disciplines. Although research has been conducted that compares student performance and other outcomes of students based on course delivery format, a limited amount of research has examined outcomes of students in introductory statistics courses. Additionally, studies that exist have traditionally used end-of-term grades as the measure of student performance that do not always serve as a valid proxy of statistical literacy and often have limited samples (such as one semester of data). The purpose of this study was to determine if there is a relationship between course delivery format (specifically online and hybrid) and statistical literacy of students who enroll in and complete a graduate level introductory

statistics course. A two-level multilevel model, with students nested within semester, was computed. The results of this study add to the literature base on how course format may relate to statistical literacy of students enrolled in introductory statistics courses and thus have great transferability to other disciplines that offer introductory statistics.

Stimulating critical thinking in online discussion groups

Bruce M. Wilson, Philip H. Pollock and Kerstin Hamann
University of Central Florida, USA

An established literature suggests that student-student discussion interactions promote cognitive engagement, student satisfaction, and positive learning outcomes – and may enhance critical-thinking skills. A growing body of research indicates that these positive outcomes can be replicated in the online environment. Yet we also know that the effectiveness of online discussions can be conditioned – even compromised – by such factors as group size, gender composition, and differences in participants' prior academic achievement. In this study, we offer a preliminary look at the efficacy of a conditioning intervention: the role of student preceptors in promoting student interaction and elevating discussion quality. We analyze quantitative indicators on performance in discussion groups in online class discussions in a large (330 þ student) introductory American Government course under three quasi-experimental conditions: preceptor-as-student, preceptor-as-GTA, and a control condition with no preceptor present. In addition to analyzing the quantity of student participation, we add a qualitative dimension that assesses whether “model postings” affect the quality of subsequent postings. We explore different dimensions of evidence of critical thinking and information fluency aspects. We expect the presence of these exemplary postings that showcase critical thinking to have a spillover effect on subsequent postings, leading to overall higher levels of critical thinking.

Paying for cutting-edge technologies that tie retention, learning, and engagement: lessons learned from a failed strategy

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James Dorris
Regis University, USA

Revolutionizing learning spaces using emerging technologies, as they continue to emerge at ever-increasing speeds, is not easy. Revolutions require that institutions develop and implement revolutionary visions, missions, and strategies – not easy tasks in today's face-to-face and virtual higher-education institutions. In difficult economic times like we face today, however, the most dramatic stumbling block to implementing visionary technological strategies is money. Budgets are being stripped at almost every university and college in the country. Developing and maintaining cutting-edge technologies to support vibrant learning spaces and increasing expectations from more sophisticated students is expensive. Therein lies a major dilemma for faculty and administrators, and a possible threat to learning, and retention of students. This panel, comprising two experienced former presidents and a provost, will address ways of creatively approaching solutions to budget problems while maintaining their academic strength and quality. The panel will address ethical, cultural, and administrative successes and failures they have encountered, using their personal experience in several traditional and for-profit online institutions. They will focus on several institutions, one of which, under the panelists' leadership, attempted to move from a for-profit institution to a not-for-profit institution, working in partnership with a venture capital organization.

Using iPads in the chemistry classroom: steps toward a fully paperless classroom

Jason D. Hofstein
Siena College, USA

iPads have been incorporated into several chemistry classrooms at Siena College in order to integrate paperless processes into their respective settings. Our methodology takes advantage of the iPad's ability to send and receive information through the use of on-site, dedicated file servers. Using upload/download protocols developed at Siena College, students in the classroom have immediate access to real-time lecture materials, the ability to communicate problem-solving techniques, and electronically interact with others in the classroom. In tandem with the paperless aspect, an overarching goal of this proposal is to increase the effectiveness of in-class instruction, thereby improving student engagement in these challenging courses. Chemistry courses in the department have employed aspects of paperless teaching based on the success of a pilot program funded by Siena. This new paradigm was used to teach a ten-week chemical kinetics course paperlessly. The success of our approach has been assessed using control groups and historical data. Student learning and attitudes have been measured by pre- and post-course surveys, and student achievements have been measured by homework, quizzes, and exams. It was also found that the students employed a group-analytic method of information sharing, choosing the best applications for the tasks at hand.

Engaging students in new technologies using a representation construction pedagogy

Peter Hubber
Deakin University, Australia

This presentation describes a case study of a preservice secondary science teacher education curriculum course that was designed to embed ICT into its curriculum, assessment, and delivery in terms of the tutor modeling best teaching practice in the use of learning technologies. The theoretical framework is Technological Pedagogical and Content Knowledge (TPACK) viewed through a representational construction approach that involves students undertaking a series of representational challenges whereby they construct and critique representations. These representations may include artifacts produced by learning technologies. In participating in the course, the study wished to determine the levels of preservice teachers' engagement with ICT, and changes in their understandings of the ways in which ICT can be embedded into the teaching and learning of science. The study found student engagement with learning technologies and an enhanced TPACK over the period of the course. Some of the drivers for these findings were embedding ICT into the curriculum and assessment in addition to the competence of a skilled teacher educator modeling best practice in applying a representation construction approach. Further, the ICT tasks given to the pre-service teachers were seen as authentic in terms of highlighting how ICT might be used in a school environment. Some of the issues raised by the pre-service students in the course were the time commitment in completing some of the ICT tasks, access to digital resources outside the University and insufficient modeling of ICT practice in the students' non-science courses and practicum schools.

Health education in the new millennium: creating spaces for collaborative learning

Marie T. Huff and Laura Cruz
Western Carolina University, USA

This presentation will focus on the integration of technology and pedagogy in the design and utilization of the new 160,000-square-foot health sciences building on the Millennial Campus at Western Carolina University. The design and technology in the building allows faculty to teach differently, bring the world into the classroom, and share their expertise with others. Simply put, they can communicate with anyone, anywhere. The technology and space/furniture arrangements enhance collaborative learning, modeling the increasingly

interdisciplinary and patient-centered approach in health care while putting students at the forefront of education for health-care professionals. Presenters will provide an interactive cyber-tour of the new instructional spaces featuring eleven technology-rich classrooms spread throughout the building that offer unique space configurations promoting active learning and group problem solving. Highlights include student collaborative areas, multi-feed video conferencing capabilities, video capture, and high-resolution document/object cameras. Results from a survey distributed to students and faculty who are using the building will also be presented. Last, presenters will share some of the logistical, administrative, and ethical challenges, as well as solutions, inherent in creating such a “revolutionary” space and engage participants in exploring strategies for continuous growth and development that reflect our evolving and diverse student culture.

Improving writing with technology

Kim J. Hyatt
Carnegie Mellon University, USA

The focus of this presentation is to demonstrate how a variety of technologies can be implemented in diverse academic environments, face-to-face instruction and online learning, to improve student writing across disciplines. The discussion will also provide a rationale for using a rubric in order to decrease the subjectiveness associated with assigning grades. The following criteria, adapted from Cengage Learning's Write Experience, will be utilized to discuss the importance of using a rubric for self-assessment and peer conferencing. Write Experience is a product that uses artificial intelligence to provide detailed feedback to students during the writing process, as well as scores for students and instructors, alike.

- B *Focus and meaning.* The extent to which the document establishes and maintains a controlling idea, as well as demonstrates an understanding of the audience, the purpose, and the message.
- B *Content and development.* The extent to which the document demonstrates knowledge of the subject matter through the use of appropriate concepts and terms.
- B *Organization.* The extent to which the document demonstrates a unified structure, logical connections, and transitional devices.
- B *Language and style.* The extent to which the document demonstrates concise writing using professional language and appropriate style.
- B *Conventions of English.* The extent to which the document demonstrates control of the conventions of English (grammar, mechanics, and spelling).

Rethinking in teaching applied zoology: interactive multimedia technology is a catalyst for fundamental change

Damayanthi Devi Ilapogu
Dr B.R. Ambedkar Open University, India

Today's classroom looks very different from classrooms of even 15 years ago. The students entering the classroom today range from those with computer and internet experience to those who have little or no access to technology. We need to teach academics in a way that embraces both traditional communication skills and new technologies. The integration of Interactive Multimedia Technology (IMT) in education supports the needs of different types of students. This paper describes how interactive multimedia learning modules (IML) can enhance learning and offers best practice guidelines for building innovative multimedia materials. This study was conducted at Dr B.R. Ambedkar Open University. The content is based on a class lecture entitled “Genetic Disorders.” This examines the effects of interactive multimedia instruction upon the variables of achievement and problem-solving skills. This study evaluated the performance of the students who learned genetic disorders by using interactive multimedia instruction including animation, digital movie clips, audio,

text, and hypertext. The findings indicate that the IML had a significant effect on both of the variables. We call for a rethinking of pedagogies based on input/output models that imply a linear progression from an initial to a goal state.

Making learning visible: using video and wiki technology to increase student engagement with learning in large international cohorts in UK higher education

Alex Janes, Jenny Wren and Elizabeth Dunne
University of Exeter, UK

This presentation covers two case studies designed to address the challenge of how students in large, diverse classes can become effectively engaged in their learning through the support of technology. Implementation of two modules in the University of Exeter Business School over a period of three years is explored: a first-year management module wherein students make use of camcorders and a master's module where students use wikis. Each has been important in coming to understand the interrelationship of pedagogic processes and technology use, in particular in the context of group work. Data on student outcomes and perceptions have been collected through ongoing monitoring, individual and group reflective accounts, tutor and student-led surveys, and informal verbal feedback. Overall, the use of both technologies is highly valued by most students and by the teachers, despite the many (and sometimes unexpected) difficulties associated with their management. The main benefits are in the way that they can be used to support attendance, group cohesion, and quality of work, in an ethos where the importance of group work is central to learning and where individuals are recognized for what they can contribute despite the large cohort size and the many different nationalities.

Introducing electronic voting system technology across a higher education institution: reflections on some critical success factors

Amanda Jefferies and Marija Cubric
University of Hertfordshire, UK

Investment in the introduction of EVS technology has been widespread in HE and in pre-university classes. Research has previously reported on their local use and adoption by faculty and students, often focusing on numerate disciplines. This earlier research typically indicated that the benefits of EVS adoption include student enthusiasm and acceptance and some reduction in workload for academics. The University of Hertfordshire in the UK has invested in a large-scale deployment of EVS technology to enhance its approaches to assessment and feedback and pursue integration with the MLE as an enabler for personalization. Since 2010 over 7,000 EVS handsets have been purchased for use in campus-based programs across the university. Researching the move to the mainstream adoption of EVS technology has included a reflection on requirements of extra staff support and training. Investment in the technical infrastructure enabled the seamless use of EVS technologies in all teaching rooms, whether lecture theatres, seminar rooms, or workshop areas. This session reports on a set of critical success factors that the authors developed for adoption of institution-wide technologies and specifically EVS. The authors will also consider some of the barriers and hindrances they encountered along the way and steps taken to mitigate these. The authors believe this session will be of interest to practitioners and policy makers considering a move from local choice of classroom technologies to an institutional introduction of a specific technology. They invite conference participants to share examples of research outcomes into academic and student responses to large-scale technology introduction.

Microsoft Kinect and KinectMath software as a catalyst for “flipping” classroom learning

*Keri Johnson and Robin Angotti
University of Washington, USA*

Higher education mathematics classes have traditionally been lecture based with instructors presenting algorithmic procedures to students with the goal that students will be able to reproduce this knowledge. Although there are instances of change in this model, many introductory level mathematics courses in higher education still consist of large lecture classes in which the instructor is the giver of knowledge and students are receivers. The idea of a “flipped” classroom in which students’ homework consists of watching a lecture or online presentation of new content and classwork is used to explore problems together is an emerging classroom philosophy which is gaining momentum. This presentation will present one possibility for higher education math classes that uses this “flipped” classroom philosophy with a Microsoft Kinect sensor and a software program called KinectMath. This designed experience aims to provide students with a unique embodied mathematics learning opportunity. The Kinect device and KinectMath software allow students to explore mathematical concepts by physically manipulating functions to explore properties of them with their bodies which is a very unique experience. This technology coupled with a constructivist learning philosophy creates an environment that can be motivating and engaging for students to become active learners in their classrooms.

Using online proctoring to ensure academic integrity while adhering to FERPA

*Don Kassner
President of ProctorU Inc., USA*

Online proctoring is a new industry that uses technology to create a unique educational space where a student can be monitored over the Internet as if they were present in a physical classroom. While this new testing procedure is the best way to ensure academic integrity online, administrators must also keep in mind the implications of passing student information through online cloud servers and networks in regard to staying in compliance with the Family Educational Rights and Privacy Act (FERPA). This new testing method engages students by not only holding them to a higher standard during testing sessions, but it also gives them the convenience of being able to take tests from home or work. Online proctoring also gives opportunities to disadvantaged students by making higher education more readily available to them by the same conveniences and not required people with disabilities to travel to a physical testing center. However, these conveniences must be balanced with a strict adherence to federal privacy guidelines. Online proctors should be able to see the student through a streaming video connection, know who they are with a legitimate authentication process, and see what they are doing by monitoring their behavior with screen-sharing technology.

Experiential learning, business simulations, and Softchalk: a multifaceted approach to student engagement

*Bruce A. Kibler
Gannon University, USA*

The capstone business course is composed of a variety of pedagogical and methodological techniques. As the capstone course, the students must integrate what they have learned throughout the entire business curriculum, up to and including their liberal arts core curriculum. This is done via a combination of experiential learning, (i.e. creating real projects with external entities to be planned and executed by the students), a business simulation tool which creates competitive teams running global companies (this is often done in cooperation with a German university and intercultural teams), and the use of Softchalk, an innovative technology to engage students. This combination of tools appeals to almost all learning types and has yielded excellent results in critical thinking. As current literature

suggests, the single largest factor determining the decreasing value of a business degree is students' (in)ability to think critically as well as the level of their communications skills. Both of these are directly addressed via the above-mentioned tools. There are a variety of individual and group activities which are designed to appeal to a variety of learning styles. A pre/posttest ten-point Likert scale will be used to indicate changes in student perceptions to a variety of business and societal issues, thereby giving insight into levels of deeper learning.

Towards a model for student centeredness and diversity in the open and distance learning context

Esther Kibuka-Sebitosi
University of South Africa, South Africa

Student centeredness is necessary to engage the students as key stakeholders in higher education to enable them to successfully complete their education and beyond. The underlying philosophy is one of inclusiveness rather than exclusion. The interaction involves both peers and staff proactively engaging over a variety of platforms. To what extent is the student put at the center of the core business of the university? The paper discusses the development of a model of student centeredness that encompasses technology; curriculum; financial support for students; support for students with disabilities; learning environments; e-tutors; and innovative teaching. A situation analysis of the students' contexts revealed that they migrate to access higher education and bridging the gap was necessary to reach the extra numbers in remote areas. The students were provided with regional support close to home and were provided with a platform to interact with fellow students and lectures by the university. Evidence of the application of the model and recommendations on retaining students and increasing throughput are provided.

Texting without borders: using mobile technologies to overcome the confines of online courses

Skyler Lauderdale and Christina Partin
University of South Florida, USA

Previous research has demonstrated that students enjoy incorporating mobile devices into classroom activities, and learning outcomes are increased as a result (Partin and Lauderdale, 2011; Lauderdale and Partin, 2012; Partin and Lauderdale, 2012). This current research explores student engagement beyond the learning-management system. Online courses, we argue, are often bound by the limited capabilities of the learning-management system (LMS) in much the same way face-to-face courses are bound by the walls of their classrooms. Early findings from our research on the use of ubiquitous mobile technologies in a large-enrollment course have demonstrated that using these devices in structured ways increases student participation, interest, and engagement with course materials. To that end, we extend our analyses to examine instructional methods that diverge from the artificial environment of the LMS and out into the students' local spaces and lived experiences using course activities using technological, photographic, and recording capabilities of students' mobile devices.

Professor iPad: improving learning outcomes with the iPad

Mark M. Lennon
Frostburg State University, USA, and

Tulay Girard
Penn State Altoona, USA

Current research indicates that the use of Apple's iPad in the classroom holds great promise for engendering positive learning outcomes. A major challenge for educators is the selection

and implementation of effective software applications. With over one million Apps available for download in Apple's iTunes online software store, it is difficult to identify so called killer apps – software applications that have the greatest pedagogical efficacy. This study addresses this challenge by exploring the use of select business-related apps. Preliminary findings indicate that the deployment of popular business-related apps increases student comprehension and has engendered a plethora of future avenues of research and scholarly discussion.

Integrating SMS communication and Mxit into the teaching and learning programme at a South African law school

Alvereen Leonard

University of South Africa, South Africa

The University of South Africa (Unisa), an open distance-learning institution, is the largest university on the African continent, with approximately 350,000 students registered in its formal and nonformal programs. One of its main challenges relates to improving the retention and throughput rate of its students. Research has shown that the success of students depends not only on the quality of the study material but also on the quality and scope of the support offered. Although computer-based learning has broadened the range of support that could potentially be offered to students, the effectiveness of electronic support is hampered by limited access to computers and the relatively high cost of accessing the internet in South Africa. The availability and accessibility of mobile devices presents opportunities to overcome these hurdles. The aim of this paper is to investigate the impact on the retention and throughput rate of a group of law students at Unisa after incorporating two mobile-phone applications, namely short message services (SMS) and Mxit (an instant-messaging application) into the teaching and learning program. Data for this pilot project were collected using a quantitative research design supplemented by a certain amount of qualitative research. The preliminary findings seem to suggest that these students are currently more comfortable using mainstream applications (for example, e-mail) and not instant-messaging applications to support their learning. As such, these applications have a limited impact on the retention and throughput rate of these students.

Best practice in online learning: the University of South Africa. A case study

M.S. Makhanya

University of South Africa, South Africa

As various forms of online learning contribute to the accelerating global transformation of higher-education delivery, a variety of challenges have emerged, all of which require thoughtful and innovative resolution, especially in the context of a developing or emerging nation. Key among these is quality and how higher-education institutions can maintain and promote quality as a legitimized and regulated framing criterion for all forms of online delivery in line with international best practices and to ensure the preservation of reputational distinction. The University of South Africa (Unisa) is currently the only dedicated distance-education institution in South Africa, the largest on the continent and one of the mega institutions of the world. Serving just under 400,000 students, Unisa enrolls more than one-third of all higher-education students in South Africa and contributes similarly to the country's graduate output. Within a context of its own transformation under new leadership, Unisa is currently interrogating and preparing for increased levels of online delivery, the aim being to maximize the perceived benefits of online learning while ensuring a quality and nurturing learning experience, as well as increased retention and throughput rates. This paper aims to share by means of a case study the experiences and the journey of the University of South Africa to that end.

Using multimedia maps to engage students in online learning

Audeliz Matias and David F. Wolf II
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Multimedia maps offer a visual platform for representing information that is otherwise poorly expressed with only text. Advances in geographical information systems (GIS) and the availability of web-based maps allow for utilization of maps in teaching and learning. Likewise, blogs provide an interactive environment where students share and learn from each other. This session presents a mapping and blogging environment we developed based on Google Maps, a MapBlog, to engage students in collaborative exercises where they develop research skills, better communication, and a stronger grasp of the topic. During the last four years we have used MapBlogs for a variety of pedagogical purposes in our asynchronous, online courses. We present and discuss four MapBlog categories: external content, student-created content, static content, and thematic content. Each of these categories allows for diverse approaches to learning activities. We found that implementing multimedia maps as presented here offers an opportunity to link geographic understanding within the context of a variety of disciplines, including the humanities and sciences. For example, when using our learning tool to share data gathered through fieldwork activities in science courses, students have the opportunity to examine and recognize problems by exploring their communities. In addition, the blog allows for inquiry to be taken a step further utilizing peer review of each other's findings and reflect on their own learning. Thus, employing multimedia maps creates a sense of holism and collaboration that encourages a fuller academic, ecological, and cultural understanding, as well as the fostering of connections across disciplines.

Toward mobile technologies: a tool for improving student's engagement and feedback in large classes (University of Venda case study)

Munienge Mbodila and Kikunga Muhandji
University of Venda, South Africa

After a decade of fast increase in South Africa's higher education system, student numbers have grown significantly in many courses and subjects. Larger class sizes pose significant teaching challenges, not least in assessment. A major difficulty in teaching large classes is finding ways to provide feedback to and receive it from students. Many studies have been conducted lately on the effects of cell phones among student populations and on using cell phones to interact with large classes (Kawashima et al., 2004). Studies revealed that 96 percent of students own a cell phone and nearly 70 percent of those phones have internet capabilities. With the arrival of smartphones, students are more connected and are bringing that connection into classrooms. In this study we took a decidedly different approach, due to lack of infrastructure, by creating a class blog on Facebook for the module FIT 1540 where we post all information about the course including tutorials, test memos, feedback, and communiqués. We integrated cell-phone use into Facebook so that students could directly interact with and become engaged by exchanging questions with their lecturer and getting feedback by posting on the wall.

Designing an active learning classroom for local and distant students

Tawnya Means
University of Florida, USA

How would you design an innovative classroom environment to support and encourage active student learning with local and distant students? The University of Florida has built an experimental active learning studio classroom to increase access, change pedagogy, use innovative and engaging instructional methods, improve teaching effectiveness, and increase student knowledge retention. This presentation describes the process of getting the classroom from the initial concept through the classroom's first semester of use. Specific topics include developing the initial concept, obtaining funding, concept refinement and

brainstorming related to the technology needed to support the vision for the classroom and overcome limitations, seeking faculty input, renovation of existing classroom space, equipment installation and configuration, faculty preparation, and lessons learned from the first semester of use. Additionally, the presentation describes the intent of the classroom to serve as an experimental learning studio where instructors can try out various teaching strategies and technologies prior to implementation for a wider audience. While there are many institutions using flexible learning space design with a focus on fostering an interactive, student-centered learning experience, they are implemented as face-to-face learning environments and do not have students enrolled who are participating completely at a distance. The classroom at the University of Florida is designed to meet the needs of both local and distant students by engaging both groups in active learning activities.

Promoting engagement through a student-built atlas of Mā ori studies

O. Ripeka Mercier, Sarsha-Leigh Douglas, Meegan Hall, Bruce McFadgen, Peter Addis, Maria Bargh and Tahu Wilson

Victoria University of Wellington, New Zealand

We describe an educational intervention pioneered by Te Kawa a Mā ui (TKaM), the School of Mā ori Studies, at Victoria University of Wellington, which was designed to improve the engagement and retention of (particularly) Mā ori students by involving them in a school-wide research publication – in this case a digital cultural atlas of Mā ori Studies. Different map-based assessments have been introduced to ten of our program's courses, and we present and describe work by dozens of students who have submitted map-based assessment for these courses, much of which has been of sufficient quality to supplement the growing Te Kawa a Mā ui Atlas (TeKaMA). The quality and variety of student project work itself gives evidence of student excitement and engagement in map-based learning emanating from tasks we set. Here, we discuss the diverse ways that digital mapping, particularly the use of Google Earth, facilitated engagement, using data from course and assignment evaluations, interviews, informal feedback and an online survey to support our findings. We also discuss examples of student projects which demonstrate four key ways in which mapping enhanced student learning and engagement: use of skills and learning extending beyond the classroom, revival and recall of land-based historical narratives, empowering of Indigenous identities and reconnection of students – Mā ori and non-Mā ori – to land.

Centralizing a technology on demand program

Lori Mestre

University of Illinois at Urbana-Champaign, USA

Although many faculty require projects presented in a multimodal format that incorporate students' research, it is rarely feasible for each campus department to acquire all of the technology needed to support those efforts or to require that each student purchase the equipment. This presentation will provide details of a collaborative campus effort that created a Media Commons at the Library to provide students and faculty opportunities to experiment with emerging technologies, with expanded opportunities to learn of best practices in educational technology. In addition to a robust loanable technology program, the Media Commons is a service space that offers faculty, students, and users the ability to create, disseminate, use, and curate digital media. It meets a need for broad access to media creation tools, information technology training in multimedia hardware and software, and instruction in media literacy. Zones in the Media Commons include a digital gallery of projects created; an idea zone; a gaming zone; a sandbox zone; a mobile application prototyping zone; a brownbag/workshop/training zone; a consultation zone; collaborative and individual workspace zones; media editing and creation zones; media intense classroom options; a printing and scanning zone; usability testing rooms; video production rooms; and a loanable technology center. This collaborative laboratory facilitates the creation and adoption of technology-based teaching and research. In addition to providing

access to the latest technologies, the environment helps to foster discussion and collaboration from students and faculty to help create solutions through technology.

Effective community-based learning

Mark Mikhael
American University in Cairo, Egypt

Community-based learning creates opportunities for educational experiences which fulfill course outcomes utilizing the informational and technological literacies of Generation M within the framework of Kolb's experiential learning theory (ELT). Skill transfer is a consistent problem facing educators in general education (core curriculum courses) (Benander and Lightener). "Students do not perceive the connections or are unable to use the material in meaningful ways later in other contexts" (Benander and Lightener). As a practice, community-based learning can create educational experiences that utilize the literacies (informational, technological, outside-of-school) to develop texts and thereby promote the transfer of learning between content domains. These CBL experiences can be understood through Kolb's learning cycle. Students in two sections of effective argument (a lower-division core-curriculum course) generated a variety of interrelated persuasive texts both traditional (essay) and nontraditional (website, social media campaign, YouTube, Prezi, stickers, T-shirts) as part of the Negma.org project. Throughout the project they utilized literacies (informational, technological) practiced in various contexts (major courses, outside-of school, etc.) to fulfill course outcomes and demonstrated a transfer of course skills. CBL projects like Negma.org utilize students' technological and informational literacies to develop texts for purposes and audiences outside of the university and promote learning transfer across content domains. As such they should be implemented across core-curriculum courses.

Academic digital DNA: mapping learning outcomes using e-portfolios

Magda Mostafa and Hoda Mostafa
American University in Cairo, Egypt

Learning must be objective oriented. Pedagogical response to learning as a process, and its objectives as a destination are key. These objectives become the benchmarks by which curricula are assessed formatively and summatively. Mapping has become a common tool for this, measuring the extent to which curricula comply with the objectives they set out to accomplish. The most common mapping tools are simple matrices, which create a visual "DNA" diagram of the curriculum. This tool, although static and purely quantitative, provides a binary assessment of compliance. Such static, quantitative analysis illustrates what learning objectives are being achieved, but fails to provide qualitative information to illustrate how they are being accomplished. This paper will present a qualitative visual matrix, capitalizing on the recent proliferation of the use of e-portfolios and online archives, to help illustrate the "how" of learning outcomes in the architectural design studio. By mapping using interactive hyper-links, material is forever interrelated, externally updated and viewed in real-time. This tool brings the static "DNA" of a program from an analog matrix to a digital interactive format. Applications on both the course and curriculum level will be presented and possible future uses for students will be discussed.

Advancing library and learning skills in virtual and physical spaces: the blended webinar

Emily O'Connor
Rasmussen College, USA

While the easy (if not overwhelming) access to information and resources to support the advance of information literacy and learning skills abounds, students struggle with accessing and identifying appropriate tools to support their own growth and research. Gone are the days when a two-page pathfinder containing a list of books or web resources is a

sufficient support mechanism. It is the prerogative of academic services professionals to be available and current in online and blended modalities, offering instructional support on available resources to meet the demands of students who may not otherwise know about or be comfortable using those resources. In the summer quarter of 2011, the College began planning an online open workshop series that all residential, blended, and fully online students could attend. All campus librarians and learning center coordinators participated in planning and presenting the 50 webinars rolled out in our inaugural quarter. Since inception, the team collaborates with one another and with faculty on content improvement, delivery best practices, communication, and marketing strategies. The success of the webinar series is measured by student participation, student satisfaction, and formative assessment implemented during most webinars. Webinar live participation has increased 1,993 percent in one year's time (spring 2011 to spring 2012), and surveys indicate a 96 percent overall satisfaction rating for webinar content and delivery. The introduction of carefully organized, synchronous instructional library and learning center workshops is an effective means of improving student familiarity with resources and services as well as information literacy and learning skills.

Bringing it all together: interdisciplinary perspectives on incorporating mobile technologies in higher education

Christina Partin and Skyler Lauderdale
University of South Florida, USA

Written for the book series Cutting-edge Technologies in Higher Education, our chapter explores the theoretical foundation and impetus for our action-based research on inclusion of mobile technologies in our classrooms. In the first half of this chapter, we thoroughly review various bodies of literature to make connections between them and to generate a cross-disciplinary explanation of the ways in which mobile technologies are appropriate and useful tools for engaging higher education learners. Specifically, we review literature in adult and higher education, psychology and social psychology, sociology, and women and gender studies to set up our Interdisciplinary Model for Student-centered Classrooms. In the second half of the chapter, we discuss suggestions for achieving this model through the use of mobile technologies, as well as the potential positive impacts that can result from incorporation of this strategy. We offer the readers a series of case studies to allow for a critical review and application of our model. Overall, this chapter provides a theoretical basis and mandate for further research and implementation of mobile technologies as useful pedagogical tools in higher education.

Interactive expeditions: designing, deploying, and evaluating real-time learning delivered live via mobile satellite communications

Philip Peters, Alex Katsaros, Bruce Janz, Rosalyn Howard and Robb Lindgren
University of Central Florida, USA

Although study-abroad experiences offer immersive opportunities to engage with other cultures, these opportunities elude many student learners due to work, family, or financial constraints. An effort to apply cutting-edge interactive webcasting platforms revolutionized distributed learning at the University of Central Florida (UCF) beginning in 2007. Our laboratory called "INTX" has developed and refined the technology in context of field-based experiential learning opportunities for student to cross borders virtually and engage directly in real time with remote, distant cultures of the world. Key researchers from our group, co-presenting at this roundtable, will share brief moments and key results from our endeavors to research and understand how instructors can benefit from using proven methods that bring learners in rigorous contact with field research practices. During each integrative mobility test over the years, our long-term research goals have fostered opportunities to observe students engaging a unique format of information fluency skills not offered anywhere else in our university, including real-time collaborative network building. With the audience we will explore the applications and potential implications of such

distributed teaching and learning platforms, and share some findings from the evaluation studies comparing our interactive mobile-satellite webcasts with more traditional online learning platforms at our university.

Designing, implementing, and evaluating a space for 21st century learning: UCF's Technology Commons

*Stacey Pigg, Bob Yanckello, Aaron Streimish and Alice Hansen
University of Central Florida, USA*

The Technology Commons is a versatile new learning space at the heart of the University of Central Florida campus. A recent project of Computer Services and Telecommunications, the Technology Commons responds to changing student needs by acting as a central on-campus "gathering place" for communication, interaction, and technology support. The design of the space, which incorporates multiple interconnected zones, facilitates multiple modes of engagement. From the upgraded computer stations and cafe space to the BYOT (bring your own technology) Lab and Technology Product Center, the Technology Commons offers a range of infrastructural elements to support flexible, sustainable, and social student learning. Members of this panel first discuss the context for the development of the Commons, focusing on recent shifts toward collaborative, active, and technology-driven learning. They then provide a walkthrough of the space, describing how different zones create connect to and create support for emerging learning styles, activities, and practices. Finally, panelists situate and share early plans for evaluating the impact of the Technology Commons. This portion of the presentation explores challenges of evaluating how learning spaces exist as part of personal learning environments, or networks that support learning. We thus explore the role focus groups, systematic observations, and mapping exercises can play in locating learning spaces among broader geographies of time, space, and technology. UCF's Technology Commons, we will suggest, is a cutting-edge learning center not only because of its exciting technological resources, but also because it meets needs students experience in the paths and networks that form their learning geographies.

Hello, is there anyone there? Creating an effective online student orientation

*Danielle Plass
Pace University, USA*

The nature of computer-based and online courses is completely different from the traditional classroom environment, specifically in terms of modes of delivery and interaction. Consequently, designers and developers of online student orientations need to consider not only the content of the orientation, but also how to find the most effective methods to engage as many online students as possible. At Pace University, our online students are surveyed every semester. When asked about the Online Orientation, many students indicate a variety of preferred delivery methods. Some prefer a static, self-paced program with handouts, others prefer an online, synchronous and interactive chat session and yet others prefer video tutorials. This presentation will share the approaches and tools used to create an online orientation that suits an array of student needs and preferences. They include:

- Online Student Orientation Community: a community created within Blackboard in which all online students are automatically enrolled. Once students have reviewed the contents of the learning community, they are encouraged to take the Online Learning Orientation Assessment to test their knowledge and comprehension.
- Live online webinars using Blackboard Collaborate: these synchronous webinars are offered at the beginning of each semester at various times. Students are given a real-time demonstration of the learning management system as well as a tour of other relevant support services sites. Students are strongly encouraged to participate and ask questions.
- Video series: videos of the various online orientation topics we feature on Pace on iTunes U and linked to our website.

Student survey results will be shared with attendees as well tools, tips and techniques used to create the following Pace University platforms:

- B Online @ Pace website.
- B Pace University's Online Orientation Blackboard Community.
- B Pace University's Online Learning Assessment.
- B Recordings of past Blackboard Collaborate orientation webinars.
- B Orientation videos on Pace on iTunes U.

Attendees will walk away with a variety of ideas on how to create online orientations at their own schools.

Blogging is addictive! A qualitative case study on the integration of blogs across a range of college level courses

Natascha Radclyffe-Thomas

London College of Fashion, University of the Arts London, UK

The digital natives who populate twenty-first century wireless campuses and the proliferation of social media promise to revolutionize teaching and learning, yet no consensus exists on how to harness Web 2.0 technologies in an educational context. There is a lack of research both into general pedagogic questions and into the particulars of introducing blogs to the classroom, although it is intuitive that educators have a vital role in mediating the uses and implications of social media. This paper explores the potential for blogging in education through a review of international research that highlights exemplars of good practice, and a qualitative case study of the integration of social media across a range of college level courses. Vignettes from the case study illustrate both the successes enjoyed and the difficulties encountered introducing individual, group and course blogs across a range of college level courses. This paper argues that blogs have the potential to foster eco-systems of learning that extend beyond geographic and temporal borders, and that the majority of students benefit from engagement with blogging activities such as research skills, writing styles, collaborative and reflective practices is enhanced. Thus blogging offers a myriad of diverse ways to support teaching and learning and the evidence shows that for many students blogging has the potential to become an integral part of their educational experience.

Engagement in an online simulation for preparing educational leaders

R. Martin Reardon

Virginia Commonwealth University, USA

Against the backdrop of digital gaming, this presentation highlights a cutting-edge, immersive, online video simulation designed specifically for use in the preparation of school leaders. The simulation follows the calendar of a school year in a chronically low-performing middle school in the United States. The traditional approach to preparing educational leaders has been harshly criticized by those who have, at times, shared in sustaining the traditional approach. The time is right for innovation. The intention of this simulation is to fully engage potential school leaders in the professional development of their leadership skills. These skills are designated in a range of standards-based documents generated by the individual states in the USA, as well as at the national level by the Educational Leadership Policy Standards: 2008 document issued by the Council of Chief State School Officers. A sophisticated back-end to this simulation gathers evidence of both engagement and learning, and facilitates detailed feedback and debriefing discussions. While the creation of this simulation required considerable financial support, the online format empowers anytime/anywhere learning in a mistake-tolerant educational setting at minimal incremental cost. Further, the simulation infrastructure is capable of supporting learning related to different settings with comparatively little additional resourcing. Presentation attendees will be invited to experience as a group a short

demonstration excerpt from the simulation and to offer feedback to the presenter on their experience.

Blogging all over the world: can blogs enhance student engagement by creating a community of practice around a course?

Tony Reeves and Philip Gomm
University for the Creative Arts, UK

How is it possible to evidence whether students are engaging with a course? What can be done to increase their level of engagement? Since the advent of blogs in 2002 a comprehensive body of research has developed around the pedagogic benefits of educational blogging and its value in teaching and learning, notably in encouraging reflective practice, social interaction and participatory learning (Williams and Jacobs, 2004; Burgess, 2006; Farmer et al., 2008). This presentation investigates whether blogs are also an effective tool for supporting and sustaining a community of learners in higher education and increasing their engagement in a university course. The researchers used a case study methodology to examine whether the introduction of blogs had led to the development of a community of practice around an undergraduate course at the University for the Creative Arts. The data collected revealed that the course team had successfully developed a thriving online community involving students, staff, alumni and industry, with students displaying high levels of engagement and interaction. The discursive, commentary nature of blogging enabled students to engage in peer-supported learning, with the online “always on” nature of the community providing a 24/7 support network. In addition, tutors were able to assess clearly the level of engagement of each student and provide targeted, timely feedback for those students who required more support. This presentation will be informative to tutors and academic support staff who wish to explore the potential of using collaborative online technologies to enhance student learning and engagement.

Crossing the cutting-edge: how teaching and learning centers are responding to changes in student access to technology

Kyle F. Reinson
St John Fisher College, USA

Does your smartphone make your life easier? A recent survey by HackCollege.com revealed that 93 percent of college students replied yes to the question. If these devices make the lives of students easier, in what ways do they make education easier? In higher education, teaching and learning centers (or units) are uniquely positioned to keep instructors in-step with changing technologies that can lead to better teaching and learning outcomes. Across the physical and virtual geographies these centers serve, however, all responses to student technology are not equal. When British economist Frances Cairncross examined the Death of Distance (2001) she noted the sharp decline in distance as a premium in communication. This paper presentation accordingly examines the spatial characteristics of teaching and learning centers and the physical and virtual impacts they have on student engagement and faculty technology adoption. The goal is to illuminate a comparative understanding of how teaching and learning centers in the United States incorporate cutting-edge technologies across borders, both geographical and virtual. From smartphones to smart practices by teaching and learning centers, this paper presentation will also highlight the emerging trends in technology shaping higher education's future in the USA.

Engaging online students through the use of unit videos

Misty Rodeheaver and Vennessa Walker
SUNY Buffalo State College, USA

The demand for and prevalence of online education has been on the rise in recent years (Allen and Seaman, 2006). One of the challenges in online education facing students is that their educational experiences have typically been in face-to-face classroom environments,

and the change in modality can create difficulties. One way to overcome this concern is through the use of videos in the online environment. As Stefani (2011) noted, however, technology should not be used for the sake of technology, but rather should be driven by pedagogy, a point also made by Choi and Johnson (2005). In this instance, the inclusion of technology should help facilitate the students' learning experiences. This study examined the impact of instructor videos on student engagement and satisfaction, using both qualitative and quantitative measures. Seven instructor videos were created and uploaded to the online learning environment throughout the duration of a three-week intensive, online summer course. The instructor videos introduced the course, addressed specific student concerns, and provided instructor comments on the readings and discussions. Students' incoming experiences and expectations were compared to their perceptions and performance at the end of the course to provide information about the value of incorporating videos into online courses. There was a significant increase in student perception of social presence in the course, and students reported that the use of videos helped to personalize the course and encouraged them to engage with the material.

Catalyzing learner engagement using cutting-edge classroom response systems in higher education

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In this presentation, we introduce a cutting-edge technology for enacting and measuring learner engagement in novel ways. We will open by problematizing traditional approaches to learner engagement and offer a research-based solution in a new classroom response system developed at Harvard University – Learning Catalytics. The presentation will include an overview of key cognitive science principles tied to research on how students learn best. We will link those principles with the functionality of Learning Catalytics to connect learning theory to teaching practice. We will then provide an overview of the limitations of existing classroom response systems and describe how Learning Catalytics addresses those limitations. Finally, we will describe how we used Learning Catalytics to enact and measure learner engagement in novel ways, through a pilot study in an undergraduate physics classroom at Harvard University. This pilot was guided by two questions: How can we use Learning Catalytics to help students engage with subject matter in ways that will help them learn? And how can we measure student engagement in new ways using the analytics built into the system? The objective of this presentation is to introduce Learning Catalytics as a new instructional tool and respond to these questions.

Virtual laboratories in a clinical laboratory sciences program

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The clinical laboratory sciences program at a large Midwestern university replaced many of the senior undergraduate student laboratory exercises with virtual laboratory exercises. For example, web-based, interactive modules have replaced all hemostasis wet-laboratory exercises. In these modules, students download laboratory worksheets, and analyze control and patient samples using a stopwatch function in the module to determine the timing of clot formation. Modules for antibody identification have been developed for transfusion medicine, providing a simulation substitute for the traditional paper panels. Students must rule out blood type antibodies in a sequential manner in order to identify the specific antibody in the blood. The simulation provides immediate feedback for each step of the determination. Virtual microscopy, using digitized microscope slides of blood and bone marrow, has given students access to learning objects 24 hours a day. Students also have the opportunity to review slides and case studies with faculty using web-based conferencing software. Student performance was assessed with exam questions, professional certification scores, student satisfaction surveys, and clinical experience evaluations by

preceptors. Results showed that students performing the virtual laboratory exercises performed as well, and often better than students who performed traditional wet-laboratory exercises. These results indicate that virtual laboratory exercises can be an effective substitute for wet-laboratory classes for some upper-division laboratory science classes.

Conceiving and preparing for new learning spaces in the Centre for Engineering Innovation at the University of Windsor

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University of Windsor, Canada

Designing the University of Windsor's new \$112 million Centre for Engineering Innovation (CEI) represented a unique opportunity for collaboration between architects, faculty, and the Centre for Teaching and Learning (CTL). Within the formal and informal learning spaces, focus was placed on providing flexible spaces that promote collaborative activities in and out of the classroom and promote interaction between students and between faculty and students. The resulting design includes many informal areas such as lounges, a café, student-scheduled meeting rooms, and a green roof terrace where individuals can meet, interact, and collaborate. The "Live Building" design uses a wide range of sensors acquiring data from almost every aspect of the building itself. This data can be integrated into and support active teaching and learning, and faculty research. Another important achievement in the design is a 350-person classroom that is 60 percent accessible, includes novel reconfigurable tables and seating supporting collaborative learning activities, and a flexible technology backbone for future expansion. A year-long series of professional development events has been organized for faculty to facilitate pedagogical renewal and innovation that the new spaces will afford. This paper discusses the collaborative design processes, faculty development activities, and preliminary results from early post-occupancy studies.

Wikis: an experiential learning tool to engage students in undergraduate and graduate courses

Michael J. Sutton

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The author explores research material describing applications, cases, courses, and research in higher education (HE) where wiki tools have appeared as an instructional technology or area for study. The author presents analyses and syntheses of the findings from an interdisciplinary research literature search across many fields, along with a number of illustrative, exemplary cases demonstrating the application of this tool to teaching and learning. The author outlines evidence describing the benefits and strengths offered by new wiki technologies, while highlighting challenges, weaknesses, and issues encompassing their application in courses. The author outlines a blueprint for deploying wikis as instructional technology tools. The author describes theories of learning associated with wiki work; new forms of wiki-based learning; patterns of wiki technology use; characteristics of learners using wikis; changing role of teaching and teachers who instruct with wikis; and, finally, concludes with suggested future directions for studying wikis in HE. No broad, definitive prognosis yet exists that can point to a cause-effect relationship between the application of wikis and increases in learning. However, a significant body of knowledge has begun to suggest that wikis positively stimulate the learning environment and increase the collaborative capabilities of learners who apply them in course work.

Using wikis: a (closer) look at collaboration in the classroom

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Richard E. Potter

University of Illinois at Chicago, USA

Wikis have been gaining attention in the practitioner and academic literature, suggesting their use as knowledge repositories in organizational environments and even as collaborative tools for reviewing scholarly publications. And yet, little is known about factors that foster or discourage use of this technology. Authors look at an academic exercise using wikis in a college classroom to leverage collaboration among students. Taking elements from similar artifacts such as groupware technology, this research evaluates a model that explores the significance of perceptions of complexity and critical mass on wiki adoption. Results show a strong acceptance of wikis among students in spite of not being familiar with this type of technology. Furthermore, outcomes show that students were influenced not only by their individual perceptions about the technology, but also by the actions taken collectively by their peers, resulting in improved collaboration and participation. Wikis were perceived as complex artifacts yet manageable, especially when a considerable number of participants use this platform. Conclusions yield practical implications for academics about student engagement with the course subject through the use of such tools: critical mass plays a significant role in wiki adoptions; but once students are engaged, participation will follow naturally.

The value of social media for public universities in the USA: an analysis of social media use, its level of success, and what could ideally come from proper social media practices

Krista Voss, Anil Kumar and Rohit Bandi

Central Michigan University, USA

The purpose of this study is to understand how American universities are engaging their audience via social media platforms in relation to seven significant themes: engagement, listening, relationships, trust, authenticity, visibility and branding. The study will answer the question: How are universities utilizing social media to engage with their target audience and what value does social media have for universities? Content analysis is used to study universities' use of social media platforms. Their use of these communication tools will be analyzed on criteria that speak to the seven consistent themes stressed in the literature of social media use by organizations. The results will be presented at the conference. In a time when social media are becoming prevalent forms of communication, it is important to understand how to properly use such resources. With limited literature in the field pertaining specifically to universities and few studies focusing on how universities are using social media, this study seeks to explore the implications of what universities are currently doing in the context of the seven significant themes.

Engaging students with new media

Charles Wankel

St John's University, USA

There are already a wide range of new media that can be leveraged to create better student engagement and retention. Many of these are richer media than the traditional ones used in higher education, for example immersive three-dimensional virtual world interfaces and streaming media. Other new media provide opportunities to collaborate with people you know and others enable you to find and collaborate with new people on an ad hoc or project basis. Some new media facilitate joint creation of text or artistic works. This paper will provide an overview of cutting-edge applications of new media in higher education. New media can be used to have students create products or services to sell via e-commerce websites as teams or individuals. So, for example, a student in an art course might develop a ceramic tile mosaic

picture and offer it through local, national, and international auction sites, e-stores, and other websites. A service learning assignment might be for the students to offer their artwork to community centers and public places in areas without much of that. Networking social media sites, such as LinkedIn, are being used to create networks for students of professionals in areas related to their prospective career paths. For example, a graduate in Environment Engineering might search for people in LinkedIn who have attended their college and have the word “sustainability” in their profile. Such a search can be geographically limited and connections might be facilitated by membership in common professional and alumni groups.

Technology approaches to final papers and projects

Nathan Whitley-Grassi
Empire State College, USA

Final research papers are still the preferred method for end-of-term assessment in higher education. However, there is a recent push for a greater increase in digital literacy skills in today's students. Determining the best way to utilize technology, while keeping an eye dedicated toward the pedagogical purpose, is the ultimate focus of this chapter. The authors of this chapter have endeavored to exhibit how tools such as wikis, blogs, and podcasting were best used in higher education situations to promote learning and expand student digital literacy by providing an alternative to the classic final paper option while fully engaging learners with a multimodal approach to learning. The research discussed has demonstrated that learner-generated knowledge requires a higher order of understanding, and as such, leads to higher levels of learning and longer retention of material. Cooperation and collaboration are now key components of the higher education experience; many of these technical alternatives are designed with built-in collaborative elements.

Using Photosynth to engage students in project based learning

Nathan Whitley-Grassi
Empire State College, USA

This project will apply aspects of the Conversation Analysis approach, presented by Dr Joan M. Mazur in her article “Conversation Analysis for educational technologists: theoretical and methodological issues for researching the structures, processes, and meaning of on-line talk”, with the technology platform Microsoft Photosynth to observe the effectiveness of integrated technologies in project based learning at the college level. Students developed Photosynth projects, individually and collectively, in order to communicate to external and internal audiences the importance of visualization during the analysis of material objects. This session includes a presentation of mini-lectures, the use of Photosynth online web software, and an analysis of student experiences in both traditional and non-traditional aged students.

How to engage post-90s business students in Hong Kong? A study using an instructor's Facebook interactions

Leung Hon Wing
City University of Hong Kong

Higher education students are now mainly from the post-90s generation who grew up with social media, thus using social media to engage students becomes a hot topic in higher education. However, in what way could we use social media to effectively engage students? This study was carried out to find out the best way to engage students who are in business disciplines using my interactions with my students on Facebook over two years.

My Facebook interactions with students are classified into four types and two dimensions:

- B TYPE1: academic content in academic setting.
- B TYPE2: leisure content in academic setting.

- B TYPE3: academic content in leisure setting.
- B TYPE4: leisure content in leisure setting.
- B D1: popularity (hot, warm, cold).
- B D2: degree (deep, medium, shallow).

It is found that both TYPE1 and TYPE4 are both hot (D1), but TYPE4 attracted deeper (D2) interactions than TYPE1 on average. TYPE2 is cold (D1) and shallow (D2) while TYPE3 is warm (D1) and deep (D2). Hot interactions of TYPE1 is because most of the students are very targeted in getting marks but not interested to be engaged in deep thinking. This also explains why TYPE2 is cold because it is irrelevant in the setting. However, students are generally more sensitive to things happening in leisure setting, so TYPE3 and TYPE4 attracted hotter and deeper interactions. To engage students (more and deeper), it is advised to do it using a two-phased approach: use TYPE1 first for hot and shallow to medium engagement, and then use TYPE3 for deeper understanding.

Conference abstracts

Track 2: engaging and retaining students using innovative pedagogies

Action learning in post graduate education

Laura Abbott

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The Supervisor of Midwives Preparation Course at The University of Hertfordshire has utilized Action Learning as a Teaching and Learning strategy in preparing midwives to become supervisors at the Masters level. A key role of the AL facilitator is to provide guidance and role model techniques such as active listening and intuitive questioning (Abbott, 2010). The University of Hertfordshire has been using action learning (AL) for the supervisor of midwives (SoM) program since 2004. Action learning has been evaluated as an excellent teaching strategy when preparing midwives to become SoMs. Reflective and communication skills of the student SoMs have been seen to develop to a high standard by using AL. The key areas of my own personal development in becoming an AL facilitator included techniques such as intuitive questioning and active listening. The evidence from teaching and learning theories were examined and own skills as a facilitator were developed from teaching about the concept of AL to developing skills in becoming an experienced facilitator.

Reference

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Assessing the challenges for successful implementation of a teaching assistant (TA) program in Iranian universities: a case of the University of Tehran

Khodayar Abili

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Due to the expansion of academic programs at all levels, the high rate of retirement of university professors, and lack of a succession planning culture in most Iranian universities, implementation and use of a TA program is inevitable. In this paper, the focus is on assessing the challenges for successful implementation of a TA program in the University of Tehran. The following steps were taken:

- B A review of the related literature followed by a review of the related experiences of selected universities in the USA, the UK, and Canada.
- B A closed-ended questionnaire was used with a sample of 447 full-time faculty members, 75 academic department heads and 21 deans of colleges of the University of Tehran.

The analysis of data indicated that the university is not that prepared to use TAs for its courses due to the following challenges:

- B Lack of a necessary infrastructure and organizational culture.
- B Lack of a continuous assessment of the need for TAs in university colleges.
- B Lack of a well-defined system of selecting, training, appraising and compensating TAs in the university.
- B Lack of well-developed rules and regulations on mutual expectations and commitments of TAs and their academic departments.
- B Low satisfaction with the existing informal and unsystematic use of TAs in some university departments due to ineffective roles played by related stakeholders in the university.

Cultivating the inquiring mindset for life-long learning

Marilee Adams
American University, USA

This workshop presents practical methodologies of “the Inquiring Mindset,” the Learner/Judge Mindset Model, and “Question Thinking” in the context of teaching and learning. The term Inquiring Mindset represents the “habit, curiosity, and courage of asking open-minded questions of oneself and others.” Conceptually, this posits that inquiry is central to thinking (and reflection) as well as to communicating. The models and tools presented in the workshop is based on this premise. A second premise is that these models and tools can be considered trans-disciplinary as well as cross-disciplinary and thus relevant for research as well as for teaching and learning. The third premise is that helping students gain increasing facility with critical, creative, strategic, and collaborative thinking and questioning is, or should be, the overarching goal of education, regardless of the subject studied or the age or grade of the student. Additionally, the cognitive skills of the Inquiring Mindset are at the core of being an intentional life-long learner as well as foundational for life-long professional and personal success. This workshop is experiential and skill-building. It includes lecturettes, models and tools, stories, a dyad exercise, and discussion of academic applications. Participants will leave with new perspectives, practices, and tools that they can use immediately.

Shaping the learning environment of first-year students: combining collective space with collective learning

Najma Agherdien
University of Johannesburg, South Africa

In this paper I focus on two implementation cycles of a case study investigating the formation of Learning Communities (LCs) at selected all-female residences. I explore how LCs shaped first-year students’ learning environment. An underlying assumption was that learning happened not only in classrooms but in everyday “moment-to-moment living” (McNiff, 2002, p. 18), and it therefore seemed reasonable to combine collective space with collective learning. As part of a transformation agenda, I purposefully wanted to craft an environment where students appreciated diversity and equity and where they learned to trust their own capacity for knowing. A critical examination of the power relations together with hegemonic practices was warranted and, as Roth and Lee (2007) elucidate, included uncovering the hidden contradictions within the system. This paper is framed by a socio-constructivist, critical lens, particularly drawing on critical theory, cultural historical activity theory (CHAT), and communities of practice (COP). I employed semi-structured interviews and document analysis to examine the emerging tensions, and participant recommendations for future development. The second implementation included participant observation as a method for data collection. Preliminary analysis of the interviews conducted after the first implementation, indicated problems relating to communication issues, power struggles, policy constraints, and general student apathy. These findings informed the intervention or second implementation cycle, namely, the introduction of workshops. I conclude by suggesting that LCs serve as a useful tool to mediate learning for first years but require careful conceptualization and implementation, and more especially, a critical examination of the entire context.

Improving the policy strategy framework for teaching MBA students

Sylvie Albert and Maurice Grzeda
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The policy capstone course is meant to teach theoretical and applied skills related to strategy, taking into account the student's knowledge of other functional teachings including such topics as organizational behavior and HR, marketing, finance and accounting, and operational management. Business programs and the MBA in particular, have been criticized for imparting too little critical thinking skills which occurs in demonstrations of deep learning. Teaching recipes without due consideration to scenarios, impact, contingencies, and asking "so what?" yields to theoretical and broad statements that become difficult to plan and implement and lack this demonstration of deep learning. This article argues that a linear and serialist approach to analysis often leads to weak reflections, lack of innovation, and poor implementation plans. The intent is then to review deep learning definitions and to explore how they can be developed in a strategy course. We culminate into a proposed model for a new teaching and learning process that takes into account both linear steps and reflection processes so that students can better demonstrate deep learning.

Collaboration and immersion discover best practices in a virtual world of Second Life

Patricia J. Anderson, Sharon Collins and Maureen Ellis
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Second Life (SL) is a medium for instructors and students to communicate, socialize, and interact in a globalized, networked world (Inman et al., 2010). The SL setting provides the opportunity for real time collaboration in an immersive, 3D environment regardless of users geographical distances, allowing the users to more readily engage with experiences, mimicking real time. An avatar, the heart of the immersive SL experience, facilitates movement, choice, and interaction with participants (Gazzard, 2009). The development of the avatar follows a series of predictable stages: the Basic Avatar, the Experimenting Avatar, the Transitioning Avatar, the Well-functioning Avatar, and the Self-Actualized Avatar. Categories of physical appearance, physical movements, social interactions, emotional reactions, and leadership skills/uses are used to clarify and define each stage. Virtual settings promote creative new efforts, sharing common goals, projects, and work; thus engaging digital native learners in learning. Steeped in the constructive theory, the SL environment offers prospects for new types of collaborative and participative learning. The SL setting promotes creative new efforts for sharing common goals, projects, and tasks. Utilizing these authentic tasks, learners can explore, solve problems, construct new meanings, and collaborate in a myriad of ways (Wang and Hsu, 2009).

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Creating a resident program in teaching and learning that works

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Albany College of Pharmacy and Health Sciences began a teaching and learning program for residents and fellows in 2010, but it is not working. The rationale behind the program is to provide pharmacy graduates the potential to serve in the professorate role in higher

education or to educate diverse populations within the community. While this valuable role is acknowledged, few pharmacists have access to formal instruction and experience in teaching methods and skills. Participants will earn a certificate of completion from the college on conclusion of the program. However, formal and informal feedback indicates students, faculty, and preceptors are not happy with the program. A more effective learning space needs to be developed. To that end, the current program underwent a major revision and is targeted to begin in its new format this fall 2012. The revisions are based on a constructivist framework and include: program objective revisions, self-paced online learning, active learning, faculty presence, peer collaboration, stronger organization, and user-centered curriculum design to link content. Engagement and retention of students is the focus of this presentation, as data, experience, and practical topics will be revealed. The quality of this program offering to residents and fellows is critical, as these folks may be future educators in the health profession.

Quality higher education in the twenty-first century

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Argosy University

Elias Demetriades
Illinois Institute of Art, USA, and

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Argosy University

It has become cliché to argue that in the twenty-first century people must become life-long self-learners and higher education institutions must be radically reformed to develop them toward this end. Yet, despite mounting criticism of higher education, discussions on the direction and nature of reform have been limited to cataloging solutions for individual problems in isolation, rather than integrating the solutions of inherently connected problems into an alternative education system. This paper proposes a higher education system of twenty-first century that addresses the major problems of the current system in an integrated fashion. The paper argues for a shift of focus in curriculum development from “knowledge” to “capability” as a first step towards establishing a quality higher education in the twenty-first century. The capability-focused curriculum concentrates on guiding the students to develop a dream of what they would like to become, identifying the relevant capabilities for each student dream, and designing a curriculum where each and every course brings the students closer to their dreams. The major motivation behind this change in focus is to turn the college education into a means for students to achieve their dreams with passion, self-discipline, and direction that will become the engine of their life-long self-learning. The paper also relates the direction of the changes to the trends in the demand for education and the environment and provides an analysis of the role of students, faculty, and professional communities in the higher education system with a capability focus.

Creating a blended cooperative-learning classroom

Edward J. Baum
Grand Valley State University, USA

Research shows that teaching strategies such as process-oriented guided inquiry produce superior learning outcomes in post-secondary education. Yet, students often report being confused by and having negative attitudes toward guided inquiry, leading to a lack of student engagement among other problems. Precious class time is consumed as the instructor attempts to deal with student confusion and negativity in what is already a time-consuming instructional process. This presentation describes the implementation of a blended guided-inquiry course in chemistry for non-honors science majors that is intended to address some of the problems. Process-oriented guided-inquiry group projects and mentoring by the instructor are conducted during class time, and pre-recorded

mini-presentations of ten to 20 minute duration, designed to orient and engage students, are assigned as preliminary homework. Blended instruction proves to be less confusing and more economical with time than guided-inquiry instruction alone. Indeed, sufficient time was conserved that a significant expansion of subject matter was allowed. A comparison of exam results and other assessment measures, comparing the intervention group with control groups, shows that no perceptible adverse effects on student performance occurred, and student engagement, as determined with a standard survey, was very high. The approach described is broadly applicable to teaching in any discipline.

Students' attitude and performance towards algebraic word problem solving through personalized instruction

Romer Bautista

AMA International University, Bahrain

This study investigated the effects of PSI on the attitude and performance of Bahraini students towards algebraic word problem solving. A total of 49 students in college algebra enrolled in the first trimester, SY 2010-2012 was used as subjects of the study. A pretest was administered and scored as the basis of determining the ability of students in mathematics. The examination used as pretest was formulated by the author and was field tested by the algebra professors before it was administered. Personalization in instruction was introduced through a personalized modular instruction (content and procedure were translated in Arabic) followed by exercises and drills. Students were engaged in active learning through direct instruction using the Mayer's model from the teacher, SGD, peer mentoring, and follow-up sessions by the teacher. After the execution of the lessons for six sessions, the students were given a posttest and attitude survey. It was found out that students who were exposed to the constructive learning environment through personalized instruction performed better and developed better attitudes towards problem-solving tasks: a highly significant effect on the academic performance of the student towards problem solving and a moderately high impact model of variability (90.8 percent) in their academic performance.

Inter-professional learning: activity based approach

Philip A. Begg

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The Inter-Professional Learning Team at the University of Wolverhampton's School of Health and Wellbeing have been bringing together students from multiple professions; including nurses, physician assistants, pharmacists, social workers, policing and midwives to participate in actual scenarios, with structured learning outcomes. But has inter-professional learning (IPL) taken place or simply inter-professional education (IPE)? And what is the difference, if any? This paper celebrates how to engage all disciplines and discusses why this is not an impossible task. The results are impressive the students are inspired to learn and appreciate other professions. The data explores the actual feedback from the cohorts participating in the events. Over 500 students have participated, with the majority, claiming that their practice would be altered as a result of these events. Scenarios are carefully constructed to include health and social care students alongside science and policing students, with real actors and trained associates educators to create a learning environment in which a real world experience can be achieved in a safe way. Providing instant video feedback methodologies using SMOTS camera technology, facilitated feedback and then group presentation of lessons learnt, role appreciation and progress made. The students develop their communication skills, clinical skills and competencies. They deploy a reflective practice model in their multi-disciplinary team. Ensuring that both inter-professional education took place alongside inter-professional learning. The students then presented their learning experiences and determined the degree of forward momentum in the learning process. This innovative approach enhances the students learning and quality of experience and engages staff from different disciplines to work together, and demonstrates how real inter-professional learning takes place.

Visual information literacy: teaching strategies, learning routines

Tasha Bergson-Michelson and Debbie Abilock
Google Inc. and NoodleTools, Inc., USA

New technologies and their affordances have transformed what it means to find, evaluate and use visual images. Search and evaluation, in particular, have suffered from formulaic teaching approaches. Visual information literacy begins with finding and decoding (“reading”) images, learning to understand and critically interrogate visuals (including infographics and other forms of visual data) and, finally, to recreate them for our needs and audiences. We will model ways to teach finding visuals (images, maps, data representations) and to decode them, then explore strategies for assessing their “truth,” considering how rhetoric and context interact. Finally we will consider some emerging issues, such as visual plagiarism and digital forensics. In the process participants will learn some engaging ways to teach the ACRL Visual Literacy Competency Standards to students and faculty.

Really, really basic search: what I wish we were teaching students about finding information online

Tasha Bergson-Michelson
Google, USA

Set aside advanced research skills for a moment. Why does typing a question into a search engine make you more likely to get a Q&A site? What actually matters in a query? How does reading a results page genuinely help make better choices? When talking to students about research skills, the basics feel so obvious to us that we do not teach them. It has become clear however that students’ search skills still face fundamental challenges around “basic” ideas like keyword choice and interpreting results. Although search engines can help them find high-quality sources, weak foundations inhibit even the most advanced use of operators, for example, from being effective. In this session, we engage in a Socratic analysis of what happens while searching with popular tools:

- B little-known information about ranking and how search engines function;
- B unexpected areas where search engines differ in important ways from fee-based databases, with an eye towards teaching students to recognize when an engine is doing something different than they expected; and
- B productive and concise ways to talk to students about basic search behaviors, including those that we generally – but incorrectly – consider patently clear.

Rather than a laundry-list of skills, discover an exploration of the online search process. Thoughtful and meaningful guidance can cause a marked improvement in the quality of the searchers’ results, and refine the choices they make about when to rely on popular search and when to use other resources. But that guidance needs to start where they need it most – not with advanced search, but with the basics.

Classroom management: an innovative, research-based approach

Shawn M. Bielicki
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Effective classroom management has become increasingly critical to instructional success, especially in large classes. With an increase in the number of students coming to class or college unprepared, demonstrating disrespectful behaviors, or distracting the teacher, themselves, or another member of the class, large classes can be a real challenge for college instructors. Incivility, when coupled with confusion over the role of the student, mobile technologies, and new classroom layouts, compounds and leads to teacher frustration and burnout. Active learning can reduce instances of disruption and distraction, but does not always eliminate them. In an unmotivated or inattentive class, innovative

pedagogies are sometimes difficult to manage or administer. This paper draws on a review of empirical and action research into the most common occurrences of classroom incivility. The paper provides general advice, categorizes common disruptions, and sketches suggestions for timing and methods of response. Common disruptions addressed in this analysis include: disrespectful students, attention seekers, inattentive students, struggling students, and distracting students. Research-proven innovative pedagogies and management strategies are outlined that can be immediately implemented in a large class in order to improve the overall classroom environment, engage and retain students, and increase the overall student attentiveness in class.

Preparing students for the welfare society of tomorrow

Michael Bjørn

University College Lillebælt, Denmark

Future professionals within public and private enterprises need new competencies to meet the demands of the future and be active participants in the further development of a sustainable welfare system. The reproduction of knowledge is still important. But in addition, students must be prepared for a future in which they are able to find solutions to problems not yet discovered. It is necessary to combine the use of new technology to acquire the formal knowledge with a new pedagogical approach which will radically develop a whole new creative mind-set among our students? At University College Lillebælt (UCL), which has approximately 7000 students, new innovative pedagogic strategies are being used in which UCL cooperates with private companies and public institutions in so-called triple helix partnerships to find new solutions to challenges to the welfare system and based on real life case studies. As part of their curriculum, students of all ages participate in innovation and development projects of real life products and services in order for the education system to prepare students for new job requirements. These new abductive learning processes inspired by innovation theory will be significant and attractive elements in the education system of tomorrow. They will develop a new and innovative mind-set in our students and they will support private and public companies in the development of new and sustainable products and services to meet the challenges currently confronting the welfare economies.

Engaging students in shaping learning spaces: The Learning Ground & Sandbox @ Portland State University

Sharon E. Blanton, Nathan Mealey and Monica Morillas

Portland State University, USA

In 2011, the Portland State University Library and Office of Information Technology collaborated in re-envisioning the form and function of the Library's principal computing lab. The resulting remodel was a significant departure from previous practice, and embodied a new vision for the shape of computing space on campus. At the core of this vision was the creation of an innovative, technology-based, flexible learning space named the Sandbox that could adapt to meet students' collaborative needs and would function as a laboratory for new technologies. Innovative technologies would be combined with a range of furniture options and a unique, modular wall system to craft a space where students would have the tools to "invent" a learning space to facilitate their collaborative study. Students' use of the space and technologies would then create a feedback cycle, informing the development of additional learning spaces across campus. This presentation will discuss the ideas motivating the design, the student learning outcomes that the space was built to facilitate, and the organizational learning that the departments foresaw hoped to benefit from. The goals and planned outcomes for the space will be weighed against what has been learned through the assessment of both empirical and evaluative data that has been collected since the Sandbox first opened to the public. Lastly, the presentation will discuss the plans that have been put in place for ensuring that the Sandbox continues to be a model learning space in the future.

Choose your own adventure: student choice in education

Jeff Borden

Chaminade University, USA

How can students craft and create meaningful pathways through their education today? Choice is the name of the game when it comes to personalization, multi-modal delivery, differentiation, and curriculum integration. Infusing technology from mobile to web sites to the LMS and beyond, come and see some creative ways to get students interacting with the instructor, their peers, groups, authentic assessment, and differentiated content. This session will give participants a template to create individualized learning paths for students, based on outcomes, presentation, and assessment, through conditional release and other technological tools. Participants will see illustrations of personalization at the content level, unit level, and course level, with allusions to program level personalization discussed as well. Session attendees will see technologies and tools (both proprietary and open source) that can be leveraged to both create and map individualized learning paths for students. This session will attempt to satisfactorily answer some difficult questions with regard to education in 2013 such as:

- B How can personalized learning be effective while still valuing the importance of learning community?
- B Do professors need to use technology simply to meet our students “where they are at” rather than for efficiency, growth, or accountability?
- B With so many internet assets in the world, how can instructors quickly and easily aggregate/curate these resources?

The facilitator is a seasoned presenter who will not leave the audience bored or unengaged. Each participant will leave the session with at least three new, technology based tools that they can implement immediately.

Understanding, describing and assessing programs to prepare future college and university faculty

Laura L.B. Border

University of Colorado, Boulder, USA

Alan Kalish

Ohio State University, USA

Elizabeth Chandler

University of Chicago, USA, and

Joanna Gilmore

University of Texas, Austin, USA

From 2008 to 2011, ten graduate and professional student developers studied graduate future faculty programs basing the sample on 290 Carnegie research and doctoral granting institutions in the United States. Responses resulted in the creation of categories defined by the primary objective of the activity and subdivided to clarify the breadth of the activity and the commitment required of participants. As editor of *Studies in Graduate and Professional Student Development*, Border featured the results of this research project in Vol. 14, Spring 2011, Mapping the Range of Graduate Student Professional Development, guest edited by Kalish and Robinson. Kalish describes the typology, which includes three domains: Teaching Assistant Development, Overall Teaching Development, and Broad Professional Development. Subsequently, the University of Texas-Austin invited participants from the typology project and beyond to form a consortium to define competencies for graduate students as future faculty. Gilmore focuses on each competency and its connection to observable behaviors or to student learning outcomes. As the project has progressed, the authors have sought to create logic models that trace the flow of a goal or a competency

through the creation of a program, activities, and participants' learning outcomes. Border provides an example based on the Lead Network at the University of Colorado. Border and Chandler discuss how the group has extended collaboration beyond North America to Canada, Ireland, and the Southern Hemisphere. They encourage international collaboration on joint projects to better prepare faculty for institutions of higher learning worldwide.

Research-based pilot course for statistics as a component of 4Y-URE

*D. Natasha Brewley, Jennifer L. Sinclair, Priya S. Boindala and JoAnna Whitener
Georgia Gwinnett College, USA*

Students require guidance using statistical methods to investigate a research question. There is a need to develop the students' ability to read and interpret technical statistical and mathematics literature. Students must develop data collection techniques, conduct proper hypothesis tests, use technology to report results, and to write research papers with a particular focus that is of interest. There is also a need to "raise morale" of students as there is a high level of mathematical and statistical anxiety. This seen particularly when students are asked to use statistical methods in their own research or in other courses. To address these issues, a course embedded research project was implemented in two Statistics courses with the goal of addressing the "Essential Features of Undergraduate Research." These features include designing a focused research question, a review of scientific literature, group work, data analysis, and reporting significant findings, to name a few. The presenters led two pilot courses of MATH 2000 Statistics in the spring semester 2012, with a healthy diet and exercise theme while two other sections were taught using a traditional method. In this presentation, we will discuss our approach, implementing the course embedded research project, making sure to highlight successes and challenges.

"Flipping the classroom:" using innovative techniques and videos to engage students in information literacy instruction

*Jacalyn E. Bryan and Elana Karshmer
Saint Leo University, USA*

This presentation discusses the redesign of the library session for the Introduction to the University Experience course at Saint Leo University. Prior to revising the library session, the presenters conducted a literature review to determine current best practices in the scholarship of teaching and learning as well as information literacy instruction. One approach that seemed appropriate for this situation was the Mid-continent Research for Education and Learning strategies for effective teaching (McREL). By combining the Association of College and Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education with the McREL strategies the presenters created an innovative paradigm for designing instruction sessions that took into account educational practices from traditional library instruction scenarios and current trends in the field of education. To better engage students in the session the presenters produced a humorous library video that introduced students to basic research skills prior to attending the library session, effectively "flipping" the class. Using this instructional strategy, more classroom time can be devoted to learning activities, where the instructor serves as a facilitator rather than merely imparting knowledge. During the in-library session students participated in a constructivist cooperative learning activity which culminated in Library Jeopardy. The presenters also discussed the pre- and post-test results that measure their success in applying these instructional strategies. Conference participants were able to try Classroom Jeopardy during the presentation.

Undergraduate students' experiences with technology in academic mentoring relationships

Jill Buban
Post University, USA

This presentation will discuss the results of a study that explored how undergraduate students experience academic mentoring relationships delivered by technology. Through the examination of these experiences, the study sought to uncover whether or not technology has redefined mentoring relationships, as defined by Daloz (1999a) and others (Bierema and Merriam, 2002; Cohen, 1995; Galbraith and Cohen, 1996; L. Zachary, 2009; Zachary, 2000, 2002). The study also focuses on how age and gender of the student might impact their experiences with technology use and whether or not age and gender have an effect on the type of mentoring relationships students experience as undergraduate students. In seeking answers to questions surrounding student experiences in virtual academic mentoring relationships, the study combined elements of a constructivist and pragmatist viewpoint. Using mixed methods, the researcher surveyed a large student population who engage in an academic e-mentoring relationship and then purposefully interviewed respondents based on technology use, age, and gender. This presentation will provide attendees with insight into how to effectively use communicative technologies with students.

Birth of the cool: designing and promoting flexible, new spaces for high- and low-tech pedagogies

Rebecca E. Burnett and Karen J. Head
Georgia Institute of Technology, USA

Today's students (Millennials) embrace technology, so a coolness quotient for a space is important. Having a cool space "hooks" students in order to help them. According to a 2010 Pew Research Center Study, Millennials consider technology use their most defining quality. Combining this distinction with the growing need to negotiate multimodal communication makes technology central to the life of Millennials and those who work to help them. Millennials can be coaxed into academic spaces by modern design and cool toys. However, coaxing them remains a first step. We must pay greater attention to barriers that prevent them from seeking our help at the outset, perhaps before they ever see our spaces. These foundational barriers are matters of identity: highly personal and complicated by cultural and social pressures. Georgia Tech's new Communication Center, part of the Institute's Writing and Communication Program, has been designed as a leading-edge model for communication education, featuring a series of highly engaging and innovative learning spaces for studying, discussing, and practicing written, oral, visual, and nonverbal communication. It uses conventional technology in unconventional ways, focusing on strategies rather than skills. The physical spaces support our innovative multimodal curriculum as well as campus-wide communication needs. This research-based center promotes spaces, technologies, and people that interact synergistically; safe environments for students to develop identities and rehearse their individual and collaborative performances; and high- and low-tech technologies that work together. Our flexible spaces are appropriate for multipurpose activities, including tutoring, collaborative planning, group discussion, and presentation rehearsals.

Don't go, you will get shot: third place learning within oppressed communities

Lisa G. Byers
University of Oklahoma, USA

This presentation is based on research of graduate social work students that participated in a service learning course focused on community assessment. The course required students to attend a university course held within an economically oppressed section of the city. The qualitative study utilized questions designed to gauge student cognitions and emotions pre and post course. Themes revealed pre thoughts and feelings related to personal safety and

stereotypes of the community. Post course themes described a transformation that has critical lessons for the creation of “a third place” learning.

Interdisciplinary ways of thinking and practicing . . . without tears

*Anne Graham Cagney and Valerie Mannix
Waterford Institute of Technology, Ireland*

There is evidence of change within higher education; in the need for research-based responses to the grand challenges facing society; in questions about the disciplinary context in which higher education is being delivered; and in the employability of graduates and post-graduates. Key features of these changes identified by the European University Association (EUA) and the Irish University Association (IUA) include quality research training, inter-disciplinarity, partnerships with industry, and a mentality of innovation. This paper, based on research both at Trinity College Dublin (TCD) and Waterford Institute of Technology (WIT), focuses on transforming graduate and post-graduate thinking and learning beyond disciplinary boundaries. The challenge for students is to develop researcher self-states and interdisciplinary ways of thinking and practicing (WTPs). The study explores how distinctive learning spaces can be built into graduate and post-graduate teaching-learning environments (TLEs) to create opportunities for transformative learning to occur. Methods used included a student questionnaire, interviews, a virtual research environment, an end-of-program evaluation, and document analysis. The research results identify aspects of the learning space that impact on the students' ability to overcome the “troublesome knowledge” of disciplinary barriers; developing curricular and cross curricular competencies; and of continuous reflection on evolving multiple self-states as researchers. Further steps are identified for enhancing TLEs in both institutions' programs; and for initiatives within and between faculties. The need for more research into creating cross-disciplinary undergraduate, postgraduate and doctoral learning spaces in general is identified.

Service-learning webinar presentations: does high tech result in increased competence?

*Sally Blomstrom
Embry-Riddle Aeronautical University, USA, and*

*Mary Jo Carnot
Chadron State College, USA*

Student teams in a speech course developed presentations on STEM (science, technology, engineering, math) topics delivered in two modes: face-to-face and online. The innovation for this study was adding the online webinar format, created to address characteristics of Net Generation learners to increase engagement. This service-learning project included 63 students in three sections during the fall semester 2011 and 60 students in three sections during the spring semester 2012. A mixed-methods exploratory design was used to explore the effectiveness of the approach. Qualitative data included two reflective papers. Quantitative data included pre and post responses to a student skill survey. Through reflective responses students indicated awareness of the benefits and drawbacks of presenting in both face-to-face and in online settings. They wrote about what they liked in both settings, which revealed a preference for face-to-face presentations, even though many wrote they found the online presentations to be a worthwhile experience and one they will use in the future. Students wrote about how they will use what they learned from the project in their future communication. Students also wrote about audience analysis. One wrote, “I think I will use what I have learned about adapting to audiences in almost every presentation I give in the future [. . .]”. Quantitative results gave further evidence students learned from participating in the project. The student skill survey was a self-report measure in the areas of content development, organization, delivery, personal skills, and team skills. Responses increased for each area between Time1 and Time2.

Innovations in higher education spaces: pedagogical perspectives on design, collaboration, and technology

Russell Carpenter
Eastern Kentucky University, USA

Ben Lauren
Florida International University, USA, and

Dana Gierdowski
North Carolina State University, USA

This panel will assemble several key voices on innovations in space design to explore a range of valuable perspectives. Panelists will offer background on methodologies, designing small spaces, and the development of twenty-first century learning studios based on their contributions to the *Cases on Higher Education Spaces* collection, which seeks to assemble major innovations in the design of higher education spaces through a collection of cases written by scholars, directors, and other leaders involved in developing or re-envisioning learning environments. This volume brings together representatives from a diverse range of areas in higher education, including libraries, communication centers, writing centers, digital media labs, learning commons, and new hybrid initiatives that integrate several of these areas in the design of technologically sophisticated learning spaces. Panelists will explore innovative technologies and pedagogical strategies for use in innovative higher education spaces such as emerging studios. The first panelist will provide a context for a discussion on learning spaces through a review of research methods. The second panelist will overview research conducted that sheds light on the design of small studios. The third panelist will synthesize earlier points within the context of the collection and look toward a studio pedagogy for space design.

Developmental Education Teacher Assistant Program (D.E.T.A.)

Susan Cathcart and LaToniya Jones
Baker College, USA

The Developmental Education Teacher Assistant program (D.E.T.A.) utilizes teacher preparation students to provide additional in-class direct support for underprepared, at-risk students in developmental education classrooms and labs. The goal of the D.E.T.A. program is to increase the academic success and persistence of developmental education students well into their planned programs of study. The Seven Principles of Good Practice in Undergraduate Education (Chickering and Gamson, 1987) are guidelines used to validate this proposal for a comprehensive model. The D.E.T.A. program involves peer coaching to help with time-on-task, pacing skills, active learning, and cooperative group work that supports the completion of course requirements. Nurturing, compassionate, dedicated, and patient teacher preparation students with at least a B- and grade point average of 3.0 are recruited and trained to serve as teacher assistants for at least three quarters. Teacher assistants help students fine tune their interpersonal skills, set clear goals, increase independence, reduce academic procrastination, and experience at least a minimum amount of success in mastering student learning outcomes. To date, benefits of this program include improved student persistence in the developmental education classes, a more engaged classroom environment for our students, and application of teacher pedagogy for the teacher preparation students.

Reference

Chickering, A.W. and Gamson, Z.F. (1987), "Seven principles for good practice in undergraduate education", *American Association for Higher Education Bulletin*, Vol. 39 No. 7, pp. 3-7.

The teaching online pedagogical repository: an open compendium of innovative teaching strategies

*Baiyun Chen, Kelvin Thompson and Linda Futch
University of Central Florida, USA*

Over the past 15 years, the University of Central Florida's (UCF) online and blended courses have displayed higher student retention rates and higher reports of student engagement than figures reported in the literature. There is an increasing need for ongoing and just-in-time professional development efforts that will help online instructors to identify effective and efficient teaching practices. To address this need, UCF's Center for Distributed Learning (CDL) offers the Teaching Online Pedagogical Repository (TOPR) as an open collection of innovative pedagogies for faculty and instructional designers. Each TOPR entry describes a strategy drawn from the pedagogical practice of online/blended teaching faculty, depicts this strategy with artifacts from actual courses, and is aligned with findings from research or professional practice literature. Emphasis is placed on impactful and replicable practices that engage students. All content in TOPR (including supporting artifacts and media) is licensed under a Creative Commons License. TOPR is available online at: <http://topr.online.ucf.edu>. This repository can potentially grow into an international, collaborative effort to benefit all online/blended faculty interested in retaining and engaging students with innovative teaching strategies. In this session, presenters will highlight selected practices in TOPR and demonstrate how to access and contribute to the database. Data on UCF's student retention and engagement will be summarized. Presenters will also engage participants in a discussion of characteristics of practices that might lead to higher student retention and engagement.

Changing teaching one Fro-Yo at a time: engaging and fostering pedagogical innovation among graduate students with a novel, peer-based, interdisciplinary, and underground workshop

*Howard Chiou and Brian Croxall
Emory University, USA*

If the most innovative teaching on campus comes from those who are experimenting most in the classroom, then it might be logical to look to graduate students. They are, after all, experimenting by necessity as they teach for the first time. How can we effectively capture and best disseminate these pedagogical discoveries, while engaging the interest of graduate students in their development as teachers? We report here on the development of a novel monthly event at Emory University that achieves these goals. Designed by a graduate student and a postdoctoral fellow, this series utilizes a unique engaging structure: four students each present a four-minute lightning talk on their own innovative techniques, assignments, and philosophies. The talks, however, are not followed by a typical Q&A, but rather by queuing for frozen yogurt and Vietnamese sandwiches. The lines for food and cafeteria-style tables are arranged purposively to encourage waiting and, consequently, conversations about teaching with people from disciplines outside their own. This talk presents our findings from evaluation data, design lessons, and the pedagogical innovations developed by graduate students. Our first year drew a total of 180 student participants over four events, with a 70 percent response rate for e-mailed evaluations. Students indicated the events are useful (95.3 percent) and facilitate discussions (96.0 percent) for teaching, while encouraging conversations with others from outside their own field (90 percent). We conclude this model enables the pedagogical development of graduate students as well as dissemination of novel teaching innovations in an efficient and adaptable manner.

Meditation and moral development

Wendy Cook

Central Washington University, USA

Recent research has found that individuals high on trait mindfulness (Ruedy and Schweitzer, 2010) are less likely to cheat during an anagram test, and are more likely to report ethical behaviors than those lower on trait mindfulness. Mindfulness can be learned, and activities designed to increase the individual's mindfulness, as through meditation, are linked to changes in brain structure and function even in novice meditators (Taylor et al., 2011). In this study, the outcomes of a simulation (bsg-online.com) and scores on the moral attentiveness questionnaire (Reynolds, 2008) were compared between two strategic management classes. The experimental group meditated for five minutes at the beginning of each class, while the control group did not. Results from the simulation show that the class that meditated invested more in diversity, ethics training, energy efficiency and using green materials and recycled packaging ($M = 40.62$, $SD = 15.76$) than the class that did not meditate ($M = 22.31$, $SD = 24.17$). Additionally, scores on moral attentiveness collected at the beginning and end of the course showed an increase in the average scores for the meditating group. In paired samples t -tests, the non-meditating sample did not show significant difference between t_1 ($M = 4.4$, $SD = 0.88$) and t_2 ($M = 4.59$, $SD = 1.59$); $t(18) = 0.278$, $p = 0.78$, and the meditating samples almost reached significance between t_1 ($M = 4.17$, $SD = 0.96$), and t_2 ($M = 4.79$, $SD = 0.73$); $t(15) = 2.08$, $p = 0.055$. These findings point to the possibility that meditation could lead to greater awareness of moral issues and the willingness to invest in socially responsible business practices.

Dialogue as community based pedagogy and community based research

Leda Cooks

UMass, Amherst, USA

Dialogue is both a theoretical approach and a method for conducting research and, as such, demands a perspective on communication and meaning grounded in a relational ontology. This paper begins and ends with the community, both as a unit defined by and separated from the university, and as constructed in relation to the university. Community based research typically places university and community members as co-researchers working together on questions or problems defined by that community. The use of dialogue as an orientating point for co-researching and as method for gathering data places all participants in the role of learners and the dialogue as pedagogical. This project analyzes video, oral and written data over the course of three years of dialogues within ten high schools in Western Massachusetts. I also look at data gathered in three multi-high school dialogue summits, where students from as many as seven high schools came together to engage in dialogues on social justice and social group identities. The data are analyzed with the use of relational, critical and dialogic perspectives. That is, I borrow from critical, post-structural and social constructionist theorists to analyze the data in terms of its relational and pedagogical meaning for participants. From this analysis, I look at the critical potential of dialogue as a tool for social change, and at the relational potential of dialogue as pedagogy and research produced communally.

Learning communities, linked classes, and learning networks. What's the difference?

Jared D. Cootz, Simone Rieck and David Zimmermann

Lone Star College-Montgomery, USA

The Learning Networks of themed classes are redefining the concept of "learning communities" for the Lone Star College System in the Houston, Texas, area. The origins lie with faculty members at the Lone Star College-Montgomery campus. This faculty-driven, student-centered initiative began in the spring 2012 semester with a simple question: "How can we better engage the students at Lone Star College-Montgomery?" The "learning

network” answer originated from a multidisciplinary group of instructors. The concept of a learning network is to improve student participation on the campus and in the community while improving success and retention rates. Service projects and opportunities for outside of class activities are integral to the design of the interdisciplinary learning networks. Opportunities include poster sessions, food drives, a film series, etc. which are in place to meet the requirements for student participation on campus and in the community. However, to preserve the student-centered concept, all activities and opportunities are available during the day while students are already on campus, so students have these opportunities readily available throughout the semester. Another major difference between the traditional learning community model and the concept of learning networks is the shift away from linked classes. Instead of forced enrollment into two or more classes, students may enroll in any number of classes with a common theme. Currently, there are two themed learning networks, and early student success and completion rates compare favorably with the rest of the college system.

SPARKing student success

Sarah Coysh
York University, Toronto, Canada, and

Kelly Juhasz
Knowledge Transfer Company, Toronto, Canada

At a time when students reach university with minimal academic skills and when societal pressures force themselves on undergraduates from all sides (parents, current and future employers and educators), York University announces SPARK – Student Papers and Academic Research Kit. A lack of previous knowledge and current resources outlining the higher education expectations (ethical and cultural) and techniques of writing an academic paper negatively impacts the student experience. SPARK represents a collaborative pedagogical endeavor between the Libraries, Writing Centre and Learning Skills with the goal of promoting student success. SPARK supports student engagement through the creation of a recursive program of informal (self-guided) and formal (highly structured) learning aimed at moving students from a state of coping to being motivated for achievement in their studies. SPARK represents a continuous series of touch points offering assistance to students in writing an essay. This presentation will outline how SPARK provides an effective learning space using face-to-face and online technologies to create a continuous series of touch points in both a physical and online learning commons. SPARK was designed with the student in mind and we will discuss student usability testing results along with the design of faculty collaborative writing teams. Research dictated learner groups and needs, design constraints, and content, resulting in an innovative teaching and learning approach involving students, faculty and university support services focusing on academic literacies.

Using Narrative Mediation Path (NMP) to improve the academic performance of underachieving undergraduate students: an exploratory learning approach in a digital age

Úna Crowley
NUI Maynooth, Ireland

Twenty-first century university students are expected to be flexible, digitally competent, self-regulated, intentional learners with the ability to pursue and persist in learning. To succeed in university and future careers, students must be ready to respond quickly to ever-changing intellectual and technological environments. Learning to Learn has been identified at European Union level as a key competence, necessary for success in the knowledge society (EU 2006). NUI Maynooth, in conjunction with its European partners, INSTALL, is responding to this challenge by developing innovative solutions to address students’ constraints to acquiring and developing the Learning to Learn key competence.

Narrative Mediation Path (NMP) is a group narrative tool developed to examine student behavior during semesters when they have performed badly or are experiencing difficulty with academic work. NMP promotes and strengthens the acquisition of Learning to Learn and is based on the psychological concept of mentalization (reflexive competence or reflexive function). The paper examines factors contributing to students' under achievement and lack of "preparedness" for Higher Education in Ireland and discusses the development and implementation of NMP as a model for intervention. This model of narrative learning will be tested and validated in INSTALL partner countries over the next two years.

Engaging students from multi-disciplines in a common community service-learning project

Alice L. Crume

Kent State University, USA

Over 172 students from six courses in Communication Studies, Biological Sciences, and Management & Information Systems joined in a common community service-learning project on cystic fibrosis (CF) during fall 2010. The overall goals of the university-to-community project were to disseminate collective CF-related information from a large number of university students and to present a multi-dimensional three-hour production event to the residents of the surrounding communities. The public goal of the project was to present a public awareness program for a community partner about CF, an underreported and underrepresented disease that also experiences underfunded research. The instructors' goal was to create new "space" for students to work with "out-of-comfort zone" methods, such as interviewing communal resources through family and friendship ties, discovery from classroom discussions, and developing future relationships from the expanded research and colleague networks. This paper describes the relationships of that highly engaged collective project process: people (faculty, not-for-profit organizations, volunteers, students, and community residents), planning (adjustments and revisions), and construction (within each course, between courses, and collaborations). It concludes with the connections developed between the students and the community, between faculty, and between community members and the university and the impact of the systemic relationships. The lessons learned from this project on faculty collaboration in service-learning projects opened other project projects not possible inside a single course or a single project manager.

Higher education and social change: how do Croatian academics cope with it?

Bojana Čulum and Maša Magzan

University of Rijeka, Croatia and University of Zagreb, Croatia

Recent research studies on civil society in Croatia reveal numerous challenges. In the reports on CIVICUS Index on Civil Society in Croatia (2003-2005-2008) authors state a weak concern for social problems testifying that citizens do not feel responsible for solving problems in their communities. Since the concept of civic engagement is not a part of educational programs and Croatian sociocultural background is more inclined to encourage passivity than inventiveness and confidence in citizens, there is a need for permanent strengthening of civic engagement with social and community problems in Croatia. Taking into consideration current debates in social sciences about higher education crisis, it is reasonable and justified to expect of universities to take the responsibility to become the leaders of social change and to promote social responsibility, community engagement and active participation. Based on quantitative and qualitative studies, this paper follows experiences from both private and public education sector in Croatia. Challenges include transmission from well-rooted traditional to more open, inclusive and progressive teaching methods, combined with the influences of the new approaches such as working closely with local community organizations and engaging students in constructivist, collaborative, transformative, experiential and research-based learning. Facing lack of institutional support and proper validation such as the inadequacy of current models of faculty

advancement criteria which do not acknowledge nor evaluate civic engagement of university teachers, Croatian academics are trapped in academia and struggle with an important dilemma: to engage or not to engage?

Using blended learning spaces to improve learning experiences in accounting education

Tracy-Anne De Silva, Maurice Ward and Sidney Weil
Lincoln University, New Zealand

Lincoln University in New Zealand is located on the urban periphery of a large city. Because of a perception of the campus as being “distant” from city life, student numbers in recent years have declined. Recent earthquakes have further reduced student numbers – most notably for international students. Additionally, for accounting courses, low student attendance and poor preparation for face-to-face tutorials, along with a demand from students to be able to access learning resources off-campus, have led the Faculty of Commerce at Lincoln University to consider a wide range of delivery alternatives. As the literature reports that both traditional face-to-face lectures and distance learning courses have deficits in engaging students, the Accounting Group at Lincoln University has introduced a blend of environments that provide a range of learning options for students. A careful weaving of online forums and chats, cloud-based lessons and web links with face-to-face lectorials and group work has been introduced into a number of courses. This approach has produced increasing levels of student participation and engagement. This study reports the findings of student focus groups and surveys, examines quantitative data from online activities, and provides reflections on the impact of learning experiences through a blend of learning spaces. While learners increasingly value online components in learning tasks, they are nevertheless still unwilling to forgo the opportunities which face-to-face contact with both peers and faculty present, thus providing support for the continuation of a blend of learning spaces.

A multinational comparison of best practices for teaching students who lack academic English skills

Kay S. Dennis
Park University, USA

As a Fulbright Scholar in Latvia, I encountered students whose linguistic skills impeded their academic success. They had passed the TOEFL, but having few subsequent opportunities to practice their English, they had not attained academic language proficiency. These students struggled to participate in class discussions, complete readings, and write at the level expected. Applying my background in learning theory and instructional design, I redeveloped my courses in order to increase students’ comprehension, comfort, participation, and achievement. This “just in time” action research prompted a search for linguistically adaptive teaching strategies at institutions with large numbers of non-native English speaking students. In Europe, this would include the Erasmus Mundus exchange students, for who all instruction is provided in English. In the USA, many immigrants seek higher education despite a lack of academic English skills. I developed a questionnaire probing the challenges, teaching strategies, and assessments used with non-native English speaking learners. Using a convenience sample, I distributed the questionnaire to colleagues in Latvia and Germany. Additional colleagues in Ireland and Great Britain are targeted because of the high number of foreign students they attract. Another phase will include teaching faculty at institutions in the USA. Presently, most respondents report taking specific steps to support the academic success of non-native English speaking learners. Given the growth in international education, with classes taught in English, it behooves institutions to train and support faculty in using adaptive methods to promote maximal academic success of the non-native English speaking learner.

Creating high-tech learning spaces: enhancing on-ground learning environments without destroying an institution's budget

James M. Dorris
Regis University, USA

Betty Whitesell
Upper Iowa University, USA, and

Bemski Peter
Regis University, USA

Counter to the idea of academic institutions' embracing of technology, IT budgets are being slashed at colleges all over the country. Colleges offering online and on ground classes often find online programs garnering the majority of the budget at the expense of technology integration in on ground classes. Fearing additional budgeting cuts (and perhaps technology itself), faculty teaching on-ground classes discourage the use of technologies, noting in their syllabi students in class must turn off their devices. Students love electronics, and bring electronic technologies into their on-ground classrooms. Why not take advantage of student behaviors and create interactive learning spaces using their knowledge of technology? Enabling students to use their own devices to access electronic learning resources integrates the best traditions of constructivist, research-based and interactive learning and teaching strategies. Today, institutions typically provide students and faculty with Wi-Fi access, email addresses and electronic access to the library. Encouraging electronics in the classroom in order to build integrated learning opportunities addresses the immediate problem of limited technology budgets while encouraging a climate that increases collaborative learning. The panel will discuss the impact of these changes on faculty, the culture of higher education.

Women in art and literature of the contemporary Middle East

Cathy Duffy
Carthage College, USA

Utilizing contemporary literature ("A Thousand Splendid Suns" by Khaled Hosseini and "Persepolis" by Marjane Satrapi) as the foundation of this team-taught course, faculty from English and Women's Gender Studies disciplines explored gender issues in middle eastern countries and gained a better understanding of the Islamic faith. The texts were supplemented with movies, contemporary short stories, guest lectures and a field trip to CAIR (Council on American Islamic Relations) in Chicago. Students overwhelmingly enjoyed learning more about the Islamic faith and gaining a better perspective on countries regularly in the news.

Connectivism: a new learning theory for the digital age?

Betsy Duke, Ginger Harper and Mark Johnston
Kaplan University, USA

George Siemens and Stephen Downes developed a theory for the digital age, called connectivism, denouncing boundaries of behaviorism, cognitivism, and constructivism. Their proposed learning theory has issued a debate over whether it is a learning theory or instructional theory or merely a pedagogical view. While the theory presented is important and valid, is it a tool to be used in the learning process for instruction or curriculum rather than a standalone learning theory? It has also forced educators to look at what is being done in digital education and rethink, debate, and philosophize over how each part fits. Continually evaluating how each new generation learns with regard to instruction and curriculum serves to hold education to high standards. Certainly this theory is worth our thorough consideration.

Using interactive Excel worksheet courseware built around robust illustrative, categorical tools to teach quantitative subjects

Dan DuPort
EBS, Paris

The presentation will involve the exposition of key pages of the first chapters of the Statistics module, the Linear Programming module, and the Finance module of my QIWCourseware library. Emphasis will be on how they are used in the classroom and on the theoretical learning aspects of the structure of the modules, as discussed in DuPort (2012). Along with the learning theoretical aspects of the courseware, the following pedagogical aspects will be talked about:

- B Robust visual interactive engagement.
- B Lab/lecture instruction, regular classroom with student laptops, flipping, autonomy.
- B Simplicity of administration – collecting exams and homework thru email.
- B Content – exposure to the subjects mentioned for middle school thru university students.
- B Content – written in relatively simple English, with many pages including a glossary that gives the definitions of words used on the page that might not be familiar to a non-native English speaking student.
- B Modifiability – by the teacher to include the teacher's own slant on the subject and localization.

Reference

DuPort, D. (2012), "Teaching quantitative methods to business and soft science students by using interactive workbook courseware", *Spreadsheets in Education (eJSiE)*, Vol. 5 No. 2, Article 3, available at: <http://epublications.bond.edu.au/ejsie/vol5/iss2/3>

What's in a name? Exploring the relationship between learning styles and learning spaces in higher education libraries/learning centers

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Is the library the "de facto" learning environment within higher education? Is it the place where students and other learners are expected to learn? (But where is "where" – the physical, the virtual or a mixture of the two spaces?). The author is a librarian working in a library/learning center and has undertaken a mixed methodological approach to investigate whether learning environments (libraries/learning centers) can cater for the varied learning styles adopted. The main objectives were: to gain a better understanding of space (physical and virtual) and how this meets the learning and research needs of our learners (staff and students); to investigate whether teaching can be supported with our learning center resources; to investigate whether there is a difference between a learning center and a library and if so, how this impacts on the learning experience. The quantitative and qualitative data revealed the need for a variety of discrete learning spaces needed (e.g. individual, group and IT-dependent) to cater for a wide range of learning styles (e.g. reflective, active and blended) among a diverse demographic (e.g. gender, course type and age).

Investigating the hyper-media based learning environment as a metacognitive tool

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The contemporary hypermedia environment has increasingly affected teaching and learning in higher education, and this open learning environment significantly promotes self-regulated learning and enhances meaningful learning. Self-regulation is not a mental

ability but an integrated self-directed process. Self-regulated learning is determined by three factors: personal influences, behavioral and, environmental influences. The current body of literature suggests that students utilize cognitive and metacognitive self-regulatory skills during learning about complex and challenging topics when using open-ended learning environments through hypermedia. This presentation investigates how instructors can improve students' use of self-regulation skills by utilizing hypermedia-based pedagogical tools, and encourage low self-regulated learners to succeed academically in a hypermedia environment. Additionally, a model of self-regulated learning strategies is presented within the context of hypermedia. This model includes four components of self-regulation: self-evaluation and monitoring, goal setting and strategic planning, strategy implementation and refinement, and strategic-outcome monitoring. The presentation concludes that adapting appropriate pedagogies as well as implementing appropriate hypermedia environment instructional strategies is essential to enhances students' self-regulatory skills.

Flexibility, autonomy, and community to engage students

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American University in Cairo, Egypt

Youth unemployment and civic disengagement have been argued by many to be the main stimuli behind the revolution of the 25 January in Egypt, and other revolutions and youth movements around the Arab world and the globe. Wazi is a web-administrated educational program, targeting Egyptian public university students, complementing their education with the general knowledge and practical skills they need for employability and civic engagement, offered in parallel to their studies at their respective universities. This paper, authored by the founder and director of the program, utilizes qualitative research methodology to explore the impact of Wazi on its pilot intake's participants' lives and their perceptions of its various components in an attempt to further improve the program. Three main issues, flexibility, autonomy, and community, emerged out of this research emphasizing and rectifying some of the tenants on which the program has been built.

Engaging today's learners through digital narratives

Aziza Ragai Ellozy and Hoda Mostafa
American University in Cairo, Egypt

Educators have recognized that in order for learners to thrive in this digital world and economy they need a set of twenty-first century skills, which include visual and information literacy skills as well as scientific and technological literacy skills. A digital narrative is a type of visual media assignment that is designed to help students cultivate some of these skills. The narrative can take the form of any digital medium, which could relate an argument, an analysis or an exposition. Through the process of collaborating in researching their topic, outlining the narrative, selecting appropriate images, and weaving these elements together, students develop skills crucial to the twenty-first century workplace (Czarnecki, 2009). This presentation focuses on the use of digital narratives as a way of engaging students with science and helping them appreciate the complex process of scientific discovery. The case study involves a freshman core curriculum course, "Scientific Thinking", at the American University in Cairo. Through the process of researching their topic, outlining the narrative, writing a storyboard, selecting appropriate images and creating a movie, students develop a diverse set of skills. Students' personal reflections and survey results show that a majority of students enjoyed the project, understood the process of science better than just reading about it and acquired skills they could use in future courses.

Students identify meaningful writing experiences: a cross-institutional study

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Student learning in higher education, particularly student writing, is under intense scrutiny. Students are “academically adrift,” reporting less time spent reading and writing than their predecessors. At the same time, institutions scramble to assess outcomes, whether driven by outside accreditors, legislative mandate, or program improvement. These assessments, however, often leave out the study of “incomes” or an understanding of what students bring to their learning experiences and the important meanings they might derive. Our research – a survey and interview study that spans three universities and 780 seniors – offers an understanding of the types of writing projects that students identify as meaningful, as well as the context for those projects, the processes students used to write them, and the instruction they received. Several trends emerge: The majority of students noted as meaningful writing projects that were types of writing they had never done before but might do in the future. Also meaningful were writing projects connected to students’ lives and interests beyond school, as well as writing projects that helped them explore course content more deeply. Finally, a key implication for teaching is that meaningful writing projects frequently had required elements but simultaneously offered students considerable choice in topic or approach. These findings illuminate the ways institutions might design and assess curricular goals around writing, which will, in turn, help higher education leaders build theory about the relationship among writing, learning, and student development.

Integrating an applied experiential approach

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In 2011, Northcentral University, an online graduate institution, developed a creative model of course development, teaching, and learning. This new model is designed specifically to fit Northcentral’s one-to-one, faculty to student, teaching method. Based largely on the work of David Kolb (1984), and supported by The Active Reviewing Cycle (Greenaway, 2000, 2002), and Theories in Action (Argyris and Schon, 1974), we developed a custom Applied Experiential Learning (AEL) model and began redesigning our courses, providing direct training to faculty, and setting new standards for student to faculty interaction. We used the ADDIE instructional design process for course development and included elements of AEL, providing sources outside standard textbooks and opportunities for students to share their learning through many different media. Our curriculum design process supports Knowles model for adult learners (Knowles 1984) weaved into the AEL model and guided selections for course outcomes, materials, and activities. In this paper we discuss the evolution of the course design process. Our data, collected from student grades, student satisfaction surveys, faculty surveys, and focus groups collected during summer and fall of 2012 and compared to the same data for the same courses in summer and fall of 2012 demonstrates how we successfully combined many different theories to develop a sound twenty-first century curriculum for adult students. Our AEL adapted model helps meet the professional needs of adult students by providing a theory-to-action pathway. Through interaction and application, this new direction has helped students better understand and apply the theories.

Transformative learning in the higher education extracurriculum

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Teaching methods used in higher education classrooms often do not consider the needs of adult learners and do not adequately prepare them to manage the complexity and ambiguity of the current global economy. The proposed roundtable session will contribute to the current conversation about innovative learning and teaching in higher education by examining pedagogies informed by adult development and transformative learning theory. The session will explore the journey of a group of graduate students who created an extracurricular learning community, referred to as the Personal Leadership Initiative (PLI), which was eventually developed into a graduate level course. The supportive context of the learning community was created through multiple dimensions including peer-coaching pairs, coaching triads and collaborative inquiry. A qualitative case study method was used to assess the perceived impact of the PLI program. All participants (100 percent) described positive changes across three domains – affective, behavioral and cognitive – that resulted in an improved professional self-concept, along with improved social skills. Most participants (83 percent) described an evolution in their view of leadership and noticed an increased willingness to take on leadership roles. The PLI enabled students to bridge theory learned in the classroom with their professional practice, gain deeper self-understanding and increase their own leadership capacity. This session will offer an examination of the genesis of the group and how this collaborative initiative was able to meet the changing needs of the participants. We will also describe the challenges and opportunities we faced when adapting this model to a graduate level course.

Lessons from a case study built by students through study, research, and discussion

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FEI University, Sao Paulo, Brazil

The focal subject of discussion in this essay is the search for ways to improve attractiveness and knowledge retention of students in an undergraduate course. In sequence an exercise is proposed to be done by students through the internet, including searching for data and interaction in class sessions. To discuss this subject two questions are proposed: What drives students' attractiveness? And what is important in order to create attractiveness during an undergraduate course? One way to answer these problems is to make a diagnosis of the factors influencing students' attitudes. The antecedents of attitude must be considered since the course is designed, and we may use the designer attitude as a proxy to see the factors (theoretical categories) that constitute that attitude. In a second level, it comes the agents – individuals: students and tutors – and the situations they are involved in. Here we can use the concept of polyphonic classroom where relations between agents are constructed and negotiated rather than monologic: the voice of the academic tutor being dominant. A third remark is the use of the internet by all the society and by the students as a common tool in the day-by-day. In addition the exercise observed students during that assignment to check the constructs previously mentioned and the key factors of teacher/tutor's experience and knowledge, and students' competence and interest.

A degree of difference: a blended learning model for working communications professionals

Terry Flynn and Philip Savage
McMaster University, Canada

Working professional communicators have few options when contemplating the return to graduate school for advanced educations in communications management. Over the last five years, more than 30 mid-career professionals have participated in a blended learning model with an intense five-day residency followed by 12 weeks of online/collaborative

learning. The Master of Communications Management degree program at McMaster University in Hamilton was the first blended model adopted by the university in 2007. Building on a partnership with Syracuse University's S.I. Newhouse School of Public Communications, who had introduced blended learning to the communications management profession in 1995, the MCM program has become a benchmark for integrating and balancing part-time, professional students' return to school. This qualitative study of 15 current and graduated MCM students will discuss and explore how the blended learning model, combined with a robust learning management system including scheduled appointment learning through Adobe Connect sessions, enhances the learning and increases satisfaction and retention rates. Further, it will demonstrate the value of building a collaborative community of learners, especially among professional working students, many of which have not been in a university classroom in more than a decade.

Innovative teaching and learning practices in meaning-making: developing self-authored leaders

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While the urgency for leadership has hardly ever waned, interest in the pedagogy of leadership has increased exponentially. Fortunately, interest has coincided with innovative curricular trends prompted by the broader debate over higher education's mission. Harry R. Lewis (2006) writes, "Universities have forgotten their larger educational role for college students. They succeed, better than ever, as creators and repositories of knowledge. But they have forgotten that the fundamental job of undergraduate education is to turn 18- and 19-year-olds into 21- and 22-year-olds, to help them grow up, to learn who they are, to search for a larger purpose for their lives, and to leave college as better human beings" (p. xiv). A fusion of psychosocial and cognitive-structural theory, meaning-making has constructivist principles along with inquiry activities that steer young leaders towards transformative, self-generated learning. Meaning-making pedagogy requires students to analyze complex ethical, cultural and identity dimensions in order to author an authentic vision of self as a leader and agent change. Such an approach to leadership development is an effective form of engaging, connecting and retaining students and also a compelling response to the charge that higher education must develop the next generation of leaders. This presentation will focus on a critical component of leadership development: self-examination. Based on concepts established by Robert Kegan in his *Theory of Meaning-Making and Self-Authorship*, future leaders must be challenged through innovative teaching and learning activities to organize an understanding of themselves, others and the world in an increasing complex fashion.

Resilient teaching, dynamic learning: integrating hybrid pedagogies for a diverse urban college community

Gina Rae Foster, Mariana Schmalstig and Traci Palmieri
Lehman College/CUNY, USA

At Lehman College/CUNY, we have developed two experimental hybrid courses for the STAR Mentoring & Coaching Program that blend ePortfolio technology, digital and constructivist pedagogies, problem-based learning, and experiential learning to support student leaders and service learning. Our use of the ePortfolios, combined with face-to-face meetings to discuss and practice pedagogical and project management skills, has resulted in students' demonstrating increased critical thinking skills and enhanced technological familiarity and competencies. Through the integration of theory, practice, and technology in online mash-up assignments, and through the ongoing reinforcement of small group and partner meetings throughout the term, we are developing students' academic and professional skills to succeed in graduate work and in their chosen careers. The hybrid course engages students and instructors in a variety of learning spaces (ePortfolio, community discussion threads, face to face group and partner meetings) that allow us to

address ethical issues of empowerment and interdependence through two specific models, the STAR Dynamics and the Resiliency Principles, that ask us to explore academic and professional development through the lenses of trauma and resiliency theory, resource development, and professional management practices. The STAR model consists of five academic and professional roles, which interact with the five dynamics of goals, process, communication, time, and resources. The Resiliency Principles of stability, capacity, flexibility, and community provide a context for further academic and professional development. At Lehman, a highly diverse population of students and faculty are finding these courses innovative and transformational.

Determining the effects of human capital and utilization rates on student performance in introductory economics

Alicia Fourie
North-West University, South Africa

As many students struggle with introductory economics, it is important to understand factors that influence their performance. This paper looks at the effects of human capital and utilization rates of the 2012 introductory economics cohort at the Potchefstroom campus of the North-West University (NWU) and how these factors relate to the performance of these students. Prior knowledge and high school education are used as proxies for human capital, while various indicators of student efforts, such as the use of social media and online tests, are used to establish utilization rates. Primary data were collected by means of the university's administrative database as well as a questionnaire that was distributed to students, covering demographic previous – and current academic level information. A Heckman two-step estimation model determines which factors contribute to a student's ability to pass or fail and which factors relate to a higher score for introductory economics. Results indicated that the probability of passing introductory economics is improved if a student scores well in his or her high school mathematics and language proficiency test, enrolled for mathematics and economics at high school and is an English second language speaker. For a student to improve his or her introductory economics score, it is essential to participate in class assessments, and make good use of eFundi.

Developing a model virtual internship program: the SJSU/SLIS experience

Patricia C. Franks
San Jose State University, USA

There is a growing demand by students to participate in relevant field experiences that allow them to apply what they are learning while building connections with potential employers and boosting the experience they can feature on their résumé. However, students often find it challenging to locate relevant internship placements nearby that fit around their school, work, and family responsibilities. Virtual internships offer an alternative. To be successful, virtual placements must meet the needs of both interns and site supervisors. Prior to the 2010-2011 academic year, students in the School of Library and Information Science at San José State University participated in place-based internship experiences only. Virtual internship opportunities began to appear in fall 2010. A California State University research grant funded research conducted during the summer of 2011 that resulted in the development of a model virtual internship program for SLIS students. A pilot course for virtual interns was offered in spring 2012, feedback was gathered from participating students and site supervisors, and a second, slightly modified, pilot course was planned for fall 2012. Attend this poster presentation to view the Virtual Internship Model and learn how both students and site supervisors.

Lights, camera, accounting: using a hybrid teaching model for introductory financial accounting

John Friedlan

University of Ontario Institute of Technology, Canada

Teaching accounting to large classes can be a frustrating affair. In large classes students can be anonymous, avoid participating, and be more easily distracted by technology (internet, texting, social media, etc.). In 2010, the Bachelor of Commerce program at the University of Ontario Institute of Technology (UOIT) near Toronto converted an introductory financial accounting course from a traditional large lecture format (three hours per week, 150-200 students per section) to a hybrid format that uses face-to-face delivery in smaller classes (maximum 60 students, 1.5 hours per week) with electronic delivery of some material. The concept is that there is a lot of “knowledge” to be transferred to students in an accounting course and that the transfer could be accomplished effectively using a one-directional approach. This material is presented in the form of videos created by UOIT faculty members that students can access from the university’s learning management system, from anywhere at any time. The face-to-face sessions focus on critical thinking, case analysis and financial statement analysis and interpretation, and provide the opportunity to work closely with students to help them master the material. A heavy emphasis was placed on student preparation and participation, characteristics that were not emphasized in the large-lecture format. For the university there have been some benefits in managing resources. Some students have indicated that they benefit and appreciate the face-to-face sessions but that it requires discipline to watch the videos. Others have expressed preference for the traditional lecture approach. The instructors find the hybrid approach much more satisfying.

Avatars and accountants: a serious interactive video game for accounting education

John Friedlan

University of Ontario Institute of Technology, Canada

In contrast to traditional teaching-and-learning environments whereby the teacher controls the learning, video games present a learner-centered approach whereby the student controls his/her learning experience through interactivity. Despite the many benefits of a learner-centered approach, the use of video game technology in accounting and business-related curriculums has been sparse. We are developing a serious game prototype for accounting education and training that immerses players in real-world scenarios and enables them to develop the skills and abilities needed for success by accounting students and professional accountants. The game augments existing accounting courses by allowing players to explore accounting in a fun, interactive, and engaging manner while helping them learn how their decisions affect a company’s financial reporting. The game will replace traditional pen and paper problems that students have traditionally found tedious and boring. While our prototype focuses on lower-level accounting skills (the accounting cycle), the technology will ultimately be adaptable to all levels of accounting education. In the prototype game players control an avatar to explore a 3D environment and interact with game characters that provide information pertaining to a business scenario. The player makes business decisions, accounts for them, and prepares and interprets financial statements. The game engine will provide feedback to students and will be linked to a grading system that will allow students to receive credit for their performance playing the game.

The effects of adding narrative, choice, and gamification to large online courses

Jon Friskics, Robb Lindgren and Rudy McDaniel

University of Central Florida, USA

Adventures in Emerging Media (AEM) is a “choose-your-own-adventure”-style course created at the University of Central Florida. It leads students through a “landing a dream job”

narrative and allows them to select specific materials to learn each week. The customized LMS also supports a system for awarding badges to students that achieve a variable set of accomplishments throughout the semester. The badges are tied to the course narrative and also factor into a percentage of the student's final grade. The achievement system is integrated into a shared online leaderboard where students can monitor their progress as they compete with their peers for more badges. Data from two semesters of student work (100 p students in each cohort) indicates that increased agency favored well with students as compared to traditional online courses that progressed more linearly. Survey results also indicate that students in AEM felt that the course improved their skills in several important areas. The gamification aspects of the course did not fare as well; students experienced frustration when they were not able to earn certain badges. Students also expressed reservations about earned badges being tied to course performance. Interestingly, we found that females preferred the badge system more than males.

An evaluation of blogs as an effective space for student collaborative learning: a case study of UK higher education

Elaine Garcia and Melanie Brown
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Ibrahim Elbeltagi
University of Plymouth

While the use of blogs as a digital space for individual reflection and to chart learning progress may be relatively well established, the manner in which blogs may additionally be used more flexibly to support collaborative learning (CL) has been largely unrecognized. In reality blogs would appear to clearly articulate the conditions required for successful learning such as positive interdependence, individual accountability, face-to-face promotive interaction, appropriate use of collaborative skills and group processing (Johnson, Johnson and Smith, p. 191). It is therefore within this context that an evaluation of student blogs as a digital group learning space has been examined through the use of content analysis of the blogs created and both questionnaires and interviews with academic staff and students who have utilized blogs as a collaborative group space within a traditionally low-tech subject area, illustrative practices within Plymouth College of Art. The extent to which blogs may be used to provide a success collaborative learning environment is therefore explored. Conclusions include the degree to which blogs may be appropriate digital collaborative learning spaces for such activities are made in relation to both future uses within Art education and as generalizable across other subject areas.

What's joy got to do with it? The case for "academic happiness" to engage and retain students

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California State University, Sacramento, USA

Olga Kovbasyuk
Khabarovsk State Academy of Economics and Law (KSAEL), Russia, and

Patrick Blessinger
St John's University, USA

This presentation examines the relationship between happy classrooms and academically productive classrooms and makes the case for utilizing teaching and learning approaches that focus on academic happiness defined here as the level of happiness that students feel about their academic classroom experiences. Social relationships and meaningful personal experiences are two key factors connected to increased happiness levels. Coincidentally, these same two factors are important elements in creating effective teaching and learning conditions. So, why is it that many educators do not seem to be working harder to create

happiness in the classroom as a means to increase academic achievement and student engagement and retention? Concerning social relationships, this presentation argues that students and teachers should be in a dialogic relationship and they should be engaged in an open meaning making process which will allow them to better explore themselves and the world around them. Concerning meaningful personal experiences, this presentation argues that happy students and teachers are self-evolving personalities who naturally seek happiness as a life goal. As a result, academic happiness has the potential to increase student engagement, retention and ameliorated learning and teaching conditions.

Narrative spaces in real time: teaching story principles through alternate reality gaming

Andrew Kenneth Gay
University of Central Florida, USA

This paper proposes an innovative strategy for the teaching of story principles by engaging students in a semester-long alternate reality game in which they inhabit and interact with a fictional story. Utilizing a mixed-mode course design, students would work in teams to explore both real (on-campus) and virtual spaces in search of clues to solve a mystery. The mystery would involve a professor whose research has resulted in a fractured timeline that must be stitched back together. Students would rely on messages from alternate reality versions of real faculty and on a digital copy of the professor's journal to guide them through their research of both classical approaches to story (Aristotle, Joseph Campbell) and cutting-edge narratological studies. They will have to carefully search assigned texts and screen films in order to solve weekly riddles and ultimately merge the two realities by the end of the semester. As an outcome of this course, each student should have an increased understanding of how stories work, enhanced skills for critical thinking, research, and collaboration, and an elevated personal stake in his or her own education.

360-degree assessment for quality student-generated content

Ed Gehringer
North Carolina State University, USA

This presentation focuses on the benefits of large multi-team projects to construct content that will be useful to other students. When multiple authors collaborate on a large project, quality control is very important. The instructor/editor rarely has time enough to review each contribution multiple times until it measures up. This task can be accomplished in divide-and-conquer fashion by engaging the students. Student authors select a topic from a list provided by the instructor. After they submit their work, it is peer-reviewed by other students. Peer reviews are pre-assessed by the system, and students are given automated feedback on how to improve them. After reading their peer comments, authors revise and resubmit their work, and their reviewers are given another chance to evaluate it. Later, another student or the instructor evaluates the quality of the student's review. Teammates evaluate each other's contributions to the project. Our open-source Expertiza platform offers rubric-based reviewing and metareviewing capability, teamwork and team-member evaluation – true 360-degree assessment.

Bridging the gap

Muge A. Gencer
Istanbul Kemerburgaz University, Turkey

We language teachers are not only teachers but also educators. We are in class not only to teach other languages but also help our students explore the world and understand others while learning languages. "What have our students done for the community they live in up to now?", "What do they know about the elderly? Or the disabled?", "Have they ever worked with them or spent time together?" "Do they know challenges others face?" It is our responsibility to encourage our students to realize their responsibilities to their community

and guide them to achieve them through active participation in the community by social projects. In their research, Catalano *et al.* (2004) found that when youth interacted with others, they developed new skills and felt rewarded on project completion. The integration of community-based activities with classroom learning gives students the opportunity to connect academic curriculum with a real-world experience. This encourages them to become more aware and responsible individuals in the society in the long run. Unfortunately, community based-projects are not as frequently as implemented in foreign language education as they should be. How can we bring foreign language education and community-based projects together to help students become more aware and responsible members of society? In this presentation, I will talk about community projects in which students work with the elderly and the disabled and contribute to their society as a part of English as a Foreign Language (EFL) curriculum at English Preparatory Program before the freshman year.

Geographies of a writing space: a qualitative study of a flexible composition classroom

Dana Gierdowski
North Carolina State University, USA

This presenter will discuss the results of a semester-long ethnographic study she conducted (in spring 2012) of a technology-rich, “flexible” pilot classroom in a first-year writing course at a large southeastern university. Through productive partnerships with the institution’s Design Services and IT departments, the space was designed to include all mobile furnishings, mobile whiteboards, and multiple LCD displays for projection. In this classroom, students used their own laptop computers versus university-supplied machines. The goal of the design was to give instructors more flexibility with their pedagogy, engage students more in the writing process, and reduce the expense of maintaining and updating the equipment used in traditional computer classrooms. The presenter was embedded in one section of a first-year composition course as a participant observer for an entire semester. Through interviews with the instructor, teaching assistant, and students, as well as classroom observations and conceptual mapping exercises, this research explores both perceptions and behaviors of the users in a flexible space. The preliminary results suggest that the material affordances in the space can play a significant role in engaging students in the work of composing and collaboration. “Low-tech” materials such as the mobile whiteboards were utilized to a great extent and were perceived as invaluable by the instructor. The presentation will also feature the complex (and sometimes contradictory) perceptions of the space by the users. The results from this research have influenced the design of future classrooms in the institution’s first-year composition program.

The use of iPocket Coach in business education: an interactive class exercise

Tulay Girard and Rachel Christie Litzinger
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Mark Lennon
Frostburg State University, USA

The paper presents a review of an iPad application called iPocket Coach that can be used with either an iPhone or iPad, in business education. It discusses the educational benefits of this application for classroom use and develops a pedagogical exercise by which students can build interpersonal skills. The iPocket Coach can not only be used to develop skills but learn about common management issues such as conflict resolutions, personal development, providing constructive feedback, interviewing, performance evaluations, promotions, rewards, and terminations. The application would be beneficial to use in management, human resources, negotiations, and other classes that emphasize practically teaching students soft skills to become better professionals and leaders. This application can be utilized in a role-playing exercise between students moderated by their professor.

The class exercise developed in this paper can be used in a Consumer Behavior or Sales Management course that teaches students as being a sales associate how to handle difficult customers. This exercise can be further expanded by assigning students to write a reaction paper to a given scenario as a follow up and to assess their learning experience. Another use is to have the student utilize the application in a real-life situation and then present the situation and outcome to his or her class. Because the popularity and use of tablets by students in classrooms have been increasing, their engagement with the subject matter can be enhanced by incorporating an application like iPocket Coach into a class exercise like this paper presents.

English vocabulary acquisition patterns in adult tertiary L2 learners

Beena Giridharan
Curtin University, Malaysia

The paper reports on a study that focused on analyzing vocabulary learning patterns in adult tertiary second language (L2) learners. Research in the area of vocabulary development is unclear regarding the interrelationships among various aspects of lexical competence, learning, and production processes in L2 lexical acquisition. Models of vocabulary acquisition in English as a second language (ESL) are scarce and the lack often prompts L2 researchers to draw from first language vocabulary study models to correlate vocabulary developmental patterns. A theoretical linguistic framework for vocabulary development in L2 learners was first established through a review of the relevant L2 acquisition theories, linguistic schema theories, cognitive-psychological theories, and sociolinguistic theories which allowed the researcher to acknowledge their relevance to inferencing strategies in L2 vocabulary development. The study attempted to categorize the patterns of vocabulary inferencing strategies employed by the L2 learner; understand the role of context on the strategies; and examine the influence of teaching explicit inferencing strategies. Ultimately, the purpose of the study was to establish an L2 vocabulary model to account for the development of pre-receptive (PR) to productive (PV) processes of vocabulary development. The study employed a mixed-method research design. Procedural data analysis from phase one supported the development of a theoretical model of vocabulary development in L2 learners. The findings from the study may have pedagogical and theoretical implications for curriculum developers, instructors and policy makers in L2 tertiary English learning contexts.

The role of writing, rhetoric, and literacy in twenty-first century learning spaces

Mary Ellen W. Gomrad, Angela Rounsaville and Blake Scott
University of Central Florida, USA

Today's students need to have the skills, competencies, and habits of mind to negotiate the broad range of languages and literacies they will encounter in a multicultural and globalized world. This means we need strategies for boundary crossing that are less about becoming community insiders and more about the on-going practice of "repositioning in relation to several communities" (Harris, p. 105) at the intersection of "increasing local diversity and global connectedness" (Cope and Kalantzis, p. 64). The activity of responsibly and responsively negotiating these differences depends on a shift in student disposition from one based on stability in knowledge, skills, and worldviews to one based on curiosity, flexibility in thinking, and a willingness to inhabit multiple perspectives. This panel will explore how innovative pedagogies – such as the use of case studies, service learning, and Facebook and other social media – can help students cultivate this type of transcultural citizenship (Guerra). Specifically, each panelist will examine the unique potential that writing and rhetoric courses have to impact students' ability to negotiate and work across difference. Panelists will use three course examples – Cultural Literacies; Rhetoric and Civic Engagement; and Writing Across Difference – to demonstrate pedagogical approaches and learning outcomes, reflect on the impact on student learning, and share student responses to course design.

In one eye and out the other

Margaret A. Goralski and Krystyna Gorniak-Kocikowska
Quinnipiac University, USA and Southern Connecticut State University, USA

In One Eye and Out the Other is an exploration of how students learn. In today's world of text messaging and emails, we found that students learn visually as well as aurally. In other words, students are learning from "visual listening" – listening related to reading texts, emails, and tweets. This exploration is a by-product of our earlier investigation of active productive listening as a key element in the process of thinking critically. Students stated, in interactive workshops, that in order for them to listen critically, professors must add visuals to their class presentations, have in depth knowledge of the subject matter, and explain to students why the material in the course is necessary in their "real" day to day lives. Students' perceived need for practical information far exceeded their requirement for abstract knowledge for the future and superseded knowledge that was purely theoretical in nature. Students do not listen unconditionally. This paper explores student learning – listening and "visual listening" in order to think critically – in one eye and out the other.

Using multimedia feedback to enhance cognitive, affective, and psychomotor learning

Brian E. Gould
Royal Roads University, McMaster University, Mohawk College, Canada

Providing high-quality assessment feedback for learners is one of the most important activities faculty can do to positively affect learning. Recent advancements in information, communication, and multimedia technologies present opportunities for us to examine how, when, and where we provide assessment feedback. Yet, a scan of the academic research literature shows that technologies are used widely for teaching in higher education, but not necessarily for assessment. This exploratory study utilized an inductive, naturalistic inquiry approach to investigate student perceptions of receiving assessment feedback in digital multimedia format. Findings revealed that students reported positive effects on their cognitive, affective, and psychomotor learning through what they perceived as regularly occurring student-faculty interaction. Although this study had a relatively small and homogeneous sample, these findings indicate that providing digital multimedia assessment feedback asynchronously, online, has the potential to enhance faculty-student interactions, while contributing to student learning, satisfaction, and motivation.

Examining factors influencing nontraditional student work performance

Jennifer F. Grant
Augsburg College, USA

Employees over the age of 22 are increasingly enrolling in higher education programs. These individuals are also known as nontraditional students. There are a variety of factors that contribute to their work performance including their level of perceived stress and their level of work-school conflict. Many of these nontraditional students also telecommute. This quantitative, cross-sectional, study used correlation and regression analyses to determine how telecommuting, level of perceived stress, and level of work-school conflict related to the perceived work performance for nontraditional students. The study used an online questionnaire completed by 436 nontraditional students that could be living anywhere in the world. Results indicate that nontraditional students with higher levels of perceived stress perform better on the job $r(410) = 0.11, p > 0.05$, and no significant relationship exists between nontraditional students' level of work school conflict and their work performance. Implications from this study suggest that nontraditional students handle stress and role conflict differently than other groups. These findings could be used by educators in designing their courses, and human resource managers designing company policies regarding supporting higher education and telecommuting practices for their employees.

Moving pedagogical change and improving student learning through a classroom building renovation to promote interactive and collaborative learning

Stan Guffey
University of Tennessee, USA

Our study examines the effects on teaching and learning of a classroom building renovated to promote active and collaborative learning. Humanities and Social Sciences (HSS) is the only dedicated classroom building on the University of Tennessee campus, hosting almost 25 percent of undergraduate credit hours including a large proportion of general education courses. Student focus groups and faculty interviews indicated widespread dissatisfaction with the building's aesthetics and classroom teaching and learning functionality. Informed by teaching and learning research, the Classroom Upgrade Committee initiated a renovation of HSS to make it more welcoming and aesthetically pleasing, and the classrooms more conducive to active and collaborative learning. A total of 35 classrooms with capacities of 35 to 75 were refurbished as "flexible classrooms", and two classrooms converted into student lounges/informal learning spaces. Classroom features beyond upgraded classroom technology include mobile "node-chair" student desks, white-boards on all wall surfaces, and a wall-mounted Smartboard. To familiarize faculty with the teaching and learning potential of flexible classrooms the Tennessee Teaching and Learning Center facilitated 28 small-group workshops during April-May and August, attended by almost 350 faculty and graduate teaching associates. Surveys, interviews, and classroom observations will be used to assess faculty and student perceptions and pedagogical change.

Jaguar camp: partnering with community organizations for experiential learning

Shelley B. Harris and Mishaleen Allen
Texas A&M University, USA

The purpose of this study was to determine the benefits for Education graduate students in their final course work to participate in an intense, community-driven experiential learning component to increase their transfer of knowledge, classroom management skills, and research based instructional methods to ultimately prepare them to be successful in the urban classroom. The program design was a 30-day summer camp at a non-profit organization to work with at-risk students ages five-18. The camp consisted of graduate students working with small groups in the areas of reading, writing, math and science in a fun, meaningful way. Additionally, we used online programs to assess their reading level with Reading Plus! and Lexia. Research methodology used was a mixed methods approach utilizing the perceptions from the program by the students, parents, graduate students, and professors as well as quantitative data looking at the comparisons from the beginning of camp to the end of camp on student grade levels and comprehension scores. Results indicated an overwhelming response to the program for all stakeholders, including better preparedness for the graduate students in their first year of teaching. Conclusions imply to continue our experiential program for upcoming graduate students and make the necessary revisions as the data suggests.

Conversational agents in virtual worlds

Bob Heller and Mike Procter
Athabasca University, Canada

The role of conversational agents in education is growing and combined with the affordances of virtual worlds, new opportunities exist to examine conversational agents as embodied actors on virtual stages. This paper provides a brief review of a historical figure application of a conversational agent called, Freudbot, from its origins as an HTML web page to its most recent deployment in Second Life. Our primary measure of interest is the conversational record between Freudbot and students and what it can reveal in terms of perceived social presence and student engagement. We hypothesized that the conversational record from Second Life would be richer in measures of social presence

and student engagement because of the immersion that occurs when students are represented as avatars in a 3D contextually appropriate environment. To test this hypothesis, we examined 39 transcripts of conversations that occurred in Second Life with 25 transcripts that occurred in a text-only condition. Findings revealed no differences in measures of social presence (as reflected by indices of affect) and engagement (as reflected by student compliance) in the predicted direction although there were significant differences in other conversational characteristics. Future work is being directed towards a closer integration between the objects/events in the virtual world and the capacities of the conversational agent. Although our hypothesis was not confirmed, we are generally optimistic on the role of historical figures in virtual worlds for improving distance education.

Corporate-sponsored leadership education for undergraduate concurrent 18 classes

Mikinari Higano
Rikkyo University, Japan

The Business Leadership Program (BLP) is the core curriculum of the Department of Business at Rikkyo University and it is the very first and still (as of spring 2012) the only undergraduate leadership program in Japan that has scaffolded mandatory courses. Through team-based projects and skill-enhancing exercises, BLP nurtures business leadership capabilities in an experience-based learning environment. Three mandatory and four elective courses have about 1,000 students very year. The first course (BL0) has concurrent 18 classes. A company gives the students a common problem, such as "Tell us about your plan for brand-new HP real retail stores" (given by Japan Hewlett-Packard, April 2012), and the 370 students in 72 groups in 18 classes prepare for the preliminary and final contest, spending two-thirds of the semester on designing their plans. Corporate representatives often visit classes to answer students' questions. A total of 18 teachers, TA's and corporate representatives are all trained to be coaches through pre-semester action learning sessions that are facilitated by in-house coaches, who are certified by Japan Institute of Action Learning. After the contest each student has 360-degree feedbacks and reflections in each class to identify what strength each student should build on.

Using the case method to prepare students for professional practice

Thomas Hilburn, Massood Towhidnejad and Salamah Salamah
Embry Riddle Aeronautical University, USA

Professionals are employed to solve problems, collaborate with others, manage resources, and assess their performance and work products. A principal goal of educational programs that prepare students for professional practice (e.g. law, medicine, business, engineering) is to develop individual and collaborative professional competencies: analyze, specify, and solve problems; work effectively as part of a team; demonstrate ethical and professional conduct in carrying out assigned duties; and reflection on professional strengths and weaknesses. In this presentation we discuss techniques and processes for teaching professional practice and how the case method can help students develop professional competencies. We will also discuss how a comprehensive case study can be used to address and teach professional practice in a set of courses, across a curriculum from year one through graduation. This concept will be illustrated with the Digital Home Case Study, which the authors have used to teach professional practice across a variety of computing and software engineering courses.

Employing evidence-based teaching (EBT) strategies to create more effective learning spaces

Loretta Howard

Canadian Memorial Chiropractic College (CMCC), Canada, and

Eleanor Pierre

EJP Communications and Brock University, Canada

Today, evidence-based practice (EBP) (Sackett, Rosenberg, Muir Gray, Haynes, Richardson, 1996) is firmly entrenched in health science curricula. Concurrently, institutions are experiencing a significant disconnect: While their curriculum content is increasingly evidence-based, their teaching practice, and thus students' learning process and outcome, is not. While EBP originated in the clinical fields of medicine, nursing, social work and psychology it has also been embraced by numerous other fields, including education. Evidence-based teaching (EBT) is defined as "the conscientious, explicit, and judicious integration of best available research on teaching technique and expertise within the context of student, teacher, department, college, university, and community characteristics" (Buskist and Groccia, 2011, p. 8). Increasingly, in order to succeed in their chosen field in today's world, learners need to demonstrate deep learning attained by developing higher order cognitive skills such as critical thinking and reflection and integrating knowledge from highly content-focused curricula. Yet many educators continue to rely on transmittal teaching strategies that achieve predominantly surface level learning and for which there is little research evidence to support the efficacy of their use. Consequently, students struggle to attain the higher levels of learning needed to succeed. Shifting from a traditional teaching model to a contemporary evidence-based approach (Petty, 2009) that promotes deeper learning is a challenge for many educators. We seek to support educators to meet that challenge, create more effective learning spaces and align the content and process of learning with evidence-based teaching practice.

Learning language science: exploring in Bangladesh

Daniul M. Huq

Jahangirnagar University, Bangladesh

Despite Bangladesh's status as a least-developed country, techniques of language pedagogy have a long tradition; however, they have yet to stand out as a major vehicle for higher education. Language science or linguistics for that matter being a concern of the pundits not too many have yet come up with tangible ideas or methodologies to teaching of this discipline where it is important to retain students to lessons often times tedious and repulsive. The proposed presentation envisages the classroom situations coupled with outdoor and daily life activities besides assigned field works that can be innovated for students of linguistics/language science, literature, dramatics and performing arts. The author with his long 42 years of teaching career reveals some of the techniques and innovations used to successful teachings of Bangla language and literature, linguistics, dramatics and performing arts that he found sustaining in given situations. Limited resources and space, cultural/religious and traditional aspects were made points as well. The main burden of the presentation will be empirical data based while end notes will seek for a betterment of the practices.

Learning studios: play in the sandbox before building your castle

Derrell Jackson
Herman Miller Education, USA, and

Tawnya Means
University of Florida, USA

For children, the sandbox is a place where they are free to experiment and let new ideas come to life. Learning spaces in our higher education institutions should be no different. The University of Florida and Herman Miller have built their own “sandbox” to test the implementation of high-tech and low-tech pedagogies through a partnership in the Learning Spaces Research Program (LSRP). The Program involves creating a Learning Studio to pilot new approaches to learning spaces before making larger scale decisions about learning space design. This presentation will address the Learning Spaces Research Program’s six criteria rooted in the belief that learning environments should be adaptable, social, stimulating, healthful, resourceful and sustainable. Data will also be shared from the Program’s longitudinal study which provides insight into how certain elements such as student to faculty engagement and progressive teaching methods have been enhanced through the Learning Studio model. Tawnya Means from the University of Florida will be offering a first-hand account of how her institution designed their experimental, active Learning Studio that combines high-tech and low-tech pedagogy to support engaging instructional methods, improve teaching effectiveness, and increase student knowledge retention.

The Yellow Brick Road: reflective inquiry through metaphorical elements from *The Wizard of Oz*

M. Francine Jennings
Lesley University, USA

Although student course evaluations have offered and continue to offer rich sources of information for course restructuring and retooling, much of the feedback originates from a linear viewpoint rather than a comparative one. This presentation shares a method of reflective inquiry that explores the intersection of the teacher practitioner’s cognitive, affective and artistic domains for the purposes of expanding dimensions of course evaluation, broadening techniques to enrich reflective insights and introducing possibilities for application into the mainstream k-12 classroom. This method of inquiry is founded on ideas of reflective practice, arts integration, multiple intelligences theory, and critical pedagogy which manifest themselves as follows: Reflective practice, the centerpiece and anchor, is the ultimate goal of the activity. Arts integration, which includes music, drama, storytelling, poetry, creative movement and visual arts, serves as an access point not only to the affective domain, but also to metaphorical comparisons. Multiple intelligences theory invites the student to differentiate reflective expressions using dominant ways of knowing. Finally, critical pedagogy allows the student to catapult ideas from concrete course experience into possibilities for social change. In addition to being introduced to theoretical concepts and course content, this presentation will allow for interaction with student reflective pieces and observation of metaphorical thinking processes leading up to the reflections. This method of reflective inquiry can be used by undergraduate and graduate instructors as well as teachers in public, private and charter settings.

Communication towards profession: speech as a part of the communicative competence in education

Cecilia Olsson Jers
Malmö University, Sweden

Communicative competence is increasingly in demand in the workplace. If you are not able to communicate in a competent manner, you risk not being given the responsibilities you

want or, perhaps, not even finding employment in the first place. This entails a great responsibility on the part of universities to ensure that students are equipped with adequate communication skills for their professional life. I want to introduce a new project, Communication Towards Profession, which focuses on development of oral communicative competence. The aim is to identify in which way oral communicative performance in individual university courses corresponds to the communicative competence that is required in professional life. The study focuses on nursing students and interaction design students. The overarching research question central to the project is: what possibilities are offered students to develop their ethos during their education? This question is particularly relevant since these students in their future professions will interact with different groups. Students establish their own credibility through oral communication in several different contexts; they should, therefore, establish a strong and developed ethos. The project has its theoretical foundation in rhetoric, which is a stable and well-proven theory that places listener and speaker in a communicative situation. I employ qualitative methods of enquiry. In this talk, I focus on the supervisors' role in oral communication between the supervisor and the student.

The unique blended learning model of a community-based project module at the University of Pretoria that ensures high pass rates

Martina Jordaan
University of Pretoria, South Africa

The Faculty of Engineering, the Built Environment and Information Technology of the University of Pretoria created a compulsory undergraduate module, Community-Based Project Module in 2005. It entails that students work at least 40 hours in the community and thereafter reflect on their experiences. As the students have to work in a community of their choice, the students have to interact collaboratively with the community. The blended learning model of the module enables a project-based learning approach to ensure that students learn autonomously in a group over a period of time. Students are placed at the center of the learning process and they have to take an active role in their learning through sustained analysis, enquiry and problem solving. This paper will discuss the multi-faceted nature of the unique blended learning model of the module using a diamond metaphor as framework to demonstrate added value through the choice of facilitation, e-learning support, interaction, and assessment. The module has an average 98 percent pass rate over the last seven years and is viewed as a mega module where on average more than 1,500 students are enrolled annually and facilitated by only one faculty member.

Teaching conceptual synthesis in a collaborative environment

Vrinda Kalia and Seth Sorgan
Worcester State University, USA

Past research has shown that although students may improve in context-bound thinking skills through discipline based instruction, the most effective way to improve thinking across domains is to instruct them in "how to think" (Halpern, 1999). Constructivist classrooms, where the students are afforded opportunities to construct and reconstruct their ideas (Kinchin et al., 2000), facilitate higher-order thinking in students by engaging them with the information and with each other (Sawyer, 2004). Concept mapping is often used in constructivist classrooms as a powerful metacognitive tool that promotes thinking and understanding in students. Concept maps are graphical representations of relationships among ideas and provide students a concrete way to represent how information is organized, connected, and synthesized (Vanides et al., 2005). The current study will report the results of an active, collaborative classroom environment created by combining lessons across two psychology courses. The goal was to create an environment where students could co-construct knowledge with each other by making connections across their individual conceptual domains. The lessons were split into three phases: lecture, individual problem solving activity, paired problem solving activity. For the final phase, students from

the two classrooms worked collaboratively to solve a problem that required them to combine the knowledge gained from their previous individual activity. Students' products from the two problem solving activities (i.e. concept maps) as well as their feedback on the learning process will be presented as evidence in support of the advantages of constructivist classrooms in facilitating conceptual synthesis and student engagement.

Flipping the classroom culture

Beth Kalikoff

University of Washington, USA

"Flipping the Classroom" refers to a collection of practices that increase active learning, allow students to review lectures at their own pace, and use class time to grapple with the most challenging material, in ways that rely on faculty expertise. Emergent technologies now make it possible for faculty and students to benefit more extensively from research on active learning by providing accessible alternatives to the "in-class lecture, out-of-class homework" model. In the "flipped" classroom, students spend class time on case studies, group projects, complex problem sets, and collaborative work, in the interest of increasing student learning through increasing their active engagement. Data suggest that "flipping" the classroom leads to further transformation. Scott Freeman's Introductory Biology class at the University of Washington, with over 700 undergraduates, went from traditional lecture to no lecture, even online: instead, class time is spent on group work, during which Freeman and his teaching assistants roam the room, ask clicker questions that students work together to answer, and offer ten minutes of clarification when groups struggle with a problem. The data indicates that this model improves student achievement and retention while closing the achievement gap between students from underrepresented groups and other students. These data contributed to a significant culture shift. Instead of accepting a high failure rate (even higher for students from underrepresented groups) as inevitable, Freeman's colleagues have come to see new ways to close the gap between teaching and learning . . . and to understand their responsibilities for doing so.

Designing and facilitating collaborative learning for communities of practice

Naim Kapucu

University of Central Florida, USA

Bringing individuals together and forming communities of practice is an important tenet of learning, and learning patterns within a community are particularly important because most of the learning occurs as a consequence of human practice and interaction with others. This presentation highlights classroom as a community of practice and examines the role of classroom activities on students' collaborative learning. The research uses graduate level public administration courses as cases, in which classroom activities were designed to facilitate collaborative learning by balancing theory and practice and enhance peer interaction in the classroom. The results of surveys, based on network analysis and descriptive statistics, indicate that providing environments which blend practice with classroom knowledge lead to highly positive outcomes for students.

Professional development in social media initiative

Denise Kay and Andrea Berry

University of Central Florida, USA

Clinical educators who serve as front line instructors in medical school programs often lack formal training related to teaching and learning and their conceptualizations of teaching are heavily influenced by their own experiences as students. Considerable variability also exists, within residency programs, in both personal and institutional interest, as well as commitment to teaching medical students. Time, distributed locations and additional variables, such as competing responsibilities and values, makes synchronous, face to face faculty development programs less feasible. The purpose of the Professional Development in

Social Media Initiative is to explore if and how social media can be used as a resident training and professional development tool in medical education. This pilot study investigates how or if Pediatric Residents in one program utilize and respond to both planned and spontaneous Facebook posts related to teaching medical students in their clinical setting. Questions for the study include: Will residents engage in a social media site as an avenue for their professional development? What is the frequency, persistence and level of interaction? Is there depth to the discourse? Information from this study can inform medical school curriculum and faculty development personnel about the viability of this approach for enhancing professional development among clinical educators.

Technology and students: collaborative strategies

Rhonda King

Middle Georgia State College, USA

Technology has changed how we collaborate as a society and these changes have allowed educators to network with students beyond the traditional format of a classroom. New technologies have allowed for improvement of the interactions between instructors and students, and among students. Collaboration enabled by networked technologies works best in knowledge-intensive and information-based tasks (Rayport, 2011). This presentation addresses pedagogical strategies for use of technologies that are knowledge-intensive and information-based with higher education students. It will specifically focus on the use of technology for collaborative strategies with the presenter demonstrating the use of online tools to enhance collaboration. Discussion of how to assess these areas of collaboration will also be covered. The presentation addresses the new trend of “bring your own device” by connecting the online tools to multiple types of devices.

Learning Process 2.0

Mika J. Kortelainen and Janika Kytä

Laurea University of Applied Sciences, Finland

Laurea U.A.S. Business Lab has made a change to the learning process. The theoretical background is in the Laurea's LbD model. This new model means that the earlier “choose the study model-perform-get the grade”-process has been abandoned and we now use “perform-get the grade-choose the study model” – way of progress. This new way has resulted in the students acquiring skills for work-life based project work where a student project manager takes the responsibility of the progress, contacts the client organization, communicates with the project group and the teacher. He/she has the responsibility of meeting the goals and organizing the progress. In practice this model has directed the students towards new kind of learning where students specialize in different fields of their own choosing and then support others in their own specialized field of expertise. We have found that the great benefit is the cumulative learning that the student acquires from other students, clients and teachers. This model is helpful because there is no more glass ceiling, which consists of the limits of the teacher's knowledge. The idea behind breaking the glass ceiling is the model similar to WEB 2.0, a network of different actors with joint information and knowledge. Students now take more responsibility, commit more and act independently. As a result this model has made it possible for the students to finish their studies more quickly, get better grades than before and less students drop-out during their studies.

Pedagogic strategy in higher education of protect bird

Balasaheb Ladgaonkar

Shivaji University, Kolhapur (Maharashtra State), India

The present paper attempts to study Pedagogic Strategy in Higher Education of Protect Bird. Only theoretical strategy mauls students from creative prospect and stagnate the excellence of come-up learners in higher education. The paper's focal point is teaching “Protect Bird” theoretically within four walls of class is an issue in higher education so far as

concerned at humanities faculty level from the academic environmental study point of view. It further clarifies the aims and objectives of higher educational institutions. Within this point of reference, the attempt of investigator is to focus learners' interrogations on the Occurred Event – Protect Bird (out of class) that enhances to rethink ideas incorporated on birds in syllabus from practical and academic point of view. It, further, analyzes the maneuvered Protect Bird experience. The paper discusses also, what are the responsible circumstances (cultural and administrative)? In addendum, it tries to consider arrears in it that entangles not only the objectives of education but also intellectual and emotional excellence of flowering students. The proposed paper is based on the primary and secondary sources. The investigator intends to spotlight the theme by analytical and interpretative methodology. The paper concludes by suggesting strategy that accredits Higher Education Teaching-Learning retrospectively to fulfill the objective of worldwide environmental study.

Issue of quality in higher education of rural institutions

Balasaheb Ladgaonkar

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The present paper attempts to study Issue of Quality in Higher Education of Rural Institutions. The paper takes into account "Quality" in terms of a well-known American Scholar T.S. Eliot who strongly believes in Tradition which is changing, growing and becoming different from what it is. It further discusses "Quality" and its meaning, material object, measurement of material thing, quality propositions. It also argues about the aims and objectives of higher educational institutions. Within this juncture of allusion, the investigator's effort is to pivot on issue of quality that across in rural higher educational institutions. The paper seeks to analyze the present scenario of higher educational institutions in rural areas (India) and back provenance of it. It throws light on various causes that muddle the "quality" environs of higher education in rural and hilly based colleges. These affairs clearly try to show institutions present educational quality. In this connection, higher educational convictions' regarding core values is discussed in detail. The paper is laid on primary and secondary sources. Analytical and interpretative methods are used for the proposed paper. The paper ends by exposing how issue of quality arises in higher education of rural institutions that throws light on personal, administrative and cultural view. It divulges also issue of quality not only in rural institutions but everywhere in the world.

Using quality to guide disruption

Marie Larcara

Canisius College, USA

Although distance education, and quality assurance and faculty training in distance education and technology is not new, institutions of higher education and leaders in distance education are now uniquely positioned to utilize the current research and growth to lead positive change which may, in fact, improve teaching and learning throughout the institution, and even impact the institutional mission and affect social change. We are hearing more and more about the disruption of higher education due to increased online and hybrid offerings, as well as emerging technology. But, what if we were to use this disruption as an agent of positive change? What if this disruption could be used to train higher education faculty in pedagogies which engage, and thus retain students? There is an opportunity to positively impact teaching, learning, and institutional goals such as retention, by embracing the current disruption and maximizing the opportunity to train faculty to use emerging technology to improve their practice.

Meeting the needs of twenty-first century higher education through faculty development program revitalization

Benjamin Laskar and Zafar Syed
Centennial College, USA

Globalization, industry and demographic shifts as well as advancements in technology have created a demand for higher education to prepare learners that are able to leverage collaboration, communication, critical thinking, global awareness and technological literacy in professional and personal settings. While one of the greatest influences on learners are teachers, often very little attention is given to the education of faculty and developing in them the very principles they are charged to instill. This session highlights the new teacher certificate program at Centennial College, Teaching and Learning in Higher Education (TLHE), and how its design prepares faculty to meet the needs of twenty-first century education. The presentation begins with a review of the environment scan and philosophical approach that guided TLHE's development. Presenters will detail TLHE's structure, conceptual framework, thematic layers, pedagogical principles, and program layout. In addition, time will be spent sharing how TLHE offers teachers practical opportunities to create collaborative, socially equitable curriculum, engage in action research for increased effectiveness, and facilitate in both classroom and virtual environments. The session ends with an account of current instructor and student experiences, as well as future directions of the program.

Building leaders through academic engagement: experiential learning

Shara Lee
University of Central Florida, USA

Presently, there is a national focus on the industry-benefiting skills developed through undergraduate education. With the American higher education movement towards student-centered learning, new approaches to improve learning outcomes must be examined. Capitalizing on the recognized importance of faculty-student relationships in addition to this focus on student learning, it stands to reason that the ideal learning environment would be one in which peer and faculty interaction was customized to the individual developmental level of each student. Through internship/cooperative education courses, one-on-one interaction between faculty and student coupled with reflective course components are designed to meet the student at his/her level of educational development. They combine the socialized, contextual learning at a work site to provide the type of learning environment designed to foster individualized student-centered learning with a focus on both general and specific industry-relevant skills. Participants will gain an understanding of the application of Experiential Learning Theory and learning styles in both internship and traditional classroom settings.

iMandarin: enhancing second language acquisition with the iPad

Mark M. Lennon and Han Ye
Frostburg State University, USA

A challenge to second language educators is how to engage the digital generation of learners in a sophisticated and efficient manner in order to maximize learning. Compared to traditional pedagogical methods, electronic devices such as the iPad offer a multitude of ways to facilitate dynamic learning and rapid knowledge absorption. This study explores various software applications for Chinese language learning on the Apple iPad platform. Recommendations on specific applications, suggestions for improvement, and directions for future research are presented.

Technology-enhanced effective instructional sequence lesson for EFL students: language and movie-making

Olga Leontea
California State University, Chico, USA

This research highlights ways to effectively use digital tools and media resources in student-driven project-based learning. The purpose of implementing technology in classroom settings is to make lessons more engaging and create a discourse community among EFL learners coming from different cultural and linguistic backgrounds. When working at a technology-oriented group project, students learn how to successfully negotiate meaning in the target language in a natural non-stressful way. They focus on the assignment more than their language proficiency, but in doing so, they engage in group discussion, and consequently master four language skills. The research concentrates on a movie-making project as it provides variety of opportunities for students to implement their language skills in practice of research (scanning web pages for information), authentic communication both online (connecting with independent movie makers and screenwriters to interview them; posting blogs and exchanging ideas with their peers from English speaking countries) and in the classroom, and finally, creation of an original work (a script, a cartoon/ movie clip and a movie poster). The first part of the research provides theoretical background of the project-based collaborative learning with focus on the community of practice and network theories as implemented in language education. The second part presents an overview of internet resources that can be used for movie-making activities in context of language learning, and serves as a practical guide for instructors of EFL and other languages. Finally, research discusses potential implications of movie-making for development of real life and career skills such as persuasive debating and creative writing.

A perfect storm: campus wide course re-design at an American R1 university meets the Pacific Rim

Chantal Levesque-Bristol, Charles A. Calahan and David B. Nelson
Purdue University, USA

Purdue University is embarking on a campus-wide course redesign effort; Instruction Matters: Purdue Academic Course Transformation (IMPACT). The overarching goal of IMPACT is to partner with and develop a network of faculty committed to the transformation of foundational courses, employing innovative and experiential pedagogies, often supported by technologies, to create an enhanced student-centered teaching and learning environment. IMPACT is informed by research and aimed at enhancing student learning, competence, confidence, and success. At the same time, international students at Purdue comprise 20 percent of the total student enrollment. More specifically, from 2007 to 2012, Purdue University Chinese undergraduate student enrollment grew from 127 to 2,706. When the 1,300 international freshmen arrived on campus in 2011, 900 were from China. The College of Management had 43 percent international student enrollment in its freshman class. A total 75 percent of the international undergraduates are English Second Language (ESL) students. What are potential opportunities and challenges to engage and integrate students from diverse cultural and linguistic backgrounds within the learning context, especially re-designed courses? To what extent can course re-design, focusing on transformative learning, benefit a diverse group of learners? Results of a pilot study conducted in reading centered courses, suggest that international students perform significantly better than national students on quizzes, exams, class activities, and discussions when technology-enhanced and ESL-friendly pedagogies were provided. Implications from the IMPACT pedagogical approach will also be discussed.

Hostos Design Lab: a local field study model for the urban community college

Catherine Lewis and Sarah Sandman

Hostos Community College, City University of New York, USA

Traditional study abroad experiences provide high-impact learning opportunities. Students leave familiar settings behind and gain knowledge through intensive cultural immersion. However studying abroad often requires significant investments of time and finances. Community colleges, an increasingly integral solution to affordable higher education, ideally allow flexibility for an individual to attend school while maintaining employment. Therefore, a typical community college student schedule leaves little to no room for a semester studying abroad. At Hostos Community College in the South Bronx, Media Design Professors Catherine Lewis and Sarah Sandman are reinventing the traditional study abroad experience to include more condensed, localized options for students and colleges facing the reality of today's stressed economy. Starting in the summer of 2011, they launched the Hostos Design Lab, a local field study model designed to enhance their students' urban community college experience. The Massachusetts Museum for Contemporary Art hosted the first Hostos Design Lab. Student collaborators were challenged to investigate the question, "What is a cultural worker?" through interviews with the local community. The final result was a multi-media exhibition at the museum. In 2012, Hostos Design Lab traveled to rural New York to work with the art organization, The Wassaic Project. The students transformed a barn into a design studio and launched community book project exploring the question "What is a Gift Economy?" Characterized by new landscapes, targeted inquiry, community engagement and collaborative authorship, the Hostos Design Lab explores the Northeastern USA as a study abroad alternative.

Qualitative inquiry in unfamiliar places: expanding the space of undergraduate research

David M. Lucas

Ohio University, USA

Undergraduate students seek education, college degrees and relationships in various contexts and circumstances. The author of this paper, however, has discovered that the undergraduate also seeks exploration, learning and experiences in traveling abroad. By linking US students with those from other countries, the author has mounted over ten different collaborative research efforts where students from varying backgrounds, languages, cultures and institutions worked together to achieve significant research results while learning life-long lessons in the process. Using the qualitative research method known as folkography, the author and students have taken important journeys into the abstract spaces of language, relationships, attitudes, perceptions and future casting. This paper reveals the process in which the professor engages undergraduate students by training, motivating and safely leading them through the research project design, implementation, data analysis and reporting of the results. Noting the energy, enthusiasm and excitement of undergraduate researchers, the author explains how qualitative inquiry gives students an expanded sense of space, collaboration and contributes to the overall retention of those who participate.

User-centered research methods as the starting point for living lab activities in higher education

Satu Luojus and Olli Vilkki

Laurea University of Applied Sciences, Finland

In order to respond to the challenges posed by technological development, new competence and operating models are required in the design of ICT technology. This requires developing the content and methods of education in the field. This paper describes a development work, which aims to advance education in the field of ICT at Laurea University of Applied Sciences. The pedagogical starting point for the development work was to

produce new design competence in the area of human-computer interaction. The outcome of the development work was a teaching model in line with a user-centered design process, with the aim of providing students with the ability to act as product development and innovation processes developers. The developed study entity forms a dual innovation model comprising:

- B continuous development of methods through a test bed; and
- B the application of competence to the partnership network's R&D projects.

The dual innovation model has adopted a pedagogical model in ICT degree program. Learning by developing (LbD) – based innovation competence generated by the model has been utilized in several R&D projects and Living Lab activities implemented in Laurea's Living Labs Network operations. Laurea has been recognized by the Finnish Higher Education Evaluation Council on the basis of student-centered R&D for 2010-2012.

Engaging tourism owner/managers with a blended learning degree program

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While larger tourism enterprises benefit from a graduate management intake and continuing executive development, the owner of the small tourism operation is limited in continuing education and professional development opportunities due to resource poverty, and lack of appropriate and available tertiary tourism education. This paper details a longitudinal research study comprised of several empirical phases in order to identify and detail the needs of all stakeholders. It documents the pedagogical and technological challenges faced by the faculty team in developing and implementing what is considered to be an innovative blended learning degree. This degree program was customized to meet the learning needs of the entrepreneur through centralizing: student engagement, accessibility, relevance and flexibility. In order to meet these critical needs, the program utilizes a problem-based learning (PBL) approach and a blended learning platform. The student cohort are individuals who are managing their own enterprises and are focused, competent and self-motivated, yet they have varying levels of experience and exposure to college education and technology. The blended learning platform combines an essential face-to-face classroom setting with further delivery/facilitation provided through the college's virtual learning environment. Inherent in the findings are valuable insights into the lessons learned by faculty concerning effective student engagement with technologies within a blended and PBL context. Further, implications for course design and execution are outlined, and the paper will articulate contributions to the literature on blended learning and PBL.

The power of relationships: motivating doctoral students across online learning spaces

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In *How We Learn*, Illeris (2007) introduces a learning triangle that includes content, incentive, and environmental dimensions. The incentive dimension focuses on how "motivation, emotion, and volition" (p. 26) are ignited to both initialize and sustain learner engagement while supplying the power to propel an individual beyond assimilative and toward accommodative and transformative learning. One significant motivator is the student-teacher relationship. In fact, neuroscientific research on learning indicates that the adult brain can actually be reshaped through the power of interpersonal relationships (Cozolino and Sprokay, 2006). Using a developmental-constructivist lens, this interactive session focuses on the power of relationships as a force for learning in the doctoral online classroom. As individuals confront and manage the cognitive, emotional, and behavioral tasks of the role identity transformation process experienced while "becoming a scholar," relationships with faculty and other students are critical. Discussion will focus on best

practices for “reaching through the screen” to create relationship-based environments. Topics include student-centered classroom design, meaningful assignments that respect student experience, and consistent communications to reinforce awareness of a steady and attentive faculty presence in the classroom, using strategies that empower and challenge students, yet also provide a safe foundation for taking doctoral-level intellectual risks.

Design and adoption of assessment surveys for distance education courses

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We present a reflective analysis of the design and adoption pathway for student course surveys embedded in distance education courses at a large research university that has nascent undergraduate online offerings. A need emerged for such instruments as the University implemented summative, student course evaluations for all sections. This University-wide instrument was designed to measure effectiveness of face-to-face instruction, not instruction of distance education. In addition, a feedback opportunity was lost as the central office responsible for distance education was unable to report on campus-wide trends. Therefore, a decision was made to develop a set of assessment items, based on a literature review, revisions from expert feedback, and a pilot test. A core set of five questions from this survey has been recommended for adoption as an addendum to the University-wide instrument. The modification of this instrument will provide new data to help inform faculty of relevant issues that will lead to enhanced student learning. Additionally, a focus towards the online modality will help the distance education office better assess the impact of online learning on undergraduate education outcomes. In addition to the reflective analysis of design and survey adoption, we review course assessment policies, procedures, and practices for universities and colleges offering distance education. From our review, we make policy recommendations aligned with many higher education institutions' online education strategies and best administrative and pedagogical practices in assessing distance courses.

Exploring undergraduate research in English

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Undergraduate research, where a student “makes an original intellectual or creative contribution to the discipline” (Council on Undergraduate Research, 2012), has been identified as a high-impact educational practice, leading to gains in critical thinking skills, information literacy and communication skills (Lopatto, 2010). But while there are many calls to engage English students in undergraduate research (see Behling, 2009; Kinkead and Grobman, 2010), there are few explorations if, let alone how, these practices affect student learning. This project examines student learning in two senior-level English classes, which provided a scaffolded approach to research ($N = 35$). Using textual analysis and the AAC&U VALUE rubrics, I analyzed artifacts including research posters, reflective pieces and research papers. I also conducted semi-structured interviews to probe student perceptions. Students reported high levels of anxiety when confronted with the task but demonstrated high levels of engagement in the process and integration in the final product.

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Correlating empiricism and constructivism through distance learning: tearing down the physical walls of learning

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This paper outlines the similarities between two philosophical approaches to learning by identifying psychological and social differences that impact learning for students that learn within in a physical classroom, those that learn in a blended environment, and those that learn completely online and within their own environment. The overall goal is to identify correlating psychological influences on a student's capacity for learning in any environment and hypothesize new methods of instruction and course design that can be implemented in a distance learning modality.

Blending spaces: imagining the other through metaphors

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Spaces are both real and imagined; and the imagined spaces are real, as well. In this presentation, I will discuss my experiences incorporating a Lakoff-inspired theory of metaphor into a rhetorically-informed, argument-based composition class to introduce its role in the construction of meaning. Blending Theory (BT) suggests that in metaphors, identifiable mental spaces merge to develop an "emergent" meaning. By investigating metaphors that they have created to reiterate and ostensibly adorn their compositions' arguments, students discover the mechanisms involved in the process of metaphorizing and assumptions they have made about their audience. As they delve into their workings of their creations, the epistemic qualities of their tropes come to the fore and students are thus positioned to more actively participate in the inventional aspect of their work. As BT suggests that metaphors are conceptual and not merely linguistic phenomena and thus imbue all cognition, it can be applied widely in order to strengthen awareness of others' participation in the meaning-making process. Drawing on post-Chomskian linguistics, this audience-centered approach can bring students to witness the generation of emergent knowledge and the negotiative nature of communication. The formal aspect of "literal" communication juxtaposed with the informal realm of metaphorical thinking problematizes assumptions common among students about the nature of language; while analyzing, hypothesizing, and practicing how metaphors are received enables students to imagine a range of perspectives – formidable steps toward understanding the process of negotiating meaning.

Virtual simulations in healthcare education

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Changes in healthcare delivery have a significant impact on practice and on the education of students in healthcare professions. While it is estimated that our knowledge doubles every five-to-eight years, new procedures, new treatments and new medications are launched on a daily basis. In the midst of this need for new knowledge and new skill, educators are challenged to add more information and competency skills to their curricula. One solution is the use of Virtual Simulation and technology as a way to provide realistic, interactive and effective experiential learning. In this presentation, attendees will learn about and experience, through demonstration, a variety of interactive simulation models used in

nursing and medical education. This presentation will be followed by a discussion of the benefits and limitations of virtual simulation as a teaching/learning strategy.

Online learning ad infinitum: the retentive digital interface of work integrated learning, community engagement and continuing graduate research possibilities

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This paper explores the quality enhancement of digitally-enabled open distance education by a pedagogy based on redoubtable synthesis of work integrated learning (WIL), community engagement (CE) and self-reflexive research involving students whose “online” profile predisposes them to continue leveraging the benefit of independent study post-graduation. In particular, it charts the trajectory of independent intellectual growth of students from their freshman year to the finalization of capstone projects, and how awareness resulting from a reflection on the difference between being in the field (as required by WIL & CE) and in the virtual classroom increases the possibility of being retained as better-equipped graduate research students. The thesis posited herewith is that there is a symmetrical relationship between the prioritization of independent, life-long experiential learning and the possibility of retention through self-reflexive, praxis-based research at higher degree level.

Business students’ learning engagement as a function of reading assigned e-textbooks

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In a 2010-2011 pilot study, students’ positive perceptions of e-textbooks were found to predict their engagement in the course. This study further investigates correlations between student attitudes, their engagement with the course materials, and their final grades in an undergraduate introductory accounting course. In the course, an e-textbook is utilized and there are web-based homework assignments. The online homework component provides immediate feedback to questions asked, and also provides supplementary learning opportunities and materials. A variety of quantitative and qualitative data were collected including: an end -of-semester questionnaire, students’ final grades, and students’ self-reported time spent on task. Students’ time on task was also recorded by the online homework system. The study was conducted with introductory accounting students at a single university setting in the Northeastern USA. There was a control group of students who did not use the web-based homework component, but who, instead, had simply an option to read the e-textbook.

Engaging and motivating today’s college students to promote academic achievement and degree completion

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Our nation is losing its global competitive edge in education and is now ranked 12th in the world in degree completion. Unless the USA moves proactively and aggressively to increase college graduation rates, it will fall further behind and will not be able to compete in the world workforce. This interactive slide presentation will engage participants to focus on what needs to be done to educate college students and promote academic success. The presenter will focus on the affective dimension of the college classroom since sense of belongingness is a critical factor influencing college persistence and will offer demonstrations of both tried and true and innovative pedagogical strategies to engage students from the first day of the course and motivate them to completion. Topics covered will include the learning-centered classroom, promoting active learning practice techniques, and ways to facilitate collaborative learning and the development of critical thinking skills.

Hopefully, the session will inspire faculty to teach in ways that capture students and elicit their highest quality of work. The techniques work for all students. However, research findings show that they work especially well for low-income, first-generation, and minority college students who are the very ones we need to reach to meet our nation's education and workforce needs. With our nation in crisis, and the changing demographics of our society, the United States cannot afford to leave the historically underserved population behind.

Inextricably intertwined: bonding workplace skills initiatives with post-secondary education solutions

Janice Mckendrick

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In Canada, the Workplace Skills Initiative investigates the impact that knowledge intensification of work, global competition for talent and a shrinking workforce will have on the economy. The purpose of this research is to ensure that the business community makes strategic decisions about their investments in people. Employers have identified skills shortages as a major challenge for some time. These same employers are looking at options for increasing the competencies of their workforce. At the same time, the University of Prince Edward Island Bachelor of Integrated Studies program has enjoyed considerable success in recruiting adult learners to pursue an undergraduate degree in a concentration of interest. PLAR processes further equates professional knowledge, skills and attributes to undergraduate learning for academic credit providing an additional incentive for adult students. An unintended consequences of BIS is discovering that adult employees engaged in academic learning and critical thinking processes at a post-secondary level is leading to improved productivity within their respective workplace. This presentation examines the value post-secondary learning is having on the workplace and explores how new learning approaches and innovative teaching methods can be extrapolated and disseminated to business organizations as a key motivator for encouraging workplace employees to attend university.

Moving from content coverage to content mastery

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Have you ever wanted more class time for students to apply their knowledge? Would you like students to spend class time discussing and tackling difficult problems, researching, collaborating, or creating? Then why not explore a variety of approaches engaging students in learning course content before coming to class? This session will present an overview of pedagogical approaches such as Team-Based Learning, Peer Instruction, and Just In Time Teaching. All of these methods involve flipping the classroom to various degrees, thus providing class time for students to deepen and apply their learning. The pedagogies range from high-tech to low-tech, but they all shift more responsibility for learning to the student and provide them additional opportunities for active and collaborative work as they learn. Research shows that students learn best when teaching allows for adequate participation, providing time for them to talk, write, read, and reflect, as well as listen. Active learning engages students either individually or collaboratively in taking responsibility for their own learning. Student surveys will be used to provide a context and rationale for considering these pedagogical approaches.

Authentic teaching: principles and strategies

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How can we prepare our students to be twenty-first century citizens, leaders, innovators, and entrepreneurs? Too often college students fall short because they are not being intellectually challenged in face-to-face or online courses. Instead of the excitement of creative discovery,

they experience arid lectures or death by testing. Learning outcomes can be dramatically improved by implementing spirited inquiry, creative problem-solving and practical applications across all disciplines. What is required is a multi-faceted strategy that engages both the student and the instructor. Authentic Teaching and Learning (ATL) can enrich the learning encounter by tapping into students' curiosity and dormant idealism while also inspiring them to take ownership of their college journey. Specific areas of concentration include dynamic discussion, critical thinking, Socratic inquiry, and the framework of social/global responsibility. Authentic Teaching and Learning can also challenge students to rediscover the instinct for innovation and strive for continuous improvement.

Relational retention: connections that keep students on campus

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American International College, USA and College for Every Student, USA, and

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The most frequently cited retention issues among first year students, especially those who are first generation and/or low income, are academic preparedness, finances, unfamiliarity with college culture, and lack of knowledge about how to access college services. The Pell Institute (2008) states that among low income, first generation students, the retention problem is as much a result of the experiences students have after they arrive on the college campus as it is prior educational experiences. While 55 percent of first-time/full time students will complete their bachelor's degree within six years, only 11 percent of first generation, low income students will do so. With most early retention activity focused on the aforementioned factors, there is a vast terrain not covered. This includes leaving behind one's community and creating another; navigating relationships with family and friends; finding new roles to replace previous, valued ones; establishing effective relationships with advisors, mentors and college staff; and developing a new sense of self through shedding or re-negotiating old roles, or creating new ones. This workshop draws upon the presenters' decade-long involvement with a national, non-profit college access organization. After analyzing interviews conducted with student participants, the presenters have identified relationship as the most important factor in the success of underserved students, particularly during their first-year college experience. The concept of "relational retention" emerged from the stories the students shared. Relational retention approaches require that institutions expand their definition of academic advising and support in response to what fragile student populations tell us they need to succeed.

Connecting our past with our future: an examination and documentation of the narratives of immigrant Italian descendants in relation to meaning-centered education

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What is the impact of intercultural narratives on perception of self and learning and how is this connected to Meaning-Centered Education (MCE)? In response to the call for exploring spaces for learning in the future, one must first acknowledge and utilize the internal and individual spaces of our past. The key to moving forward often lies in our histories and how we make sense of them in our present. The purpose of this paper is to analyze the narratives of ten descendants of Italian immigrant families raised and living outside of Italy and the impact of their history on their understanding of self and other and its connection to MCE. The proposed paper will pursue the following objectives:

- B examine qualitative and quantitative data analysis of participant surveys; and
- B add to the body of research on the benefits of utilizing narrative strategies to access prior understanding and represent multiple understandings of curriculum.

Their needs to be clear evidence of the academic, emotional and societal benefits of using connected knowing within our curriculums in order to support MCE and its impact on student learning. This study has the potential for reaching students who have been previously disconnected from the curriculum and examines the symbiotic relationship between narrative and MCE.

Experiencing management: the world as classroom. How? & What?

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Bucknell University (PA), USA

We describe the first two of three fundamental lessons about How, What, and When students can use real world experiences to build conceptual foundations, shape career commitments, and hone practical skills essential to assuming managerial leadership in twenty-first century organizations – to acquire “instant street smarts.” The How? Lessons are drawn from experiential learning projects conducted over 30 years, with over 7,000 students at Bucknell, and confirmed by faculty members with more than 10,000 students at management schools across the world. We will sketch an effective and efficient experiential practice field, supported by blended classroom technologies. Students establish their own service and business missions, design and staff organizations, develop control systems, implement projects that deliver real services to clients, design and sell real products to customers, and provide reports to community stakeholders. Companies of 25 general education students – without full-time organization experience beyond school – follow a spiraling sequence of Perform ! Reflect ! Design lesson cycles. They take increasing responsibility for integrating their companies’ real strategies, administrations and performances. The What? lessons provide a comprehensive conceptual framework that ties together solid scholarship, best professional practice, and the students’ need to know. Community Effectiveness Efficiency – people linking ends and means – serves as a threshold framework rich and comprehensive enough so that students can begin organizing and making sense of an immeasurably complex academic literature, simple enough so that they can learn it through effective academic methods, and powerful enough so that they can use it to succeed in managing themselves.

Free management education! . . . For the rest of us. Who? & When?

John A. Miller

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Our decisions about process – how we use experiential learning to engage, motivate and inform our students – and about content – what we select, organize and transform so our students can understand, remember and use it wisely – necessarily entail decisions about who are students are – their readiness and their need to know. These decisions recursively shape each other: Successful teaching and learning experiences with scholars, executives, graduate professional school students, upper-division undergraduates, and general education students (including post-adolescent secondary school students) require essentially different decision priorities and patterns. We describe and advocate general management education – central and liberating foundations for everybody – enhancing knowledge about managerial activities and skills, assuring understanding about how society’s key institutions are structured and governed, and honing skills necessary to coordinate and control cooperative efforts to solve society’s most complex problems. Our students must learn to lead and manage all institutions, responding to pressing needs for all well-educated citizens – especially the prospective lawyers, journalists, legislators, scientists, engineers, doctors, teachers, and parents who would not be caught dead in business schools – to work together with business managers to run society’s key institutions. People who will inevitably bear managerial responsibility and exercise formal authority must learn to think broadly and critically about their roles in society – about what it means to collaborate with and to conduct the cooperative affairs of others, to experience and assess

what it takes, beyond “common sense,” to organize and manage, and to grapple with questions about what is worth managing. We can and must do this.

Impact of service learning experiences on student problem solving, critical thinking and community self-efficacy

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In the health professions, applied learning includes students' engagement in practicum, internship, capstone, clinical, residency, or service-learning experiences beyond the classroom. Extant literature on service-learning in higher education is limited to evaluation studies or anecdotal descriptions, but it is not clear that these have been used systematically in research to test the impact of service-learning on student learning outcomes. This study used a standardized framework to evaluate the influence of applied and service-learning experiences before and after participation in applied and service-learning activities within School of Nursing community health nursing clinical course. Eighty-eight first semester senior undergraduate nursing students participated in the study during the 2011-2012 academic year as part of their community health nursing course. Pre- and post-test questionnaires were used to assess sample demographics, student's problem solving and critical thinking skills, and community service self-efficacy. In addition, participants completed an essay reflecting on their clinical experiences for the semester, prompted by a standardized set of reflection questions. There was no significant change in student's problem solving and community service self-efficacy pre- and post-test scores. Students did show a change in critical thinking skills from before and after service-learning activities.

Competencies to teach with good humor

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Usually, when we identify the competencies needed to be a good teacher, we talk about instrumental, technical and academic competencies, always forgetting that teachers are persons with their individualities, their characters, and their emotional competencies. The aim of this article is to identify the competencies needed to teach with a sense of humor, taking into account that sense of humor could be seen as powerful teaching tool. In this analysis, we will work with the Character Strengths and Virtues presented by Peterson and Seligman, with the investigations from the field of Positive Psychology, with the elements of Emotional Intelligence, and with the virtues needed for living the sense of humor as something permanent. The above analysis will help us to identify the possible competencies needed to teach with sense of humor.

Pedagogies in practice: combining student competencies with discipline specific requirements

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Today's “digital native” (Prensky, 2001, 2006) students are actors in multiple communities in which they are instrumental in the creation of identity and content (Carey, 1985), as well as in the modification of previously constructed content. As a result, students are bringing new and ever-changing competencies into their learning spaces. Within a social constructivist pedagogical framework, incorporation of these existing competencies into the learning experience is vital (Vygotsky, 1978). In order to successfully engage, retain and inspire students, educators should implement a dynamic array of teaching approaches, learning activities, experiential learning opportunities and a variety of assessment modalities. This paper will outline the tools and processes used in a university level intermediate foreign

language classroom to complete a capstone learning project. The multiple approaches addressed in the project include learning spaces outside the traditional classroom, independent learning, collaborative teamwork, community connections, digital competencies, and metacognitive reflection, all predicated upon the cornerstone requirement of discipline oriented knowledge acquisition and transfer. The extrinsic controls imposed upon the students' activities (learning objectives established by the Instructor, project design, discipline specific requirements, assessment) as well as the liberties students enjoyed in the execution of the project (choice of approaches, division of tasks within a learning group, administrative procedures within the group, choice of technological tools and presentational methods) will be addressed. Using qualitative evaluation results, the paper will also examine whether the design and execution of the project motivated student learning and engagement in an intrinsic fashion.

The higher school teachers "self-preservation" as a factor of meaning-centered education

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Pedagogical activity as well as the other "helping" professions has a number of characteristics that have a negative impact on the teacher (e.g. the characteristics such as the high energy cost of the teacher's work, the possibility to abuse of power over students, the erased borders of the working and non-working time, etc). So-called "the professional distortions" can arise during the working life. There are many manifestations of these distortions, such as the inability to the dialogic teaching, the low level of reflection, the scientific snobbery, the professional stagnation, etc. One of the most essential and deepest distortions is a loss or hypertrophy of the professional meanings. A teacher who has these negative features cannot realize the meaning-centered education, because it requires the opposite characteristics. They are: the ability and willingness to dialogue (to listen and hear, to perceive not only the words of the communication partner, but also his deeper meaning), the ability and willingness to reflect, including reflection on the meanings of his teacher's activities, professional values, etc. But it is not a fatal process. Therefore, I use the term "risk of distortions". Risk is understood as a perceivable danger that may be realized or not. So, it is possible to self-preserve. The self-preservation away from these professional distortions is to identify risk factors, to differentiate them from those for which the teacher cannot influence and those he can, and to minimize the others.

Lost in (social) space? Testing the transition to learning online

Carey Stephens and Fran Myers

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The Open University Business School has taught large numbers of students using blended learning methodologies for many years. The social networking evolution and transformation of our lives online coupled with financial drivers to provide quality at scale has led a rush by HEIs, including the OU, to embrace emergent digital learning spheres. However, the question remains, does deliberate integration of online pedagogy impact on retention rates, and if so, how should the institution respond? Additionally, can these new technologies provide data on student behavior that can assist in the development of retention strategies? This is particularly relevant for those in the UK with the backdrop of changes to student funding regimes and the rise in competition from private providers. A retrospective study examined institutional interaction with the 2009/2010 entry-level cohort of 3,000 business studies students. Both quantitative and qualitative data has been utilized, using 54,000 online postings, as well as assignment and module results, personal profiling (including age, declared disability) and student record entries of interventions recorded by tutors and support staff. Results of this and other initiatives are enabling a current 2012/2013 study using the same parameters, but automating student tracking tools. Outputs from the 2009/2010 cohort have challenged institutional assumptions on how students make the

transition from social media type interaction to a learning dialogue. A secondary benefit of this research is emerging in enabling the University to use technologies to monitor student behavior, highlighting early disengagement and allowing proactive intervention as part of its retention strategy.

A glimpse of innovative teaching pedagogy in management education with special reference to business simulation games

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I listen I forget, I read I remember, I do I understand – Chinese proverb. The teaching and learning process in higher education, especially in management education, is indeed a real challenge. This is in line with the developments that are happening in management education arena where all the stakeholders aim for not a simple learning but an experiential learning. As per the original research conducted by Mr Edgar Dale, people generally remember 10 percent of what they read, 20 percent of what they hear, 30 percent of what they see, 50 percent of what they see and hear, 70 percent of what they say and write, 90 percent of what they do. In view of this, it is imperative to innovate continuously in the pedagogical methodologies. Varieties of pedagogies have been innovated across the globe and are still counting. A few pedagogy which are accepted and also been implemented globally by renowned practicing faculty members across reputed business school are multi-media approach, real life case studies, role play and scenario exercise, mind mapping, inquiry method and business simulation. This paper focuses on the business simulation method, which is evolving fast as an innovative and effective pedagogy in different field including retail sector.

Developing student involvement in problem- and project-based learning

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This contribution explores the relation between problem-based learning, collaboration and learning in networks, in the light of new technologies, especially social media. This is discussed in relation to similar approaches, developed from the traditions of organizing university studies through student-directed project activities, which have been developed through several decades, e.g. at the Danish universities of Roskilde and Aalborg. The presentation examine cases of how networked technologies are utilized by students and discusses advantages as well as challenges for the students involved in project work. The discussions are based on the authors' experiences during 12 years of teaching and supervising at the Danish Master's Program of ICT and Learning (MIL), where students study in groups within a networked learning structure. In problem- and project-based learning, teachers act as well as teachers and as supervisors of students' projects. This challenges the traditional teacher role, and we see it as crucial for a teacher to establish a balance of being as well an expert, a facilitator, and a mediator. The development of students' information literacy is crucial in the students' project work; information literacy does not only cover the technical skills of how to search and find information, but also the more general ability to reflect on your knowledge and recognize what you need to know. The students within networked project studies engage themselves in innovative ways of applying new technologies, and are challenged to act as both independent and interconnected learners.

Leveraging psychological capital and learner autonomy on the path of goal pursuit: the development of accomplished learners in management education

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In adult education, student success is largely influenced by the capacity of individuals to become accomplished learners. Becoming an accomplished learner has less to do with mastery of course content and more to do with student capacity to leverage psychological capital and learner autonomy on their path of goal pursuit (Norris, 2011). Creating collegial environments that foster the development of psychological capital and learner autonomy represents an innovative, student-oriented pedagogical approach to adult management education and development. Psychological capital is comprised of self-efficacy (Bandura, 1997), optimism (Carver and Scheier, 2002; Seligman, 1998), hope (Snyder, 2002), and resiliency (Masten and Reed, 2002). The conative factors of learner autonomy consist of desire (Meyer, 2001), resourcefulness (Carr, 1999), initiative (Ponton, 1999), and persistence (Derrick, 2001). When students are engaged in learning activities that are meaningful to them, their proclivity to learn increases, and they are more likely to experience social integration with their peers and faculty. Volitional, self-regulated, self-directed, autonomous learning “manifests itself in people who feel the need to learn something” (Confessore, 1992, p. 3). Sparking students’ desire to learn represents an important dimension in creating effective adult learning spaces conducive for developing accomplished learners with strong psychological capital and functional learner autonomy.

Engaging students in virtual worlds: how enjoyment and task value increase performance in virtual environments

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The presented study analyzed the role of emotions in a virtual world (Second Life) through students’ level of enjoyment, boredom and their influence on students’ peer assessment. The virtual world was an educational tool used to fully immerse students in the content of the course. In addition to supporting prior research on the importance of task value on academic enjoyment, the current research provides a new perspective on the relationship between academic emotions and performance, particularly for virtual worlds. A regression analysis was conducted to measure the relationship of task value and emotions on peer assessment scores. Pekrun’s Academic Emotions Questionnaire (AEQ) was used to measure the academic emotions. Results from this study show that task value was positively related to enjoyment, negatively! Related to boredom and positive to performance. Enjoyment had a positive relationship to performance, whereas boredom had no significant impact on performance. Enjoyment mediates the influence of task value on peer scores. These results provide a clear indication for the importance of enjoyment for online simulation and virtual worlds in specific. Implying that due to the combination of enjoyment and task value virtual worlds offer a valuable opportunity for learning, bridging the gap between theory and practice.

Research based learning in a scholastic course on: “human evolution – the fossil evidence” for medical and non-medical students

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This paper presents the educational aspects of a unique course on human evolution demonstrated by its application of updated learning strategies and is offered to medical and non-medical students. Unlike other academic courses in the basic sciences in Medicine and

Life Sciences, in this course no separate labs are required. The lecturer presents both the theory and the practical aspects while engaging the students in team-group research most of the lecture time. The objectives are to enable the student to understand and provide evidence to the process of human evolution over the last six million years by showing the need for adaptation, its advantages and disadvantages. This is an elective course, presented for ten years, and consists of 26 contact hours during 13 weeks. Approximately 130 students attend annually; two-thirds are medical students and a-third majors in philosophy, archaeology or sociology. The requirements are attendance and passing a written examination. The focus is on tangible evidence, hands-on practice using many fossils as integral part of the lectures to replace the labs. The research approach is achieved by small-team study group, examining fossils and hypothesizing about their function. A list of questions posed by the lecturer evokes students' discussions in class. He explains by analogies and lively examples then students are encouraged to raise questions and debate the complicated-sensitive concepts of evolution, reaching high order thinking skills and internalizing the concept that scientific theory can be contradicted by new factual evidence. Moreover, the students various scientific backgrounds enable exchange and input of ideas.

Integrating a focus on cultural and linguistic diversity across the higher education curriculum

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As the K-12 and university student body becomes more diverse, faculty across different disciplines are considering ways to include a focus on linguistic and cultural diversity in post-secondary curricula. One option is to add one or more diversity courses to existing programs of study, but many degree areas face credit limits that preclude this. Moreover, addressing diversity within one course alone may not have the impact of addressing it in multiple experiences throughout coursework in the major. To further a longitudinal and coordinated approach to studying diversity, postsecondary programs are embedding a focus on this crucial issue through the addition of readings, in-class activities, and course assignments to an array of existing courses. In this presentation, faculty in two disciplines share the process and products featured in their SoTL-focused book that includes examples of embedding a focus on cultural and linguistic diversity into higher education courses in various subject areas. After describing the collaborative professional development process that guided the incorporation of the new content into course syllabi, the presenters will highlight a format they developed for describing common course elements as well as faculty reflections on teaching and learning. Examples of the course outcomes and faculty reflections will be presented, followed by a discussion of obstacles to this type of interdisciplinary work and how they were addressed. Participants will analyze sample student assignments and reflections to evaluate attainment of intended course outcomes and will apply this interdisciplinary approach to embedding other knowledge or skills into other higher education courses.

Challenges, changes, new technologies in an international management education and a new paradigm facing Polish colleges and universities in a globalized education era

Peter Odrakiewicz
Poznan University College of Business, Poland and Global Partnership Management Institute, Poland

Polish colleges and universities face a lot of changes and challenges in a new paradigm of globalized and highly technologically-connected, as well as multicultural and intertwined, educational, social and economic environments. Globalization influence on Polish education has been enormous, both in a positive and a negative sense, during the last decade. The availability of research in English as a main scientific language is an opportunity to build on existing knowledge, but it is also a challenge for some member of the faculty and students

that are only communicative in English. Another challenge, which also can be seen as an opportunity, is the wide availability of IT technologies including synchronic methods of knowledge delivery and simultaneous conference, interactive seminars and lectures that are available for purchase. Many institutions are not able to financially acquire the advanced technologies for synchronic knowledge delivery. Private and public colleges and state run universities competing for new and existing students in the era of EU higher education institutions actively recruiting Polish students make the present situation very dynamic and challenging. At the same time the constantly changing situation with some colleges being forced to terminate their programs, close and merge departments due to financial cuts and low enrollment, with innovative institutions benefitting from their flexibility to open new programs, including those taught entirely in English collaboratively with foreign academic institutions, is presenting us with many opportunities for growth for those new entrants and institutions that will embrace educating their students also in English.

X and Y theory leadership as pedagogical practice

Elle O’Keeffe

Rasmussen College, USA

Theory X and Y Leadership are most often applied to business situations, but these two theories of leadership are applicable to and useful for analyzing instructor success and student perception of online teaching. An awareness of Theory X and Theory Y management/leadership and a self-assessment of one’s own inclination toward one or the other, help leaders, including online faculty, make choices about classroom management, student communication, and community building in the online environment. In this session, participants will take an informal self-assessment to determine whether they are Theory X or Theory Y leaders. We will then discuss the impact that each has in an online class and on the online students as well as how this theory can predict an instructors success based on his or her assumptions about students. A correlation between instructor leadership style and students’ sense of community will also be discussed using this theory as a lens. Proposed by Douglas McGregor in *The Human Side of Enterprise* in 1960 and used by HR Managers, Leadership Experts, Business Analysts to predict the success of leaders based on the leaders assumptions about followers for over 40 years.

Flexible faculty development for flexible classrooms

Taimi Olsen

University of Tennessee, USA

Flexible classrooms lend themselves to flexible pedagogies and, in this light, faculty development can be crucial to affecting how faculty envision teaching and student learning in new configurations. Flexible classrooms typically include furniture, which is more easily movable, lots of board space, and various levels of technology options. When faculty members already engage in the active learning pedagogies for which these rooms are designed, the jump is not as sudden; for others, the move to include more active learning can be a challenge. As our university undertakes one of the largest installations of flexible classrooms, we needed to provide training to over 380 teachers. This presentation will describe the planning, development, adjustments, and assessments of a series of workshops for the flexible classrooms. Rather than offer a “one size fits all,” our teaching and learning center offered “dialogues” for faculty and invited faculty collaborators in various disciplines into the planning and delivery of these dialogues. The intentional use of active learning pedagogy was employed so that faculty experienced the flexible classroom as engaged participants. In short, this presentation will describe the use of a logic model for a reflective and collaborative team approach to workshop development, describe work with faculty collaborators, outline differences in disciplinary approaches, and contextualize our work in terms of current research and trends in higher education and faculty development.

Teaching teachers to teach: faculty orientation at Centennial College

John Oughton and Zafar Syed
Centennial College, USA

As new faculty gain full-time community college positions, they are often transitioning from being professionals in another field to professional teachers. Nearly all now have some teaching experience, but few have studied curriculum and pedagogy as a discipline. However, new full-time faculty are a valuable resource as they bring industry and professional knowledge and expertise and, over time, help improve the overall quality of a college's faculty. They offer recent on-the-job experience, enthusiasm for teaching, and often a level of comfort with new learning technologies. Since research continually identifies teacher effectiveness as the key to student satisfaction and performance, how can colleges best prepare new teachers to contribute to quality improvement? Centennial College's approach to orienting new full-time teachers has evolved from a two-week intensive on-boarding program prior to the start of the academic term to a two-year cohort-based program that seeks to build community and address relevant and emerging faculty needs. This presentation begins with an overview of the evolution the orientation program has undergone, and goes on to detail our current practice by examining the conceptual framework, different elements of the program, and its sequence and structure. The presenters will highlight some of the challenges that have resulted during the process and explore some new directions the program is likely to take in the future.

Engaging young people in heritage through innovative and creative curriculum and environment

Elaine Knight and Kim Colebrook
University of Wales, Newport, UK

In order to ensure that we have strong advocates of local heritage in the future, we need to capture the imagination of young people – to open their eyes to the value of the past in defining and implementing future plans. The University of Wales Newport has been working with post-16s in schools and colleges utilizing the World Heritage Status of Blaenavon Industrial Landscape, which illustrates how the built and natural heritage of the area is formed and directed by the intervention of man – and how this deserves recognition. Curriculum has been developed over and above the more obvious subjects and delivery options: the use of the physical environment and creative, relaxed, non-invasive environments such as museums and archives. It could be argued that today such places are learning institutions in their own right. From a university perspective, where better to deliver this interdisciplinary approach than in environments that are saturated with all the necessary themes and resources? This paper examines the change in attitude that such curriculum and delivery in such innovative environments has achieved with the young people, as well as an insight into the approaches that have made the most lasting impact.

Creating “place” in a visually-oriented and linguistically-diverse first-year course

Sharon Pajka
Gallaudet University, USA

McInerney *et al.* (2011) write “‘place’ is a lens through which young people begin to understand themselves and their surroundings. It is where they form relationships and social networks, develop a sense of community and learn to live with others.” A significant part of an educator's work must include making and sharing a “place” where students feel connected in both the physical and the virtual classroom. Guiding students through the learning process, they engage and actively interpret meaning both in and out of the classroom. To promote this, the researcher encourages students to move from space to place – from action to pausing; from briefly looking to connecting with a text deeply (Haynes, 2009). Her work at a bilingual university focuses on understanding how “place” in relation to visual learning and linguistic diversity can lead to community connections and student

engagement. Classroom climate affects student-learning. While a negative climate can impede, a positive one can energize (Ambrose *et al.*, 2010). To understand the connectedness and learning that occurs, the researcher explores student community membership and connections to and between academic blogs and classroom sessions. She taped class sessions; examined the academic blogs, which include both written English text and videotaped American Sign Language composition; and, surveyed reflective writing prompts about student-experiences, which include questions regarding visual learning and linguistic diversity. From the preliminary work, data reveals that “place” has emerged in three categories: one of ownership; one of appropriate time and position; and, one where space has a specific purpose.

Two heads are better than one: a case study of researcher collaboration

Christina Partin and Skyler Lauderdale
University of South Florida, USA

Beginning with a simple project related to finding ways to make classes more engaging, the researchers found productive ways to continue to collaborate on relevant and purposeful classroom issues, and we have noted our successes as well as our stumbling along the way. Based on the collaborative relationship between the presenters that has emerged as a result of their action research projects, this paper serves to explore the importance of collaboration for success in academia. Drawing from traditions in research including duoethnography and the sonata-form case study, we use a content analysis of our recorded conversations and a co-constructed questionnaire to document and analyze the steps to our successful and fruitful research agenda. Our resulting Collaboration Model, drawn in part from Costa and McCrae’s Five Factor Model of broad personality traits (1996), demonstrates ways to maximize productivity and enjoyment of a joint research endeavor. Augmented and theoretically grounded with literature, this model can be used and repurposed by others who hope to embark upon collaborative research to enhance their teaching and increase learning outcomes for their students. Overall, this paper demonstrates the value of teamwork and explores ways to enhance collaborative relationships using the Collaboration Model.

Know more, care more, do more: rethinking higher education’s toughest challenges with the ACES Decision-Making Technique

Larry E. Pate and Traci L. Shoblom
Decision Systems International, USA

One of the toughest challenges facing higher education today is finding new ways to produce graduates who know more, care more, and do the right things. Indeed, the portability of the Internet and other technological advances have dramatically transformed how, where, and when students learn. In the words of one of the world’s most respected organizational thought-leaders, USC Distinguished Professor Edward E. Lawler III, “Involving people . . . is the most effective way to produce an organization in which people know more, care more, and do the right things.” If Lawler is right – and we believe he is – how then are leaders in higher education to more effectively involve students in their own learning? This paper suggests the ACES Decision-Making Technique, a process tool that has been used successfully by thousands of individuals facing tough problems worldwide over the past 25 years, can be used by leaders in higher education to address this challenge. Further, this paper suggests that ACES can be used to tackle the equally-tough problems of retaining and engaging students, the essential fabric of higher education, and can be taught to students to enable them to gain the necessary decision-making skills they will need to address socially-relevant issues and to “do the right things.”

Creating and supporting Ball State's Interactive Learning Spaces (ILS) initiative

*Gary Pavlechko, Richard L. Edwards, James A. Jones, and Kathleen Jacobi-Karna
Ball State University, USA*

This multi-person panel will present on the pedagogical, technological, and spatial considerations of Ball State's new, innovative twenty-first century classroom initiative. The presenters come from multiple units at Ball State, including the Office of Educational Excellence (OEE), Integrated Learning Institute (iLearn), and Research and Academic Effectiveness (RAE). One of the unique aspects of the Interactive Learning Spaces (ILS) initiative is that it is a collaborative, multi-disciplinary effort involving 25 faculty members teaching undergraduate and graduate courses ranging from English, Computer Science, Nursing, Wellness Management, and Architecture, among others. At the core of this initiative is the design of a new learning ecology – blending together new approaches to pedagogy, space, and technology – to promote improved student engagement and achievement through computer-mediated constructivist and problem-based learning. In addition to a discussion of the planning efforts around space and technology, the panelists will discuss the critical and empowering role played by supporting a Scholarship of Teaching and Learning (SoTL) community of practice for the faculty members teaching in these new interactive learning spaces.

The impact of team-based learning on the development of critical thinking and self-directed learning readiness on students enrolled in a course within an accredited athletic training education program

*Shelley Payne
Otterbein University, USA*

Self-directed learning is considered by many to be a measure of life-long learning aptitude. Healthcare professionals must be self-directed and use evidence-based medicine (EBM) to stay up-to-date with current best practices. Team-based learning (TBL) student-centered pedagogy allows for much of the in-class time to be spent with application activities designed to promote deeper levels of learning and improved critical thinking skills. The Personal Responsibility Orientation to Self-Direction in Learning Scale (PRO-SDLRS) is a tool that has been developed to measure self-directed learning. The PRO-SDLRS was administered to students prior to and at the conclusion of the course. Students were also asked to provide written responses to questions focused on their experience with the course. PRO-SDLRS scores increased from pre-test (89.67 \pm 12.51) to post-test (92.78 \pm 5.95), but was not significant ($p = 0.32$). A total 50 percent of the students cited improved content knowledge as one of the most important values of the course while indicating this course had prepared them for “evidence-based medicine.” Three students (38 percent) stated that this course had improved their abilities to “think critically” and to “implement their coursework into clinical situations.” Although no statistical significance occurred between pre and post PRO-SDLRS scores, student responses to post-course summaries supported and encouraged the use of TBL. They believe this is a worthy educational strategy to promote critical thinking and improved abilities to apply course content to the clinical environment.

Successful bridge between classic and pedagogical visualization research, experiencing different approaches and strategies through art, multimedia process, technology, science, and beyond for educators in studio art

*Pierre Pepin
NYIT New York Institute of Technology, USA*

As an educator, I attempt to constantly explore new ways to visualize with educators through art, science, design, media, technology, and beyond their capacity to learn by targeting language, culture, employing global information and communication technologies. My orientation is to direct the transfer of methods from one discipline to another and beyond,

using a discovery approach, as a starting point for beginning a process of research and analysis by mixing art, technology, and science through multimedia process. Proposed to educators to experiment different interdisciplinary, transdisciplinarity, multidisciplinary approaches and strategies while using interactive multimedia through Art. Challenging educators teaching technology and art today to enter deeply into the language of technology in its most popular forms, from music to the image matrix, while enhancing the artistic imagination in such a way as to stimulate critical reflection on the technological dynamo. Experiencing David A. Kolb's converging style that is proposing an experimental learning approach and suggests that teachers handle problem resolution from a variety of angles, understanding of the immense impact of technology in every aspect of contemporary culture, particularly with regard to fundamentally altering the ways in which we communicate, circulate, perceive and imagine. In this topic, I will introduce various research and strategies of a specific student project from NYIT campus, Global Program in Amman Jordan, who used science through art, media, and technology and beyond. Presented in New York City in June 2012.

Theory underlying successful virtual team community of practices (VTCOPS) can inform the delivery of online courses

Elly Philpott

University of Bedfordshire, UK

As higher education becomes an increasingly global commodity, the rush is on to embrace best practice in the delivery of online courses. This author advocates that the delivery of such courses be treated as management of a Virtual Team Community of Practice (VTCOP) and as such, delivering academics should embrace relevant theory and tools in this area. Based on extensive work on European projects, the author advocates a timeline of relevant theory and tool application that can be applied to the life cycle of an online course. Theory overviewed includes Use and Gratification theory, Social Exchange theory, Bond theory and Identity theory as well as IT-based models such as ISSM. The paper therefore combines theory from operational management with that of educational pedagogy and suggests the types of theory and tools best suited to each stage of online interaction. The paper argues that by creating the conditions commensurate with a successful VTCOP throughout the engagement life cycle, students are more likely to be engaged and committed to completing an online course.

Service learning abroad: combining the best of both worlds

Debra Eckerman Pitton

Gustavus Adolphus College, USA

Effective service learning in international sites requires students to go beyond the "white knight" syndrome and develop relationships within the community they are serving. This presentation will describe the development of a service-learning course in Peru that engages students in teaching English and working in a local health care clinic. Students are immersed in the community by living in dorms and providing service to this poverty-stricken area through teaching English in the school program or helping in the medical center and hospice. This course provides time for students to reflect on the perceptions and biases that we all carry with us. Using daily journals and evening discussions, students reflect on their experience and make connections based on readings about the country as well as issues of poverty. This session will also provide insights into how faculty and students react to stressful situations abroad and the outcomes of such an experience. What expectations should faculty have for students in a situation where they face adverse conditions? Can we articulate expectations for a course that includes the ability to be flexible and manage life under unusual circumstances? What can be learned through such an experience? These questions will be addressed in this session. The presenter will also share final reflections that identify the extent of change in student thinking that results from this type of learning experience.

Beyond the classroom: a collaborative model for transformative learning

*Susan M. Pliner, Ruth A. Shields and Caitlon A. Caron
Hobart and William Smith Colleges, USA*

The Teaching Fellows (TF) Program, developed by the Center for Teaching and Learning (CTL), expands the notions of teaching and learning beyond traditional classroom settings. Over the past five years, multiple outcomes have emerged including sustained cultural shifts in student engagement and an increase in transformative teaching by faculty. The program has increased direct learning support: from a one-to-one tutoring model averaging 22 students in 2004 and 179 students in 2006-2007 to this year's TF attendance of 718 students. Equally important, Teaching Fellows have emerged as both a means for enhancing academic engagement and as visible symbols of that academic engagement. Teaching Fellows are undergraduates who are trained to facilitate studying and learning in a specific discipline. The TF Program uses an inquiry-based model to transcend disciplinary conventions and support transformative learning in multiple contexts. Students benefit when they learn with and from other students because discussion increases critical thinking skills while questioning and listening improve communication and help clarify knowledge. Additionally, the TF Program expands transformative pedagogical approaches, fosters strong connections, and creates an interactive feedback loop among faculty, students, and the CTL. The TF Program encourages faculty to re-envision their teaching and invites departments to employ collaborative pedagogical models. Direct impacts on teaching include the use of TFs in classes to model engagement, redesigning course materials to encourage student collaboration, and sustained student/faculty connections. Learning becomes less individualistic as students gain cultural capital through their interactions and teaching becomes more collaborative as faculty connect with students in multiple contexts.

Using online videos in the Blackboard platform: an innovative way to engage students

*Tanvir Prince
Hostos Community College and City University of New York, USA*

Teaching Calculus course in a community college is very challenging. There are many difficulties that the instructor needs to overcome to teach this course effectively and smoothly. Being a teacher of Calculus in Hostos Community College for several semesters, I gathered various experience and teaching pedagogy, which works very effectively for me. The pedagogy that will be described in this paper involved pre-lecture video concept based on "YouTube" videos. I showed how this technique helped me in my class to increase class participation. I compare two sections of Calculus I, which is taught in a regular way without any intervention and two sections of Calculus I, which is taught using this pedagogy of pre-lecture videos. The measurement is taken using 20 questions, which were fixed in all four sections. For each of these questions, the class participation is measured using the number of students raised their hands. The detailed is listed in the article. This method also has some byproduct benefits, which I also discussed in some detail toward the end of the paper.

The effect of problem based learning (inductive vs deductive) and naturalistic intelligence on students understanding basic concepts of ecology

*I Made Putrawan and Purwanto Agung
State University of Jakarta, Indonesia*

Since 1975 Environmental Education has been recommended to be socialized to all level of society, especially in school. This is one of strategies in improving people awareness toward the environment degradation. Ecological concepts is difficult to be understood by students, so it requires an innovative strategy and approach. Therefore, this study is aim at finding information about the effect of Problem Based Learning (PBL) through inductive approach (Gagne's Theory) and deductive approach (Ausubel' Theory) and Naturalistic Intelligence on Students Understanding about Basic Concepts of Ecology. Experimental method by 2 £

2 factorial design will be applied to achieve this research objective. Senior high school students, biological classes, will be used as a population and experimental class will be selected randomly. A number of samples for each cell (there are four cells) will be selected by simple random sampling. It will be around 14 meeting hours for experimental (PBL by inductive) and control (PBL by deductive) class with basic ecological concepts. Students naturalistic intelligence will be measured by Inkeles scale and students understanding will be measured by multiple choice. Data will be analyzed by two-way ANOVA and continued by multiple comparisons.

Making the most of learning outside the classroom

*Donna M. Qualters and Annie Soisson
Tufts University, USA*

The value of experiential education has been recognized as far back as John Dewey's advocacy of "hands on" learning. However, university professors face a number of dilemmas in determining their role in the increasing incorporation of experiential learning into higher education. Two of the most challenging issues identified are: helping students process ethical issues that arise on site; and the dilemma of integrating classroom learning with student experiences outside the classroom. Classroom faculty often view themselves as experts in their disciplines, not as experiential educators or ethicists. However, without the support and engagement of faculty the true learning value of the out of class experience is missed, or worse, misinterpreted by the learner. Helping students to integrate theory and practice and to cope with ethical situations that arise outside the classroom is not about disciplinary expertise, but about guiding reflection and inquiry. By viewing reflection as a universal pedagogical tool applicable to any discipline, the opportunity to integrate learning from the field and solve ethical dilemmas can be efficiently integrated in the classroom. Using tools such as a reflective cycle or the AIR model of ethical inquiry provide faculty with tools to promote deep learning, integrate classroom theory with field experience and create non-judgmental environments while helping students approach ethical challenges thoughtfully. We will share models of ethical inquiry and reflection with the goal of generating additional questions for educators to pursue as they engage in and promote experiential education.

Transformative storytelling: a pedagogical approach to teaching diversity in a liberal arts college setting

*Kathryn L. Ranieri
Muhlenberg College, USA*

This proposal addresses an innovative teaching and learning approach to problematizing (Freire) diversity on a majority white, private liberal arts college. The course, Documentary Research, a requirement for the communication major, focuses on ethics, the obligations one has to self and others and the "psychological and moral underpinnings of documentary inquiry" (Coles). Using the technology of digital movie making with the age-old practice of community storytelling, students are encouraged to move beyond the safe and polite to critically reflect on and creatively communicate the multiple truths about the diversity general academic requirement (GAR) on our campus. The impetus for this approach grew out of a re-imagined week-long campus celebration of the legacy of Martin Luther King, Jr. Students were assigned to attend sessions during The Unfinished Agenda: MLK's Legacy and the Enduring Struggle for Social Justice. The subsequent assignments included documentary film showings, readings about civil rights, documentary research ethics and methods and, eventually, documentary fieldwork. The final documentaries and post course evaluations revealed that students viewed the GAR diversity requirement as an important component of their education, as a positive work in progress for faculty and students, or as a farce because there was very little on campus.

Learning design and academic identity: opportunities and challenges for academics in a changing higher education environment

Kristen Reid and Diane Preston
The Open University Business School, UK

Within the blended e-learning environment, a synthesis of the pedagogical and the technological has emerged, which incorporates a wide range of teaching and learning approaches. Yet, despite these broadening opportunities, some higher education educators still eschew these approaches due to reasons such as a lack of understanding, inappropriate technology, or unsupportive university systems (as Gráinne Conole and colleagues found in the UK and Peter Goodyear identified in Australia). Unfortunately, this can leave pedagogical innovation to the “enthusiasts” (as Cathy Gunn noted in 2010). We offer further thoughts on the reasons for a lack of enthusiasm – challenges to academic identity and how the academic’s role is changed and challenged in the e-learning era; or, as Stuart Boon and Christine Sinclair argue, “taking academic life on line”. This paper presents the results of a case study investigating the pedagogical and technological choices made in the design of seven electives offered as part of The Open University’s recently redesigned distance learning MBA program. Even though the electives’ design was in large part predetermined (e.g. assessment strategy, duration, tutorial strategy and delivery model), the module teams utilized several different pedagogical approaches and varied in their use of e-learning tools in both the design and delivery of the module. Our study also uncovers some interesting shifts in individuals’ perceptions of academic roles and challenges to academy identity, and begins to explore how these changes might affect and influence pedagogical choices.

Whither distance learning? Institutional innovation and competition in business and management higher education: retention and attainment

Kristen Reid and Devendra Kodwani
The Open University Business School, UK

The competitive environment in higher education is changing dramatically, and recent research emphasizes the need for universities to innovatively engage with today’s students. For example, Leslie Moller and Jason Huett identify the distance learning landscape as an area for growth and evolution in their recent book, “Unconstrained Learning”. Similar ideas can be found in a recent report for the Leadership Foundation for Higher Education by Tom Kennie and Ilfryn Price, which identifies new institutional structures in the UK that offer emerging opportunities. However, it is not just the institutions that are changing – the services we deliver and how we deliver them have become crucial competitive factors. Earlier studies in 2004 by Alison Ashby on student retention at The Open University and findings from 2009 by David Carroll and colleagues in Australia, offer insights into situational, institutional and dispositional factors that may explain retention among distance learning students. Our paper presents findings from an exploratory analysis of a larger sample of students. We analyze student engagement, retention and successful completion rates with respect to a multi-dimensional student support and assessment framework that The Open University offers to postgraduate management students. Our findings suggest that student-tutor interaction, regular participation in online forums and completion of interim assessment improve student achievement. We juxtapose this evidence with student survey data collected from the same cohort of students following their first year of study and draw implications for how improving student experience and retention responds to the higher education competitive environment.

Supporting Native American students with traditional spirituality

Jean-Paul Restoule
OISE/University of Toronto, Canada

Our research project analyzed barriers and supports for Aboriginal/Native American students' access to post-secondary education. The goal of this project was to identify strategies for increasing enrolment of Aboriginal students in post-secondary institutions, retaining Aboriginal students and increasing completion rates. Aboriginal people are still significantly under-represented at post-secondary institutions in Canada. Although increasing in number, only 39 percent of Aboriginal people between the ages of 25 and 64 have graduated from some form of post-secondary education. This is far below the aspirations that Aboriginal youth and their families have for higher education, and also well below the overall Canadian post-secondary attainment level of 54 percent (CMSF, 2004). Literature has established a clear link between student success and cultural identity. Some of the most effective supports for Aboriginal students have been access to and involvement of Elders in education, presence of Aboriginal teachers in the classroom, and inclusion of traditional Aboriginal knowledge in curriculum and governance (Bell, 2004). In our research we found access to traditional indigenous spirituality was positively correlated with completion of academic programs (Restoule, 2011). The research project data included an online survey and follow-up in-depth interviews with Aboriginal respondents, as well as focus groups with Aboriginal youth. We interviewed staff at universities from support services to admissions and registrars who work with Aboriginal applicants and students. In this presentation, I will share results of the research and discuss implications for institutions interested in improving Aboriginal student success.

Advancing pedagogical approaches, introducing appreciative inquiry to a problem based learning curriculum

Gwilym Wyn Roberts
Cardiff University, UK

Problem based learning's (PBL) focus is on organizing the curriculum content around problem scenarios rather than subjects or disciplines. Under the guide of tutors as facilitators, students work in groups to creatively solve or manage problems. The traditional approach to PBL is to look for the problem, carry out a diagnosis, and aspire to a solution. The primary focus is on what is wrong or dysfunctional; since they look for problems, students often appear to emphasize and amplify them. In response this research proposes introducing Appreciative Inquiry (AI) as a dimension within PBL. A qualitative phenomenological approach was adopted using semi-structured interviews. Interpretative Phenomenological analysis was used to make sense of the tutors' lived experiences. Purposive sample of eighteen experienced PBL facilitators PBL on occupational therapy programs in UK universities were recruited. Findings show that the problem solving focus of PBL may inhibit creativity in student thinking and learning. AI suggests that we look for what works first by using an appreciative eye. What PBL has as a limitation, AI offers as its strength; the two appear to be naturally complementary. The development of transferable skills through this new proposed model is shown to enhance the learning experience and clinical practice of healthcare students. And as a result their attitude and confidence in difficult learning situations significantly improves. As there are limited studies into the implementation of AI to PBL, further action research is recommended to evaluate the perspectives of both tutors and students in its application, synthesis and practice.

Digital storytelling and collaborative learning environments: engaging graduate students in self-authorship and learning partnership

Sean Robinson
Morgan State University, USA

As educational institutions continue their calls for greater accountability and learning outcomes takes center stage, faculty, administrators, and institutions alike must assume a broader, more holistic approach to teaching and learning. Technology and virtual spaces, when utilized well, can radically shift how graduate faculty can help graduate students become critical and reflective thinkers, to develop or refine a professional identity, and help them to transform their assumptions about their knowledge and about themselves, a process that Marcia Baxter Magolda calls self-authorship. Using digital storytelling as part of the Learning Partnerships Model, which is built upon the principles of self-authorship, within an online learning community to foster self-authorship for graduate students is one way to accomplish this. Digital storytelling and narratives, which goes beyond simple text presentations and discussions, can lead to innovative practice in the classroom, deeper, more reflective learning for students, and greater overall success for our institutions. By combining multimodal technology, such as digital narratives, with an adult learning-centered pedagogy built around self-authoring practices of student development and reflective practices, faculty can more effectively organize graduate education to engage and involve students in the process and to truly cultivate a new generation of scholars, researchers, and practitioners.

Engaging with complex science: an experiment in empathy

Jennifer Rock
University of Otago, New Zealand

An important approach to engaging with science is to expand our understanding to include that, which is outside our own immediate experience. Such broader awareness includes empathetic understanding. As a way to convey and inspire new ideas, empathetic thinking is, indeed, an essential component of creative scientific thought. Further, collaborative problem solving is best achieved by breaking down divisions between the arts and sciences, and recognizing fundamental commonalities in creative process. Engaging students in creating their own representations for communicating an idea is an effective form of active learning, and an art-science approach expands the goals of education beyond teaching explicitly about science, to help students/teachers/public think about how they think. Here I present early results from an experiment to engage students with marine science via an art-science interface. Specifically, I examine the effectiveness of using creative methods to foster empathetic understanding of key contemporary issues in environmental change and ocean health.

Teaching using technology: the world of worked examples

Austin Ryland
University of Alabama, USA

Worked Examples, a step-by-step process task demonstration, facilitate learning in traditional classrooms, often using technology. This may be as simple as clickers or more complex, such as scaffolding. A new conceptualization of worked examples includes a step-by-step process demonstration of a problem or concept in an entirely online format. The purpose of this presentation is to highlight the use of worked examples along a broad range of the technology medium. One extreme includes a traditional approach in a physical classroom setting where select worked examples are chosen to engage students. A moderate instance of technology use involving worked examples includes hybrid classes, or using traditional class approaches in online courses. The second extreme uses worked examples in only online formats. For this second extreme, there is no concept of teaching in a traditional classroom. There is no concept of a traditional classroom; even traditional

classroom no longer exists. Comparisons and discussion of approaches along the technology use continuum will be the crux of this presentation. Qualitative responses from university professionals who use worked examples in teaching will provide transcripts for review. Styles and techniques of university professionals, as well as best (and worst) practices, will be addressed along the technology. Results indicate teaching needs to drive the use of technology.

Practical strategies for flipping your courses

Katherine M. Sauer

Metropolitan State University of Denver, USA

Instructors are increasingly experimenting with flipping (or inverting) their classrooms – delivering lecture instruction online and devoting class time to active learning and “homework” activities. Even though students are benefiting from this type of approach, many instructors are deterred from trying it. One key reason is the daunting task of navigating the logistics and practical aspects of how to flip a course. Participants in this session will learn about the benefits of a flipped classroom, receive concrete steps for transitioning to a flipped classroom, and hear a summary of my experience with flipping my own classroom.

Using pedagogical innovation to improve student success in first-year courses

Julie A. Schell

Harvard University, USA, and

Cassandre Alvarado

University of Texas at Austin, USA

Student retention is a higher education problem that penetrates diverse contexts, including institutional types, subject matter, and geographic region. Theories have historically linked increased retention rates to concepts such as campus involvement and institutional engagement (Tinto, 1993). Most higher education retention interventions thus focus on keeping students who are already at university, enrolled. Attrition is at its highest at the end of the first year of study (Tinto, 1993). One reason students drop out at this stage is because they are struggling academically in large, gatekeeper courses. We suggest that early attrition rates require earlier interventions that will better prepare students to succeed in their freshman year. We are engaged in a major initiative to improve college student retention by targeting curricular and pedagogical interventions for seniors in high school. The initiative has convened strategic partnerships with subject-matter experts, instructional designers, educational technologists, college readiness scholars, and national experts in research-based pedagogy. We have prepared a set of 51 college readiness assignments that cross the core subjects of science, math, English language arts, and social sciences. The assignments incorporate current science about how students’ learn best and promote the development of non-cognitive skills. In this presentation, we introduce the college readiness assignment, describe how it is being used in high schools, and present early results of a study on faculty perceptions of college readiness along and content and non-content dimensions.

What do you think?: opening the design process in designing a new center for teaching and learning

Ron Scott

Walsh University, USA

With calls for changing higher education coming from all over the social spectrum, certain terms – “entrepreneurial education,” “innovation,” “transformation,” and “business models” chief among them – have been used often enough that they have become washed-out stand-ins for important, hard-to-quantify attributes. As the clamor for changing learning spaces grows, the academy often looks to corporate models as foundations from

which to build, and the privileging of terms usually associated with private industry become buzzwords in academia. At Walsh University, we are currently going through this process, as we plan to build a Transformative Learning Center (capital letters courtesy of the University's administration). The plans for this building are ones that make it one faculty want to teach in, but which also defy the Platonic form of academic building. Our process has been built through the use of wide-ranging communities dedicated to the university – community partners, students, administrators, coaches, and faculty have all been directly involved in hours-long design meetings facilitated by an outside design team. This team spent very little time discussing actual buildings, but has instead focused on trying to capture the “spirit” of the university through a series of group activities. As a result, this process has been relatively public and celebrated by the administration, and faculty involvement has been an integral part, and yet the final product has still been buzzword-laden. Understanding what the privileging of these buzzwords means for the students affected will be the goal of this presentation.

The inextricable human link between language and service

Maria Seidel and Veronica Tempone
Indian River State College, USA

Cultural change is influencing the education of students. For today's learners to be successful, they must acclimate to this multicultural makeover with increased knowledge, skills, and sensitivity. This is affirmed through educational standards set forth by organizations such as the American Association of Colleges of Nursing, Southern Regional Education Board and the American Council on the Teaching of Foreign Languages. An international service learning experience can advance students' interpersonal skills, practical skills, personal responsibility, critical thinking and moral reasoning. The Inextricable Human Link between Language and Service explores the distinctive elements necessary for global education during an experiential 14 day journey of nursing and language students' education in Costa Rica. Theoretical concepts in holistic education and transcultural nursing provided the foundation of the education modalities. This Interdisciplinary approach focused on relationships looking at the “whole person” instead of “fragments” embracing human exchange as students participated in community building through service events. Students attended 15 hours of pre-trip instruction prior to departure. They lived with host families in Costa Rica. They participated in 40 hours of intensive language training and 20 hours of service related activities. Their innovative approaches promoted human connections linking cross cultural communication and engagement in ethnically diverse communities. The program enters its 5th year of sustainability and students have reciprocated with increased knowledge, skills, and sensitivity. Forms of assessments included reflective journals, portfolios, digital storytelling, and projects. These evaluations exhibit imaginative, creative teaching with global partners.

Shifting time, place, pace, and space; the versatile professor's toolbox

Denver E. Severt
University of Central Florida Rosen College, USA

With the changing trend in teaching and learning, it is more vital than before that teachers have a flexible (i.e. can be shifted in time, place, pace, and space of delivery) portfolio of formative and summative assessments for all the learning objectives in their respective courses. In this way, once the portfolio is created, it is likely not to be a large concern as to the modality of the course as the portfolio considers those changes. This interactive teaching presentation has three objectives. The objectives include:

- B presenting a sample portfolio of assessments, using interactive teams to design one current course assignment across modalities of learning for my current courses;
- B assisting faculty members in adjusting the modalities to versatile across one assignment in interactive teams;

- B interactive groups reporting out questions and innovations found related to versatility in the modality of teaching; and
- B considering other variances in course delivery and adjusting accordingly.

First, the presenter will take sample course assignments including financial accounting, managerial accounting and service management taught to bachelor, masters, and doctoral students as examples. One course will be selected for sharing with the audience displaying the various course learning objectives. Then the course objectives and the associated types of assessment will be shifted and taught and assessed across any time, place, space, and pace. For the second objective and launching point for this workshop presentation, the two courses featured will be used as a template but audience members will be encouraged to take a current course with a minimum of two assessments from current courses and then shift the time, place, space, and pace. This will be a small group activity to encourage mutuality of learning. In this way, the professor is ready to teach in various formats in a seasoned manner knowing the all learning objectives can be achieved in the different modalities of courses including the web, reduced seat time, and for a traditional course format. Third, the session will end with the samples having demonstrated by each team. Finally, a discussion about suggested futuristic agendas for teaching and then assessing different learning objectives across different modalities and other potential variances in the course room will conclude the presentation.

The Power and Practice of Meaning-Centered Education: A Symposium

Symposium Panel

Moderator: Harriet Shenkman

Professor Emerita, Education & Reading, Founding Director of Center for Teaching Excellence and First-Year Learning Communities, BCC, City University of New York

Anne Ellen Geller

Associate Professor, English, Director of Writing Across the Curriculum, St John's University

Lisa Garzitto-Michals

Teacher Education, Curriculum and Instruction, Sacramento State University

Anton Tolman

Director, Faculty Center for Teaching Excellence, Associate Professor, Behavioral Sciences, Utah Valley University

Christopher Lee

Lecturer, English & Literature, Utah Valley University

Olga Kovbasyuk

Past President and Executive Committee, HETL, Associate Dean of International Relations, KSAEL, Russian Federation

Symposium abstract

Meaning-Centered Education (MCE) seeks to transform traditional education by a strong emphasis on an open meaning-making process, which allows communities of learners to negotiate themes meaningful to their members. The presenters have written chapters in a new text entitled *Meaning-Centered Education: International Perspectives and Explorations in Higher Education* edited by Olga Kovbasyuk and Patrick Blessinger (Routledge). The power of MCE in various educational contexts and the implications for cutting-edge pedagogy will be examined in a format incorporating six presentations followed by opportunity for discussions allowing for maximum interaction. The presentations will cover a scope of educational practice to include: Listening to Students to Learn What's Meaningful (Geller), Instruction in First-Year Learning Communities (Shenkman), Maximizing Learning Outcomes through Using Drama in Education (Michals), Ideas for Fostering Meaning by Sharing Power with Students (Tolman and Lee), and Fostering Intercultural Dialogue via Communications Technologies (Kovbasyuk). The topics are of interest to college faculty, graduate students, scholars and administrators.

Individual abstracts

Meaning-centered integrative instruction in learning communities

Harriet Shenkman

City University of New York, USA

Learning Communities have been extensively practiced in colleges and universities in the United States and they have been identified as a high-impact practice by the Association of American Colleges and Universities (Kuh, 2008). The key goals have been to encourage integration of learning across academic courses and to involve students in an intensely engaging experience that fosters effort and persistence. The learning community structure also provides the opportunity for meaning-centered learning. This presentation will explore how an integrative meaning-centered approach intensifies this experience and helps make what students are learning relevant to their conception of themselves in the world and to their future lives. As Potosky, Spaulding, and Juzbasich note in Chapter 4 of *Meaning-Centered Education: International Perspectives and Explorations in Higher Education*, meaning-making is a constructive process that organizes our experiences. Learners represent the subject, not the receiver of educational activities. Instructors accordingly do not transmit information. Instead, they co-create experiences with learners and for learners to process. In the learning community structure, where teams of faculty work together to create engaging learning environments for students, the opportunity for this type of learning experience is made possible in numerous ways. Specific examples of this approach to teaching will be drawn from a learning community program at one community college at the City University of New York.

Meaning-centered writing: listening to students to learn what's meaningful and why

Anne Ellen Geller

St John's University, USA

After presenting results from research (www.meaningfulwritingproject.net) investigating what 780 seniors at three US universities reported as their most meaningful writing experiences, this symposium participant will ask participants to think about how two key research findings might encourage more meaning-centered teaching and learning through writing across a wide variety of disciplines at their institutions.

Let's play! Using drama and the new three R's to support meaning centered education

Lisa Garzitto-Michals

Sacramento State University, USA

What is the impact of using Drama as an instructional technique in conjunction with Bill Daggett's educational paradigm of rigor, relevance and relationship on the Meaning-Centered Education classroom? Drama holds the potential to more accurately explain and present information within a learner's capacity within Lev Vygotsky's (1978) principle, the zone of proximal development or the learner's most advantageous capacity for understanding. The case for face-to-face learning and creating genuine strong bonds is made using David Brooks (2011) research on social learning. This is supported with Bill Daggett's principles of the Three "R"s of education – relationship, relevance and rigor – which will all be examined in the context of Meaning-Centered Education (MCE).

True collaboration: building meaning in learning by sharing power with students

Anton O. Tolman & Christopher S. Lee

Utah Valley University, USA

The paradigm that continues to dominate many college classrooms is one centered on instruction, the delivery of content by an authority to passive students who are expected to absorb that content and demonstrate mostly factual understanding of the material. Such

environments inhibit most students from developing personal meaning from their learning because they are monologic rather than dialogic and support a strong power differential between the instructor and the students. We suggest that genuine power sharing with students may produce significant collaboration, enhance student construction of meaning, and result in more effective learning. Faculty resist making this change for a variety of reasons, some legitimate and some problematic such as fear of losing control of the classroom, ethical concerns, misunderstanding and/or overreaction to student resistance, and fear of violating institutional policy. The scope of the problem will be illustrated by an empirical study of power sharing conducted with college faculty using the syllabus as a targeted example. We acknowledge that many, if not most, professors sincerely want their students to find meaning in their learning and to be successful. However, they are unlikely to actually implement these changes without support. We will share practical ideas to support assist faculty in moving towards a dialogic conversation with students that can shift the power dynamics in the classroom and enable students to find meaning in their learning.

Fostering intercultural dialogue via communication technologies

Olga Kovbasyuk
KSAEL, Russian Federation

In my talk at the MCE Panel I will be offering insights into Meaning-Centered Education (MCE) that derive from empirical research and collaborative classroom practices between students at Khabarovsk State Academy of Economics and Law, in Russia, and students at Stanford University, in the USA. In characterizing these practices, I refer to the dialogic interdisciplinary and collaborative attributes of the practices, which were made possible through the communication technologies of video conferencing and blogging over the course of three years. By presenting the design, implementation, and outcomes of these dialogues, we, as partners with Dr Alyssa O'Brien from Stanford, hope to offer a concrete model for how other educators might integrate intercultural dialogic activities into classes and curricula. At the same time, by analyzing these encounters through the lens of MCE, we hope to enrich the theory with our reflections on the efficacy of such intercultural exchanges in university settings. Our central argument is that active collaboration, through exchanging questions and perspectives, as well as through working on shared projects, can enrich students' experiences in higher education and open their minds to alternative ways of thinking and making meaning out of the world. To that end, we delineate the process by which we brought together our students in a shared virtual space for the purpose of exchanging intercultural perspectives on leadership, economics, politics, and ethics, particularly in the realm of dialogic communication through social media. Our main claim is that such hands-on, interactive meaning-centered educational practices are essential for developing intercultural competencies and skills, which are vital for twenty-first century graduates, given the demands of a global economy in which all countries are interconnected and students need to learn effective strategies for communicating and collaborating with others from around the world. From our case study, we contend that meaning derives from negotiations and collaborations which resonate with the internal experience of the participants, and that such negotiations are premised upon trust and equality in human relationships, which can be fostered by educators/facilitators in a safe virtual environment, created with the help of communication technologies, across great geographic and ideological differences.

The LETME framework: learning strategies guided by cognitive science

Harriet Shenkman
BCC, City University of New York, USA

Research studies in cognitive psychology and self-regulated learning have produced evidence that can be used to help students regulate their own learning. From theory and research, a framework was developed called LETME. Essential cognitive and metacognitive strategies are bundled in a way that incorporates reading and writing and fosters executive

monitoring of learning strategies by students. The framework can be applied as a guide for direct student learning in developmental and academic courses (Zimmerman, 2011), as supplementary instruction (Abdullahi and Gannon, 2012), or as a blueprint for faculty development across the disciplines (Shenkman, 2002). Emphasis is on making invisible cognitive strategies visible for the novice learner. Activating prior knowledge, self-regulation, organizing knowledge, and critical and creative thinking are incorporated. The LETME framework was used successfully, first as a stand-alone program, and then as an interdisciplinary offering through the college's Center for Teaching Excellence. This session will explain the LETME framework and show how it can be used in higher education across the globe and integrated with new technologies and the flipped classroom.

How do experienced counselors make use of their personal development group experiences?

Carole Smith
University of Huddersfield, UK

Why does anyone need to have personal development facilitated, say on a course or by a teacher? Don't we just – develop over time? Reeves (1999) certifies that personal development is an ongoing process or a process of becoming; she states interestingly that this is a process of potentiality moving to actuality. This phenomenon is essentially movement towards growth and development, but how does anyone know they are moving in the right direction? There is little evidence to justify personal development groups in counseling training, or indeed any other method of facilitating personal development added to the fact that a personal development curriculum component is standard practice - the need to investigate personal development foci in training groups seems long overdue. Irving and Williams (1999) draw a distinction between personal development and personal growth. Both terms involve a process of "becoming" which correlates with Roger's view (1967), but that development can be planned whereas growth cannot. An individual's existence is an internal reality or a social construction, and thus epistemology is not that of a positivist nature or science, rather knowledge is a drive to understand how reality is created and research will provide insight. Reality is subjective and multiple, as seen by each individual; an ontological assumption. It is therefore the aspect of "becoming" that has formulated the aim of this research. An Interpretative phenomenological analysis approach is used in the process of in depth semi-structured interviews with qualified and practicing psychotherapists. The conclusions and implications of the research are emerging gradually.

The erosion of academic ethos: *quo vadis* higher education?

Agata Stachowicz-Stanusch
The Silesian University of Technology, Poland

Integrity in the business world and in the realm of higher education is a topic that seizes the minds and imaginations of many of today's top thinkers. We stand at crossroads, looking back at the sources of a university's greatness in the past and looking ahead at the features that will characterize outstanding educational institutions in the years to come. The future inevitably brings the meaningful changes in many areas of higher school performance. One cannot help but wonder: What will our population look like? Who and what will the future student be like? What and how will she/he be studying? How many students will take traditional or online forms of studies? All these circumstances undoubtedly will have an impact on organizations such as universities and may cause some crucial change (www.vision2020.tamu.edu.) However, the core of a higher school must be stable to survive. It must stand on the rock of reason, on what determines its identity, namely the values of its academic ethos that are reflected in outstanding lecturers, great researchers, and scholarship, outreach to an ever-increasing community and thorough preparation of the student for life. (www.vision2020.tamu.edu.) The awareness of what should change in the modern, evolving world of education and what needs to remain unchangeable will be the source of its development and greatness in the future. During my presentation I will:

- B examine sources of academic ethos erosion and the steps that should be taken for its redefinition in the twenty-first century;
- B describe the process of academic ethos management at higher schools that are proud of their long-standing traditions (Jagiellonian University and Hamline University); and
- B present the conceptual framework on integrity based on positive academic ethos.

Online workforce development: a model for organizations to develop a diverse workforce

Jeff Stevens
Jones International University, USA, and

Maurice Dawson
Alabama A&M, USA

The global workplace, emerging technologies and employees dispersed in more locations than ever is requiring employers to become more innovative in their approaches to developing today's workforce. Developing and educating the workforce online has become a productive alternative for organizations to meet their desired learning and training objectives. This study assessed several companies that have implemented online workforce development for part or all of its learning and training programs. Among the methodologies utilized to review the study participant companies were direct observation, interviewing pre-testing and post testing as well as program reviews. The researchers found that online workforce development expedites training delivery reduces cost related to educating and training the workforce as well as allowing for flexibility in workforce development program delivery. This study looked at content delivery, employee levels of correct response rates and the workforce development dashboards, which are a critical success or failure component of an online workforce development program. Among the areas that were found to be prevalent to in online workforce development programs were management development, mandatory training and job specific training.

Complexities of managing online education programs: a model for today and tomorrow

Jeff Stevens
Jones International University, USA, and

Maurice Dawson
Alabama A&M, USA

Online education is at a cross-road in its current state in that the industry is facing more pressure to produce more competitive graduates along with being scrutinized by the Department of Education and accreditation organizations. It is within this emerging environment that managers of online education must excel or be left behind. This study was comprised of several months of interviews with managers from the online education industry. The participants ranged from traditional schools who offer online education programs to those schools that only offer online programs. The study came up with four main tenets that can serve as a model for managers in the online sector to be in a position of success. The first tenet relates to a broader degree of civic engagement. The second tenet involves academic endeavors to better position the schools in the eyes of the public, accreditation entities, among others. This tenet will promote internal academic societies focused on specific discipline to promote the exchange of intellectual pursuits and provide the participants a broader scope of learning opportunities.

Centers of learning excellence (COLE) in workplace education and training: knowledge management wealth in an organization

Jeff Stevens

Jones International University, USA, and

Maurice Dawson

Alabama A&M, USA

The concept of COLEs emerged in a study of the horse racing industry and was then successfully developed in the medical practice, information technology, manufacturing as well as distribution industries. The COLE allows for an organization to find best practices, benchmarking and other successful aspects within an organization to expand throughout the organization. Throughout the development and researching of the COLE, three data collection methods were utilized:

1. direct observation;
2. program review; and
3. pre-testing and post-testing.

The research resulted in devising six components needed to the successfully create and deploy the COLE in an organization. Correctly deployed, organizations generally will see a reduction related to the cost of training, increase in employee involvement as well as being more specific to an organization's workforce development needs and desires. The first component relates to conducting an internal scan for current and future needs as well as cataloging other opportunities. The second component involves identifying the fit and timing as well as the strength of the opportunity. The fourth component relates to recording and preparing the key players in the COLE.

Wikis and blogs as the core technology for increasing classroom engagement in studying knowledge management (km)/knowledge mobilization: two cases

Michael J. Sutton

Westminster College, USA

This author will describe two case studies of experiential learning and the application of a wiki to a graduate level MBA course: Foundations of Knowledge Management (KM)/Knowledge Mobilization (KMb). The purpose of this exploratory and explanatory case was to report on the observations of the learners to experiential-based exercises in a traditional MBA classroom environment, where a wiki mediated interaction between classes. Learners comprised teams that were tasked to develop deeper knowledge about KM/KMb using the wiki to share, codify, and diffuse knowledge. Personal blogs were used by all the learners, (many for the first time), to generate reflection journals, (learning journals), about the experience of learning about KM/KMb. Finally, the author outlines an approach for using experiential techniques to improve classroom engagement and generate reflective learning.

How social media enhanced learning platforms challenge and motivate students to take charge of their own learning processes: a few examples

Lisbet Pals Svendsen and Margrethe Smedegaard Mondahl

Copenhagen Business School, Copenhagen, Denmark

The presentation takes its starting point in both presenters' research on ICT and social media enhanced learning in the foreign language/ intercultural learning high school and university environment in Denmark. The presentation discusses learning in general and didactic practices in the two sectors and how social media enhanced learning platforms challenge and motivate students in their learning processes. We give examples from didactic experiments carried out at the Copenhagen Business School and in Danish high schools. The presenters will focus on the changing role of teachers from the traditional role of (almost)

full teacher responsibility for classroom action to a coaching and facilitating role where students assume increasing responsibility for their learning and for classroom activities. Special focus will be given to the area of student motivation. To exemplify what this means in practice, the presentation focuses on the transfer and application of experiences made in the didactic experiments into two new programs, one BA program (International Business Communication) and one MA program (Multicultural Communication in Organizations). Fourth, we address the issue of insight and impact of this research on the establishment of a national foreign language strategy for the educational system to address globalization challenges. The presenters will also be drawing on one of the two presenters' chapter from "Increasing Student Engagement and Retention using Social Technologies: Facebook, e-portfolios and other Social Networking Services" (forthcoming).

Using technology to get out of the way of teaching

Mary Harriet Talbut

Southeast Missouri State University, USA

The Technology to Enhance class is a course where different teaching styles and technologies are pioneered. The main goal of the class is to allow teacher candidates to create technology enhanced lessons and teaching materials for their own classroom field experiences and future classroom experiences that use technology in meaningful and appropriate ways. All middle and secondary content area teacher candidates are required to take the class. Therefore, it includes not only a wide range of content areas, but a wide range of comfort and ability levels using technology. Video tutorials are used on a limited basis to add additional instruction to students to aid in completion of projects. Computer labs, by their nature, have limits to the number of students they can hold in any one class period. As part of a future plan to increase class size in a limited environment, one section of the class was organized around modules with video tutorials and limited required class attendance. The other section was taught with more traditional attendance requirements and structure. Both sections had access to the same written materials on the course websites and the tutorial videos. This study found that even though the class, which did not meet every week but was organized around modules did not learn as much, or have the opportunity to share ideas with each other, and their grades were lower than the traditional class, they did not care. The specific results of this study will be presented.

Practicing what we teach: a pedagogical approach to interdisciplinary collaboration among faculty

Sandra Tarabochia

University of Oklahoma, USA

If educators are to engage and retain students, we must learn to collaborate with colleagues across disciplines. Yet, research in higher education and Writing Across the Curriculum consistently acknowledges how difficult it can be for faculty to navigate the discursive, epistemological, and conceptual differences involved in cross-disciplinary work. To better understand and improve possibilities for interdisciplinary collaboration, this study examines how writing specialists and disciplinary content experts at five post-secondary institutions interact in the context of Writing Across the Curriculum (WAC)/Writing in the Disciplines (WID) projects. Grounded in a sociolinguistic framework, the study extends current survey and interview-based research by conducting discourse analysis of recorded meetings among faculty involved in WAC/WID initiatives. This context is particularly apt because conversations about writing and teaching writing quickly unearth disciplinary differences that can hinder productive collaboration. By analyzing how participants negotiate those differences on a discursive level, the study locates meaning in interaction and treats language as emergent and constitutive of social relationships, emphasizing the role of face-to-face communication in interdisciplinary relationship-building. Unlike existing descriptive accounts of interdisciplinary relationships that codify tacit knowledge of seasoned experts and define characteristics of "successful" cross-disciplinary interactions,

study findings identify distinct discursive and rhetorical techniques faculty can implement to improve interdisciplinary collaboration in a range of contexts. The study offers tangible, flexible strategies for working purposefully and productively across disciplines, empowering post-secondary educators to enhance integrative learning, encourage student engagement, and support student persistence in an increasingly globalized, interdisciplinary world.

A B. Ed. in vocational education tailored to student teachers' professional needs

Marc Tardif

Université de Sherbrooke, Canada

This presentation will focus on an innovative teaching approach that has been in place for almost ten years. Since 2003, in response to an obligation by the Ministry of Education, the University of Sherbrooke has offered the Bachelor's Degree in Vocational Education: a 120 credit program leading to a teaching diploma in the province of Quebec, Canada. As most of the students in this program are already teaching in a vocational program in a secondary school, it is especially important to closely guide their teaching, thus this B. Ed. has been tailored to their needs as students as well as teachers. In fact, unlike students in other teacher training programs, those in vocational education are usually teaching when they enter their teaching program, which increases the need for several hours of supervised practice teaching in the beginning of the program. The University of Sherbrooke's program is divided into six phases, and uses different strategies such as mentoring and alternating between theory and practice (directly integrating theory into practice and vice versa) within the first two phases (32 credits) of the program. The first part of the presentation will describe the pedagogical approach being used in those first two phases. The second part will focus on results from a large-scale study ($n = 1;352$), which took place in Quebec last year, with students and vocational education center directors, to give an indication of the capacity of this program to achieve its goals.

Shorter is better: limiting academic lectures to 30 minutes

Jeff Taylor

Dublin Institute of Technology, Ireland

The current undergraduate demographic is increasingly exposed to short bursts of information. From Facebook status updates, to 140 character limit tweets, to text messages – technology is creating a student body that interact in glorified bullet points. Even TED.com, a popular lecture video website limits its participants' talks to 18 minutes because the "18-minute length also works much like the way Twitter forces people to be disciplined in what they write. By forcing speakers who are used to going on for 45 minutes to bring it down to 18, you get them to really think about what they want to say. What is the key point they want to communicate? It has a clarifying effect. It brings discipline" (Agarwal, 2010). Students crave short bursts of information – manageable chunks of knowledge. This paper proposes a 30-minute class format for modules on a first year business undergraduate course. For one week, rather than the standard one-to-two hour class timetable, students will receive their lectures in 30 minute segments. Following this week students and lecturers will report their findings via focus group interviews. The 30-minute timetable will be critiqued based on this evidence.

A correlational study of the academic self-concept and persistence of African Americans who attend two-year colleges

Allana E. Todman-Da Graca

Walden University, USA

The purpose of this quantitative study was to investigate the relationship between academic self-concept (ASC) and level of commitment toward attaining academic goals. Individual scales (Effort, Study Skills, Peer Evaluation, Self-Confidence in Academics, School

Satisfaction, Self-Doubt, and Outside Influences to Self-Perception) of the Academic Self-Concept Scale (ASCS; Reynolds *et al.*, 1980) were compared collectively and independently with the College Persistence Questionnaire (CPQ; W. Davidson *et al.*, 2009) to determine the persistence of African American students enrolled in two-year college programs. The ASCS, which measures the level of belief of an individual toward reaching academic goals, was correlated with the replicated CPQ, which determines the level of commitment toward reaching academic goals. The ASCS and the CPQ were disseminated to 140 students enrolled in associate's programs. A total of 101 students completed the Likert-response surveys. Bivariate statistical analyses were conducted to examine the relationship between ASC and persistence, as measured by the CPQ. Additional multiple linear regressions were conducted to test for potential associations between the ASCS and CPQ scales. Reported data revealed a partial rejection of the null hypothesis regarding the correlation between ASC and persistence, as measured by the CPQ. The scales of Self-Confidence and Evaluation of Academics of African American students enrolled at two-year colleges were strongly associated with level of commitment. The statistics indicated that self-appraisals regarding level of confidence should be examined further. Recommendations for pedagogical training and institutional development surrounding the inclusion of autonomy in the learning arena are encouraged.

Foundations for meaningful learning: an integrated model of student resistance

Anton O. Tolman and Ursula N. Sorensen
Utah Valley University, USA

Before students can learn to connect class content in meaningful ways to their lives and the world, they must see a reason to do so. Many students resist earnest attempts by instructors to involve them in active learning, either overtly or covertly. These student behaviors can lead instructors to feel dismayed or frustrated and sometimes lead them to blame students for their "lack of motivation". The truth is that student resistance to active learning strategies is a complex, multifaceted phenomenon. When instructors understand the complexity involved and have tools to assess the specific sources of resistance in their classrooms, they can work with students to successfully generate an engaged learning environment. Unfortunately, the existing literature on student resistance is fragmented and disjointed so it is difficult for faculty to reach this understanding. Grounded in decades of learning and motivation research, this presentation describes a new integrated model of student resistance that takes into account internal and external factors that interact to produce student "resistance" to meaningful learning. These factors include cultural and environmental pressures, students' previous negative experiences in the classroom, their level of cognitive development, and a set of elements that affect how they view themselves and their level of readiness to learn. This presentation will suggest assessment and metacognitive strategies instructors can use to help students better understand their own learning as well as offer practical strategies for assessment and intervention by instructors that can address student resistance.

Cultivating complexity and curiosity in an American history survey course through collaborative learning techniques

Kay Traille
Kennesaw State University, USA

Teaching survey US history courses to largely American students that have "covered" US history in multiple grades which are viewed by some students as doing something they know already may seem a thankless even tedious task. Research, anecdotal and media based on the other hand, point fingers at the ignorance of the general public concerning American History (Wineberg, 2001). School teachers were once the main target of this "failure", the finger is now being pointed at those that train teachers. Amongst a long list we stand accused of producing skills without knowledge, of being remote from what goes in schools (Easton, Education Department's Reform Plan for Teacher Training Gets Mixed Reviews,

2011). How we as university professors meet this challenge to give students the skills to teach differently in their own classrooms while cultivating complexity and curiosity in our courses is a predicament. This paper is based on the writer's experience of teaching US history survey courses in the United Kingdom and in the USA for almost two decades. It is interspersed with students' comments taken from their reflections about the course. Collaborative and Cooperative learning methods have been well received in school classrooms, but perhaps less so at the university level (Haenen and Tuithof, 2008). We are missing a great opportunity to build on techniques that our traditional students are increasingly accustomed to, and introducing Collaborative learning to non-traditional students as a way of becoming more engaged in our lecture halls (Millis and Cottell, 1998).

Cafe Groove Yard: learning retailing by doing it

Dwarika Prasad Uniyal

Jindal Global Business School, India

The best form of learning is experiential and hence in management education it is imperative to immerse students in a real life situation to enhance the experience. As part of the Retailing Management Course I took for my MBA class, an innovative approach of actually incubating a company at the University Campus and started a Campus Cafe and C-Store named Cafe Groove Yard. All through the course and beyond it, students managed the Created the Cafe, designed the interiors, did category management, supply chain, merchandise management, implemented CRM, did footfall analysis and brought everyday learning back to the classroom and shared successes and failures. They mapped their theoretical learning with practical educational insights, debated, deliberated their strategies and changed what was not working. The course had a theoretical input through class lectures, quizzes, assignments and cases where they learnt about various formats and retail concepts. On real time basis they implemented what they learnt at the Cafe and C-store. We had 94 Categories, 220 Brands an 800 SKU at the Store. Learning went beyond the class and was intertwined with the course.

Lead faculty model: recognizing faculty leadership for quality instruction

Julee Waldrop and Susan Chase

University of Central Florida, USA

Teaching in the online environment either exclusively or in a hybrid manner requires a significant time commitment for course design and updating. When multiple sections of the same course are offered by more than one faculty member, this start up time is replicated. In addition, the use of part time and adjunct faculty in higher education leaves full-time faculty performing support functions that are not recognized. Teaching more efficiently while maintaining quality and consistency of course offerings is imperative in programs such as nursing, which require tightly integrated curricula are mandated by accrediting bodies. In support of this goal a "Lead Faculty" model is proposed. The Lead Faculty model formalizes the role for Lead Faculty members (LFM) and supporting faculty members (SFM) with expectations and responsibilities for mentoring and monitoring by the LFM. In this way SFM who are adjunct faculty and those new to teaching in a particular course are also supported. Benefits to students include consistent content delivery and assignments that build across the curriculum. LFM and SFM workload is adjusted based on additional efforts required of the role. This provides a more equitable distribution of teaching load and saves SFM time. This model, including workload adjustments, was demonstrated in the graduate nursing department during the fall semester at our institution. Recognition of the real work associated with each course included LFM or SFM designation, enrollment and clinical component for each course. Faculty appreciated the transparency and fairness that this model has generated.

More STEM experiences for undergraduates: combining authentic research and service-learning in upper-division courses

Linda Walters
University of Central Florida, USA

Undergraduates involved in independent research receive a competitive edge so that at graduation they can boast having technical experience and oral/written communication skills. However, most universities do not have enough faculty to mentor all STEM students one-on-one. One alternative that I have adapted is creating a classroom where all students participate in authentic research and communicate their findings to scientific and K-12 public school audiences. Students in my upper-division, elective Marine Biology course showcase what can be achieved. In this 25-person class, all individuals collaborated on research projects over the course of the semester. Students selected from topics that were feasible within time and budget constraints, and would add to the current literature. Results were presented at our university-wide Showcase of Undergraduate Research Excellence. As part of the class's service-learning pedagogy, students were connected with public school educators. UCF students developed a plan to visit the classroom where they shared information on their topic (i.e. invasive species, ocean acidification) and how their research fit into better understanding this topic. A related hands-on activity was also developed and presented at the school. Their final product was presented at our University's annual Service-Learning Showcase.

Calling on collaboration: connecting best practices in teaching through technology

Lynn Wimett, Cris Finn, Terry Buxton and Gwendolyn Lindemann
Regis University, USA

This presentation focuses on how Regis University uses a variety of innovative approaches to engage and retain students in our multidisciplinary College, which includes Pharmacy, Physical Therapy, Nursing, and Health Care Administration. Meaning centered and collaborative education are key components for today's health professionals. With so many students and programs available physical learning environments are at a premium. Looking forward into future educational trends and student expectations virtual learning spaces are intentionally created to enhance student access and learning. Education is delivered in asynchronous and blended formats guiding appropriate utilization of advancing technology and information. The teaching learning strategies include Interprofessional collaboration through discussion forums, online interactive and videotaped interviews with topic experts, experiential learning, and reflective blogging of service learning.

Building community through digital storytelling

Emily Wray and Kathy Craven
Full Sail University, USA

Digital storytelling has the potential to impact learning and create rapport among higher education instructors and their students. The impact of this increased rapport is a deeper understanding of the content and skills being taught. This presentation will focus on innovative ways higher education instructors can utilize digital storytelling to create a learning community in an online classroom. Presenters members will discuss proven, original methods to guide student story creation using software like iMovie, Keynote, PowerPoints, Garage Band, Photostory, and Windows Movie Maker. Video hosting solutions like Viddler, Vimeo, and YouTube will be explored. This presentation will also discuss and debate collaborative brainstorming in idea sharing environments such as Popplet, Flickr Creative Commons, Online discussion boards, Online Whiteboards and Google Docs. The audience will be asked to engage in story-building prompts and games to demonstrate the power of story in community building. The presentation will also answer questions such as: How can digital storytelling promote learning communities in higher education? What platforms can be used by higher education faculty to create a Global audience for student

work? How can digital storytelling be approached from diverse perspectives that might include counseling, marketing, high school social studies, documentary filmmaking, and education technology?

Challenge based learning in higher education

Emily Wray
Full Sail University, USA, and

Annie Tuttle
Onondaga Community College, USA

In the fall of 2012 we implemented Challenge Based Learning (CBL) in a Gender Roles course at Onondaga Community College. CBL is an alternative type of service learning project where students work collaboratively to solve real-world issues in the local community. In this class, students were given the broad topic of gender and politics, and were tasked with creating a gender challenge for their group to solve using creativity, real-world skills, technology, collaboration with peers and members of the community. Since CBL is a student-driven group project, students must work collaboratively and be self-motivated. Therefore, introducing CBL into higher education, specifically in the community college setting, presents some unique challenges since college classrooms are often comprised of diverse students, who have disparate schedules, responsibilities, skills, and resources. We will share some of the challenges we faced using Challenge Based Learning in the community college classroom and the solutions we devised to improve this type of learning experience for students in higher education.

RISE Model for meaningful feedback

Emily Wray
Full Sail University, USA

“I like it!” How many times have you elicited feedback from students in the form of peer critiques and heard that superficial, vague response? Although today’s students are more connected than ever, the quality of their scholastic interaction, especially their ability to provide meaningful feedback, continues to suffer. When asserting an opinion about anything has become as simple as clicking a “Like” button, it is no wonder our students are at a loss when asked to perform a critical analysis. Born out of the need for better communication and collaboration in an online classroom, the RISE Model was developed to guide peer-to-peer critiques and instructor-to-student feedback. Aligned with Bloom’s taxonomy for higher order thinking, the four tiers of the model prompt students to reflect, then build their constructive analysis through inquiry, providing suggestions to help elevate each other’s work. RISE: Reflect, Inquire, Suggest and Elevate. This presentation will document the implementation of the RISE Model in a number of educational settings, from online environments to campus lecture halls, and will focus on the evolution of the model through lessons learned.

Dimensions of innovative teaching

M. Yadariracharyulu and Ponna Srinivas
Pingle Government College for Women, India

Teaching is a skill that should change with changing times. From the “Gurukul” system to Technology Driven Education (TDE), Teaching – Learning Process (TLP) has undergone a sea change in India. The Class Room Activity (CRA) is now converted into Virtual Digital Class Room (VDCR). Computer assisted, web-based, multimedia supported learning systems have taken strong inroads into teaching techniques. Obviously there is no perfect substitute for a teacher. However, such technical upgradation, skill oriented paradigms in teaching methods will have supportive role. Such additions definitely improve the quality of TLP. Whatever may be innovative teaching technique, method and approach; that should be student-centric and create such environment, where, the role of the student should be

Proactive, Interactive and Creative (PIC). Apart from that subjectivity of teacher should not squeeze and hamper the Ambitions, Aspirations and Attitudes (AAA) and mobility of the students. Institutional environment and class room situation must be so “student friendly” that every student has to enjoy learning process and involve himself in each and every activity with inherent skills and to be in the institution for a longer period. Knowledge and employability should be the two basic objectives of the education system. In fact, for the success of education system in any country, the benchmark is the applicability of the knowledge for the betterment of socio-economic life of the people and more particularly the deprived. Imparting value-based education is vital in this context.

Facebook and Twitter integrations with LMS

Kevin Yee

University of Central Florida, USA

There is considerable academic debate about social networking and its apparent advantages over Learning Management Software for online discussions (Maloney, 2007). While student Facebook use is currently widespread, formal educational uses of Facebook are rare (Green, 2010). This session will offer detailed explorations of the integrations possible, from perspectives that include technical (widgets, linking, embedding), legal (FERPA, privacy), and pedagogical (such as when to use social media instead of the LMS, and vice versa). Participants will leave with practical ideas for how and when to integrate social networking with their LMS.

References

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Issues commonly faced by faculty and suggestions for addressing those challenges

Todd Zakrajsek

University of North Carolina at Chapel Hill, USA

Over the past ten years I have asked faculty in a variety of workshops from colleges and university in the USA, Sweden, Germany, and Brunei to respond anonymously to the following question: “What is one issue or concern you have with respect to your students and creating an effective learning environment?” At present I have recorded well over 2,000 responses from individuals who teach at a wide variety of institutions: community colleges, regional universities, technical colleges, and research extensive universities. Responses of faculty members from 36 different states and four countries are included in my collection of responses. In this session, I will present a summary of the primary qualitative findings from this set of data. Frequent responses include concerns pertaining to getting students to prepare for class, motivating apathetic or indifferent students, handling disruptions in the classroom, and finding time to include active learning in the classroom. A variety of suggestions for addressing the top five concerns noted will be included in this session. As a bonus, I will demonstrate the method used to collect the data. This method is a very low risk classroom activity that can be used to increase student engagement and active learning in any course.

Roundtable discussions: an innovation in dialogical pedagogy and collaborative learning

Michael Zhang

University of Illinois at Urbana-Champaign, USA

When roundtable discussions are conducted in higher education classrooms, they are typically better suited to smaller-sized classes to accommodate all students and graduate-level courses in which students are already relatively seasoned thinkers and better able to articulate, defend and debate their disciplinary understandings and positions. This does not mean, however, that a roundtable discussion format cannot be successfully adapted to larger-sized classes or undergraduate-level courses; it is just not done because most instructors do not know how to engage more than just a few students at a time in a discussion and feel that undergraduate students are not adequately prepared to engage in meaningful dialogue about a subject they are “still learning about.” Going against the grain, I argue in this paper that it can be done, that roundtable discussions can be implemented beyond conventional constraints, with the same potential for pedagogical success. I show how exactly it can be done: with a normally-sized roundtable set up at the front of the classroom for regular instructor-led discussions, with students being selected to participate without knowing when they will be selected and having their participation and contributions assessed, and with an active and engaged audience. I also argue that this innovative roundtable discussion format has many pedagogical benefits, even beyond the benefits of more traditional classroom discussion formats. Finally, I describe these benefits as they pertain to innovation in dialogical pedagogy and collaborative learning, showing how the lines between teaching and learning, assessment and discussion, and teachers and students are blurred.

Improving online student engagement through synchronous learning sessions using a college-wide lecture series approach

Heather Zink

Rasmussen College, USA

Rasmussen College has improved both student success rates and student satisfaction in select Q1/Q2 courses by offering virtual synchronous learning sessions utilizing a weekly series approach. With the same lecture presentation given multiple times throughout a given week, online students are able to interact with various faculty teaching a course, as well as their classmates from across the College, at a time that suits their individual schedule. This presentation will offer discussion surrounding drivers behind the project, the development of the process now implemented in ten online courses where students tend to struggle, as well as statistical data further expanding the effort. The flex learning model has allowed students to work on their own schedule while also becoming part of a virtual community of learners. The student response has been extremely positive, using words like “interactive” and “engaging” to describe the virtual lectures. The ability to have questions answered and receive guided instruction on specific assignments and course material provides them the tools they need to be successful when working independently on their coursework. There is a desire amongst the online student population for live interaction and Rasmussen is working to increase those opportunities for students.

Conference abstracts

Track 3: engaging and retaining students using international collaborations

Learning spaces for twenty-first century teacher preparation

Vicky Zygoris-Coe
University of Central Florida, USA

In this session the presenter will address the need for new learning spaces for teacher preparation in the twenty-first century. This session will:

- B examine elements of learning spaces that facilitate learning;
- B address teacher preparation in an era of new educational standards;
- B highlight how learning has evolved in a socially networked world; and
- B emphasize the role of collaboration in solving complex problems relating to student learning.

Learning spaces include diverse classroom settings, virtual spaces, and community-based spaces. Common characteristics of learning spaces for teacher preparation include (but are not limited to) the following: fluid environment, student-centric, flexible, designed for collaboration, communication, and conferencing, and a technology-rich space for inquiry-based learning with much support for emerging technologies. Discussion will focus on the importance of learning spaces for teacher preparation, challenges associated with new learning spaces, and possibilities for future development.

Creating and exploring spaces together: international students and peer mentors on campus

Karen Asenavage, Rachel Lapp and Lei Chen
University of Delaware, USA

As the numbers of international undergraduate students increase on US campuses, universities report discord related to intercultural communication, and a profound lack of engagement in and outside of the classroom (Bartlett and Fischer, 2011). Integrating these students by fostering effective interaction among the traditional student body, faculty, staff, and community is challenging but not impossible when international students and their peer mentors create and explore spaces together on campus. Harper and Antonio stress intentionally creating inclusive campus environments for cross-cultural learning and engagement (2008). One method is to build effective partnerships between conditionally admitted students, peer mentors, English language faculty advisors, the larger campus, and community. Success-oriented guidance and feedback from multiple sources fosters student participation in activities and experiences that enrich their college experience (Kuh, 2011). The formation of small cohorts of students and peer mentors can help cultivate meaningful relationships and build enthusiasm about university academic and social life. Such a cohort program is being successfully implemented with 200 students at a major East Coast

university. International students and peer mentors participate in leadership and teambuilding activities, explore clubs and campus resources, and participate in service learning projects. Classes are designed to develop personal responsibility, academic skills, and effective communication through group collaboration. Findings suggest this program effectively creates a new space for both international students and their peer mentors to explore the institutional culture of a liberal arts institution while building cross-cultural relationships, increasing intercultural competency, strengthening their college experience and promoting internationalization efforts on campus.

The medieval castle as a dynamic learning space

Turner Berg

The Art Institute of Michigan, USA

Study abroad programs have been an important tool used in the enhancement of global competence for college students. Research connected to the usefulness of study abroad is important as programs face fiscal shortfalls. These programs tend to utilize non-traditional learning spaces and expand the boundaries of the traditional classroom setting. Research is critical in the validation of non-traditional learning spaces. In many instances these facilities are unique to the study abroad setting. This presentation will examine global competence levels measured in study abroad participants from the Wisconsin in Scotland (WIS) program sponsored by the University of Wisconsin. The specific learning space utilized by the program, a medieval castle, will be examined to establish the connection between the program, learning space, and global competence levels resulting from the WIS program. The Global Competence Aptitude Assessment was administered to two sample groups to measure the benefits of study abroad. The results represented a unique set of data connected to the benefits of study abroad resulting from the use of a medieval castle as a dynamic learning space.

Status of higher education in Bangladesh: scope for improvement and international cooperation

Abdul Momin Chowdhury

University of Dhaka, Bangladesh

In South Asia Bangladesh is a new country with a glorious past. In the higher education sector the first university was established in 1921 (University of Dhaka), which has been the leading institution of higher education ever since. (The present writer had been teaching here since 1960). The population explosion has led to the addition of Private Universities (more than 50) besides the Public Universities. We have a huge student population in all these institutions of higher education. But unfortunately the quality has clearly been in a downward curve. At present under the guidance of the University Grants Commission a development plan is in operation with financial help from the World Bank. The paper, which intends to present will focus on the state of Higher Education in Bangladesh, the development plan and assess its success. I would like to be enlightened on the issues of development of higher education, so that I could initiate new areas of development strategy and help the development of higher education in Bangladesh.

Building bridges: insight into an international, collaborative program

Muditha Cooray and Rikke Duus

University of Hertfordshire, UK

We present an innovative, international collaborative program based on the principles of virtual learning spaces and experiential cross-cultural learning. We believe that university students must gain hands-on international experience in readiness for an increasingly global and team-driven business environment. The program involved 230 undergraduate business students from the University of Hertfordshire (UH) in the United Kingdom working in collaborative, virtual teams with 120 students at Birla Institute of Management Technology

(BIMTECH) in Delhi, India. A total of 43 teams with five students in each team collaborated to develop new business ideas. The collaborative teams are tasked with launching a new service-based business to the Indian market based on consumer, market and competitor analyses. The new business concept and launch plan are presented in a report by each team. The teams work together to share knowledge, generate ideas and new insight through collaborative platforms. The collaboration is supported by weekly, team-taught in-class lectures and student-driven tutorial sessions. An academic staff exchange program sponsored by each participant institution further exposes students to emerging market and consumer opportunities in India. BIMTECH and UH staff also participate in student-led seminars and additional workshops creating a closer dialogue. This unique program creates opportunities for students and staff to connect and share knowledge across cultural and geographical boundaries. The experiential underpinnings provoke students to deepen their understanding of innovation, creativity and problem solving. Students gain experience of working in cross-cultural collaborative teams, enhancing opportunities for employment in other parts of the world in future.

International collaboration in the cloud: from Michigan to New Zealand

Deanne Cranford-Wesley
Davenport University, USA, and

Krassie Petrova
Auckland University of Technology, New Zealand

The study presented was designed to engage in real-time learning, within a virtual learning session. A diverse group of 16 students enrolled in a graduate Cloud Computing course (part of the Master of Service Oriented Computing at AUT University, New Zealand). The session included two presentations on security issues in cloud computing. Two different perspectives were presented: an industry-oriented (AUT University), and an educational and research one (Davenport University). The industry speaker was present in the classroom while the guest professor from Davenport University (the first author) utilized social media tools and appropriate technology (Skype, Pamela Pro and a Webcam). This session was recorded for future reflection from students and teachers. The students were able to see both instructors in real time, ask questions and get real time responses; they were assigned a related homework exercise (facilitated by the second author). The study was exploratory and applied a qualitative approach. A questionnaire comprising 11 Likert scale type questions (5 ¼ strongly agree, 1 ¼ strongly disagree, and three open ended questions) were used to gauge student perceptions and evaluate learning. The results (15 returned questionnaires) demonstrated a significant satisfaction level (overall average 4.08). Students were comfortable with the collaborative teaching format and felt that the session had a positive impact on their learning. The students also felt the technical set up could be improved. We plan to conduct another similar session next year evaluating student comments, and developing further collaborative aspects of the virtual environment; including students as more active participants.

Student assessments: are they fair for international students?

Connie Eudy and Li Jin
The Florida State University, USA

International students are sometimes at a disadvantage when they are assessed using the same methods as native English-speaking students. A better understanding of student assessment as it relates to international students may positively affect the adoption of teaching practices to meet the needs of all students. This study investigates the fairness of commonly used student assessment methods for international students, including multiple-choice, short essay, group projects, presentations, case studies, final papers, and field experiences. As some researchers have already pointed out, when traditional tests, like multiple choice and short essays, are used, international students are likely to get lower

scores than English-speaking students even when their knowledge and ability are at the same level. Some factors that may have affected the fairness of these types of tests include language proficiency, time pressure, confidence, and grader bias. A survey of twelve questions is used to collect opinions of both native and non-native graduate students; mostly graduate student teaching assistants who have international students in their classrooms. This study will report the:

- B types of tests that are reported as fair for international students;
- B types of tests that are reported as unfair for international students; and
- B factors that are reported as contributing to the unfairness.

The literature on fairness issues in student testing will be presented first and then the findings of the survey will be reported. Discussion will follow on the fairness issue reflected in the survey responses and how the findings contribute to the literature.

The world as a classroom: the ultimate environment for teaching global business

Nancy Furlow, Terry Long and Victor Betancourt
Marymount University, USA

An engaging academic environment can be a challenge for part-time MBA students who work full-time and often have family commitments. One mechanism we have used to engage these students is a Global Business Experience course. Meeting the international business requirement of the degree, this course offers part-time students the opportunity to engage in an intensive exploration of the international business environment in a specific country by combining traditional seminars and a one-week, in-country experience. In the process of developing and delivering this course (four times to-date), we have learned much about how to build a successful study abroad experience for part-time MBA students. The foundation of our success in providing a valuable academic experience using the world as a classroom is built on a variety of factors including the course content (course learning objectives and activities both pre-travel and in-country), the course constructs (timing and delivery of the “study abroad” component) and course dynamics. Specifically, our experience identifies the following as critical components to a valuable “global” learning experience:

- B Create a specific course with a variety of in-class exercises, group and individual research and a combination of cultural and business presentations and activities for learning.
- B Work closely with your institution’s Center for Global Education.
- B Use an in-country educational provider for the in-country activities and work closely with the provider to tailor your program.
- B Manage student expectations.
- B Include an in-country “bonding” exercise.
- B Be flexible.

Three’s company in a cultural exchange marketing course

Alan Girelli and Irene Yukhananov
University of Massachusetts Boston, USA

While many online courses reach students around the world, one, more innovative pedagogical model for higher education involves the full collaboration of multiple universities in different countries collaborating together in ways that allow students to learn through one shared course. At the University of Massachusetts Boston, two academic units, College of Management and University College (the Boston powerhouse of design expertise operating under the prestigious UMass Online umbrella) have worked together to forge teaching and learning mediated through the latest course delivery technologies. Operating in cooperative instructional modes, faculty members at universities separated by

geographic boundaries provide students from both cultures real world experiences in the global business environment. Students collaborate in virtual, cross-cultural teams, which bring together participants from the USA, Hungary and Germany. Initially the University of Massachusetts worked in a one-to-one relationship with faculty and students at the University of Pannonia, Hungary. In the latest evolution of this groundbreaking course model, UMass and Pannonia have invited participants from a third partner, University of Kassel (Germany), join us to learn how the complexities of collaboration among partners from two distinct cultures undergo rich revisions with the addition of a third partner, students and faculty from University of Kassel.

Incorporating an international partly distributed team (PDT) project to a MSc innovation through ICT program: a case study

Matt Glowatz

University College Dublin, Ireland

As part of the MSc in iBusiness (Innovation through ICT), students were required to work on a partly distributed team (PDT) project collaborating with universities from the USA, Ireland, Brazil and South Korea. This highly innovative project allowed students to communicate, collaborate and, most importantly, innovate utilizing online tools and applications, such as Webby, Skype, Facebook and other online tools enabling international groups to design and implement prototypes. Internationally dispersed student groups were required to complete the following tasks:

- B identification and analysis of the top five direct and indirect project stakeholders;
- B an analysis of project capabilities/functions to meet stakeholder needs;
- B high-level GUI design of the project's input and output screens;
- B administrate weekly online project meetings over the six week project duration; and
- B compile and submit a comprehensive project report.

The conclusion is that incorporating innovative Information and Communications (ICT) as part of this global project increased both student engagement while, at the same time, maximizing student learning.

Higher education is solved globally

Muvaffak Ilhan Gozaydin

Global Online Universities Consortium, Turkey

I had solved global higher education 15 years ago. But there was no institution to apply it. That is Online:

- B Online should be done by the best schools of the world. Unbeatable knowledge treasure loaded schools such as MIT, Stanford, Harvard, Yale plus some few more.
- B Whole world should be willing to follow the online courses from these knowledge treasures.
- B These online courses should be accessible by seven billion people of the world, unlimited attendees.
- B Cost should be very low, such as \$10 per course.
- B At the end of the course some assessment of the students should be made and if students fulfill some requirements they should be awarded a degree.
- B Education should be in local language.
- B Exams should be reliable, not multiple choice tests.

Exploring human relations through a global experience

Patricia Hoffman
Minnesota State University, USA

Among the skills necessary for the twenty-first century, understanding of globalization, collaboration, critical thinking, citizenship, leadership, responsibility, service learning, social and cross cultural skills can be deepened through a scaffolded study abroad experience that requires students to reflect upon their life experiences. A study abroad experience alone does not guarantee these learner outcomes (Redden, 2010). Students must engage in active exploration of thoughts, feelings, impressions and behaviors while interacting with others overseas. This presentation outlines an online course that is a companion to study abroad experiences and is being field-tested with students. Students begin the online course prior to departure, make journal entries while abroad and complete the coursework after they return. Both qualitative and quantitative measures of student learning are being used to assess student growth. Course activities include pre and post-departure self-assessments, readings, written reflections, service learning and scaffolded discussions. During the course students are coached in developing their interpersonal and critical thinking skills through cross-cultural comparisons. This presentation will report on current outcomes and provide suggestions for replication. Specifically, the mission of the course that accompanies the study abroad experience supports students in learning:

- B how to develop personal self-concept/self-esteem and values;
- B how to develop personal communication skills and to listen to, respond to others with different ideas and values;
- B how to deal with conflict;
- B how to self-assess and be reflective in one's personal and professional development;
- B how to collaborate with others; and
- B how to recognize and respond to intercultural issues and diversity.

Livemocha and global learning communities

Beth Kalikoff
University of Washington, USA

Learning communities increase undergraduate engagement, improve academic achievement, and reduce attrition by creating undergraduate cohorts. Since the emergence of research on learning communities, social media have come to provide high-tech opportunities for connection. Using social media and online crowd-sourcing practices offer us ways to create sustainable global learning communities that engage and retain students. Livemocha, a language learning community site, provides universities with an instructive and challenging model. Livemocha aims "to provide a more accessible, affordable, and engaging way to learn a language." The site offers "free and paid online language courses in 35 languages to more than 11 million members from 196 countries around the world." Site testimonials value the collaborative learning community. Participants serve as both teachers and learners: while engaging in multi-modal activities that include responding to feedback from native speakers, they also provide feedback to other language learners. College classes can leverage the social energies of Facebook and the crowd-sourcing strategies of Livemocha to support the formation of global learning communities. In addition to engaging and retaining students, these communities help students assess the nature of expertise and collaborate with peers from other countries to build out the global classroom. This interactive presentation draws on learning community research, data on social media for learning, and participant experience to advocate for a "Livemocha" model for global learning communities in higher education.

Cross-border learning model

Mika J. Kortelainen and Janika Kytta
Laurea University of Applied Sciences, Finland

Laurea U.A.S. Business Lab has made a change to the learning process involving international studies. The theoretical background is in the Laurea's LbD model. In this study the student project manager in Finland took the responsibility of the progress, meeting the goals, organizing the progress, communicating with the students and the companies. She also had two secondary project managers who took the responsibility of the study one in Germany, other in the Netherlands. They carried out case of international development project for two companies. In practice this model directed the students towards new kind of learning where they specialized in different fields and then guided each other. The project produced vastly greater market knowledge than if it had been done only in Finland or solely in target countries. The participating students learned from each other and about other cultures. From these experiences we have founded a model for the virtual guidance where the guidance comes from Finland and the project work is done internationally. We have also met some challenges against succeeding. The difficulties to overcome in the future were found in the administrative country boundaries, differences in the teaching styles and in how the study credits are earned and marked. The goal of our action in the future is to develop the cross-border learning model to next level, in where for the practical work-life project we could link exchange students in different countries so that the foreign students could get their study credits based on Finnish U.A.S. system.

Connecting classrooms: a foreign language teaching project at UCF

Alla Kourova
University of Central Florida, USA

Globalization and technological advancements are breaking down barriers and borders with vast implications for education in general and foreign language teaching in particular. More than ever, our programs need to address internationalization and cross-cultural understanding. Contemporary language classes must account for features far beyond just the linguistic. They must incorporate the larger cultural fabric of which language is only a part. Calls have been voiced from different frontiers to include culture learning as part of language learning with a primary goal of better enabling students to discover that there are multiple ways of viewing the world (Sellami, 2000). The paper will focus on the application of the above principle through an international partnership called the "Connecting Classrooms Project." The project goals include promoting students' cultural/intercultural awareness, clarifying cultural identities, and challenging preconceptions. Students examine the inter-relations among language and other cultural expressions. American students who are studying the Russian language interact through videoconferencing and social media tools with a classroom of students in Russia. Together they work on projects to enhance their understanding of each other's societies, languages, and cultures. The cultural experiences that students go through enable them to become independent learners and open the scope for them to be novice researchers who are capable of using research tools and resources to find information on culture related issues and topics. It also helps them develop a high level of thinking through analysis of material, reflection, and evaluation.

An international student exchange on indigenous knowledge

Beth Leonard
University of Alaska Fairbanks, USA, and

Ocean Mercier
Victoria University of Wellington, New Zealand

Indigenous faculty/staff and Indigenous-focused courses within institutions of higher education provide "safe" and "third" spaces for Indigenous and non-Indigenous students to

engage in critical discussions around Indigenous language, culture and research. This presentation will describe three international Indigenous collaborative course exchanges, highlighting the voices of students involved in this effort. Exchanges took place between the University of Alaska Fairbanks Cross-Cultural Studies course, “Documenting Indigenous Knowledge(s)” and Victoria University of Wellington, School of Maori Studies’, “Science and Indigenous Knowledge” via videoconference and Moodle forums in 2007, 2009, and 2010. We, the course instructors, exchange designers and authors of this paper – Beth Leonard and Ocean Mercier – utilize Indigenous methodological and analytical frameworks to examine course evaluations and forum discussion themes in our introductory section. We follow with a description of the two courses then examine the students’ forum autobiographies and their motivations for enrolling in either course. Finally, we discuss data sources and methods, and more broadly, topics and themes that emerged from the data. We conclude with implications for future coursework and exchanges within Indigenous studies programs and in cross-cultural settings more broadly.

Mercier is the first Maori woman to earn a PhD. in Physics. Of Deg Hit’an Athabascan descent, Leonard earned her PhD in Cross-Cultural and Alaska Native Studies (Interdisciplinary Program) from the University of Alaska Fairbanks (and is the fourth Alaska Native to earn a PhD from this institution).

The academic, social and migratory experiences of international PhD students: a study of persistence

Sarah Mainich
Université de Montréal, Canada

We have chosen to study the academic, social and migratory experiences of international PhD students and the purpose of the research is to develop a strong understanding of persistence in higher education among this specific international population. Regarding our methodology, this exploratory research uses a mixed method. The first part consists of a descriptive and logistic regression analysis, in order to set a portrait of the international population in Montreal and major trends of persistence. Ethnographic interviews were also conducted and it contributes greatly to help international graduate students clarify their experiences. Results indicate that persistence among international graduate students at University of Montreal is influenced mostly by economic and academic factors such as: scholarships, relevant work experience on the campus, interactions with their supervisors, French language skills. Mostly we blame the influence of financial limitations on the international experience of these students. The research also criticizes student success programs and policies promoting international mobility and collaborations. The number of these students has significantly increased in most universities. However we do not know much about them though we think they play a key role on the economic and academic performance of host countries and universities. As universities see student mobility as a public funding, they have attracted more international students over the last 15 years from all around the world. But in fact, they understand that their presence contributes to the internationalization of the campus, also stimulates research and innovation and finally offers real economic benefits.

Research ethics and integrity educational initiative for strengthening Pakistani higher education institutes

Muhammad Mukhtar and Zahida Parveen
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Scientific research opportunities have increased dramatically in Pakistan with funding from both national and international funding agencies. Several laboratories in academic setup and research organization have embarked on basic, agricultural and clinical research in the country. Over the last few years, a gradual increase in scientific publications further support Pakistani scientist’s capabilities to conduct high quality research. Enhancement of research activities demands that researchers/scientists working in all fields should be trained in

universal ethical standards. The Higher Education Commission of Pakistan, a major funding agency for country values high quality research followed by its dissemination in the form of research publications. Furthermore, in academia good quality publications is a pre-requisite for further promotions. We have institutionalized a program in research ethics and management at the Islamia University of Bahawalpur, Pakistan. This program focuses on:

- B Training of faculty and graduate students, in general concepts of research ethics and management.
- B Specialized program focusing on research ethics in agriculture, veterinary and human subjects' research.
- B Establishing IT portal for training of all public and private sector universities through video streaming (in progress).

Implementation of this program will build capacity of Pakistani scientists to publish high quality research in line with international standards.

An urgent need for pharmaceutical education reform in Libya

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Pharmacists have shown to positively influence morbidity and mortality, reduce medication errors, enhance quality use of medicines and increase access of the general public to medicines. However, in order to be capable of doing so; pharmacists should undertake appropriate pharmaceutical training on the development, selection and use of medicines. The availability of a robust basic (undergraduate or first degree) pharmacy education system is central to the appropriate training of functional and competent pharmaceutical workforce which is capable of upgrading the pharmaceutical sector and providing quality pharmaceutical services that fulfill societal and global healthcare needs. Libya is an upper middle-income North African nation that strives for high standard healthcare services. However, the increasing burden of communicable and non-communicable diseases combined with the inadequate performance of the healthcare system (including the pharmaceutical sector) has negatively influenced public health outcomes. Obsolete tertiary education system has been implicated as one of several factors that negatively affected the development and training of the workforce at the national healthcare system (including the pharmaceutical sector). Basic pharmaceutical education in Libya operates with obsolete and unsystematically designed curricula that are completely detached from societal and global healthcare needs and international standards. The aim of this paper is to review the current curricular situation of basic pharmaceutical education in Libya and demonstrate the existing gap between the current curricular situation and international standards. This paper will also propose a new curricular design for basic pharmaceutical education that matches modern local and global healthcare needs and international standards.

Building a signature learning experience: teaching critical diversity

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Centennial College, USA

The internationalization and globalization of education has changed the landscape of higher education. The diversity on college and university campuses across North America has produced a fertile ground for the exchange of ideas, opinions, and knowledge, as well as prepared students to work and live in an interconnected world. However, ideas of equity, global citizenship, and social justice that underlie critical understandings of diversity have not been as easily embraced as its more symbolic and celebratory aspects. As one of the most diverse postsecondary institutions in Canada, Centennial College has designed and implemented a "Signature Learning Experience" (SLE) initiative that weaves issues of global citizenship, equity and social justice into its organizational structure and culture. The "Introduction to Global Citizenship and Equity (GCE)" course available to all members of the

college is an important part of the SLE initiative in that it not only builds a common critical language around diversity, but it also allows those who take the course to link concepts of equity, global citizenship and social justice to their workplace practices. The presenters will provide an overview of Centennial's SLE transformation, particularly the role of the Introduction to GCE course. They will highlight the pedagogical approach utilized and through examples illustrate the successes and challenges of this course. Presenters will also discuss how Centennial's experience can serve as a model for other institutions of higher learning seeking to embed a critical and transformative approach to diversity in their institution.

The theory and practice of management knowledge in the different culture

Ken Nishikawa
Konan University, Japan

People in business and educational world believe in that management knowledge might be universal; consequently, practicing such knowledge under the different culture might be effective for learners and recipients, even though it might be in Japan. A review of the history of Japanese Organization Development, however, tells us another interpretation of knowledge learning because many of academics and educational institutions have dismissed the OD as one of management knowledge since early 1990s. There are many possible explanations to us to understand the reasons of that because other Asian countries including India, Thailand, Republic of China, and so on already accepted it as well-known theory of practice in diverse social fields. In addition, the review revealed some incidents about OD practices in Japan, and those damaged the reputation of OD badly. It must be possible story in other countries; however, it might be difficult for us to accept that because OD education in formal educational institution has almost died out. We have reached another possible story describing the reason why it died out in Japan based on the review, and delved into some possible discussions from the management and business culture view. For figuring out some hypothesis of that, we have researched a comparative study between Toyota production system and OD in Japan. It might expect to come out something new ideas because both of them came from the USA just after the Second World War.

Using international projects and accompanying technology to reflect professional practice on a creative advertising course

Molly Owens
University of Wales, Newport, UK

The aim of this research is to address the challenges faced by academics in trying to facilitate interdisciplinary, collaborative learning of groups divided by subject expertise and personalities. I implemented and assigned a live industry brief for my students in Wales, working with a technology-based company in California. Students met the brief by working in groups, across disciplines and programs. An additional expectation of the project was that it reflect professional practice and prepare students for the creative industry and life after university – advertising creatives must turn to subject-matter experts to produce their TV commercials, Smartphone apps, websites, and so forth. Prior to this endeavor, my students had never experienced collaboration across disciplines within the university or on an international front. I hoped that this collaborative experience would help build confidence and form friendships and long-term relationships, as Galbenick (1990) put forth. Students needed to rely on virtual spaces and social media in order to connect with their client and potential audiences, and they needed to work around cultural differences, along with the difficulty that comes from dealing with clients/colleagues on the other side of the globe. Ultimately, students presented their pitches to the client and myself whilst I was with the client in California, and students were in Wales, using Skype as the communication vehicle. It was necessary to use a blend of traditional and non-traditional teaching methods. Using “older” methods of conducting research alongside newer technology for presentations challenged and enlightened not only my students, but also myself.

International collaborations in doctoral education

Jone L. Pearce
University of California, Irvine, USA

I propose to share and get feedback on my experiences with an international collaboration in the training of doctoral students to be successful in the increasingly globalized profession of university management education. With the advent of popular-press international rankings of business schools more university-based business schools find themselves competing for rankings (and so for non-local students) with other universities throughout the world. Increasingly doctoral-program graduates are interviewing for jobs throughout the world, and the quality of a business school's faculty is ever more likely judged by its publications in internationally prominent journals. This has placed severe strains on long-standing prestigious doctoral programs outside North America, as well as developing programs. These programs had focused on training faculty for local national universities, and so did not train their doctoral graduates how to publish in the most prestigious North-American-based scholarly journals. In response, these universities have adapted their doctoral programs in various ways. I will describe some of the programs in which I have been involved, and describe the program at the London School of Economics with which I have been involved the past four years. I hope to join a conversation about the ways in which globalization has affected the attraction and training of doctoral students outside North America.

International communities of postgraduate learning: a case study of the University of Liverpool's online professional Doctorate in Education

Clare Pickles and Kathleen M. Kelm
University of Liverpool, UK

This paper explores how the University of Liverpool's Doctorate of Education operates in a global collaborative context. Delivered 100 percent online and supported by rich media, the focus of the program is on the creation of an international learning space to enable the use of professional knowledge, academic and policy literature, and published and personal research to promote the leader at the heart of Higher Education institutional development. The learning space creates a classroom of international educators and offers rich opportunities for students from all over the world to collaborate in an international learning environment. The program employs a pedagogy based around forms of collaborative inquiry – a group of educators study their own practice, develop their capacity to engage in research, and share results of their studies to deepen the understanding of every individual in the international classroom. A key feature of the EdD is in facilitating transformative personal impact for the student. The learning space is designed to facilitate students' understanding and experience of the personal transformation process. It captures the student's reflections in their personal transformation to becoming a doctoral scholar and practitioner, supports the creation of a doctoral level professional knowledge portfolio, and further develops critical thinking skills.

Small college global appeal

John Edward Powrie
International College of Management, Australia

The International College of Management, Sydney (ICMS) is a small but growing College with 1,200 students. The student nationalities are 50 percent Australian and 50 percent International. The international group is predominantly Scandinavian, German, Chinese, Korean, Japanese and American. There are over 30 nationalities represented in the student body. The College engages an international market through a wide range of activities. Some of these are direct partnerships with Cesar Ritz in Switzerland and Queenstown Resort College New Zealand. There are relationship agreements with St Bona Venture and Johnson and Wales Colleges in the USA. There are articulation agreements through affiliations to some European universities where a double degree is possible, one from each partner.

China and SE Asia are being developed and many talks have already taken place. Once at ICMS student retention is both overtly and covertly managed. Our small size allows us to have personal relationships with all students. This allows us to solve most problems before they degenerate into withdrawals. There are many student organizations such as the Asian Club, the Scandinavian Club, Class reps, resident assistants and the peak body the Student Representative Club. These all provide a fuse for student grievance or suggestions for improvement.

International collaborations build tolerance and global citizens

Nasreen Rahim
Evergreen Valley College, USA, and

Rubina Khan
University of Dhaka, Bangladesh

This paper highlights a study carried out by two faculty members based in USA and Bangladesh to create new learning spaces. Their goals were to involve Bangladeshi and American students in web-based learning through creative teaching and learning across political, social, and geographic boundaries. The paper will showcase how education delivered anytime, anywhere using a variety of digital media and Web 2.0 can help engage and retain students through inter-institutional and international collaborations. The paper documents a process of collaborative leadership endeavor and presents comments about a novel experience both from American and Bangladeshi students. Through online course offerings, faculty reflections, this unique and innovative way of learning will be shared within and across national borders relating to ethical, cultural, and administrative issues. Some aspects of the collaborative methodology will be illustrated through photographs and screen shots and implications of this approach for teaching and learning will be highlighted. The knock on effect would also be the globalization of education through collaborative leadership approaches. It portrays a unique sharing journey of two educational institutions from opposite parts of the world. Both students and faculty learn from each other by sharing resources and ideas. It leads to developing greater knowledge, understanding and tolerance as global citizens as well as build awareness of gender inequity. This, in turn, will promote multiple forms of interactions, including learner- instructor, learner-learner, learner-group, learner-content and learner-media.

Engaging and retaining students using international collaborations

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Silesian University of Technology, Poland

Dominic DePersis
State University of New York at Broome, USA, and

Alfred Lewis
Hamline University, USA

Numerous studies have examined the determinant strategic elements that affect the performance of organizations. These studies have increasing relevance to academic institutions because of the accelerating pace of change in enrollment, resource availability, leadership turnover and demand for services that are being experienced by these institutions. In recognition of these environmental changes, leaders of academic institutions are finding it necessary to update their strategic plans in order to better respond to the level and pace of environmental turbulence. In order to maintain competitive advantage in the increasingly changing environment, advances in technology such as synchronous and asynchronous distance education delivery have enlarged the paradigm of the educational environment. The mission of several academic institutions has now expanded to international programs and partnerships compared to the original intent. Given the

increasingly global community, the panel will discuss the strategies employed at their home institutions as well as other literature on the field. Cases and data, along with specifics like mission statements will be examined along with specific international partnerships and the benefits of those programs for students, the institutions and other stakeholders.

Using technology to cross borders and develop online communities of students

Caroline Strevens and Michael Blissenden

University of Portsmouth, UK and University of Western Sydney, Australia

This presentation will describe and evaluate the pedagogic benefits of an international collaboration between the undergraduate law students of the University of Portsmouth, UK and the University of Western Sydney, Australia. We plan to monitor and evaluate the use of a new learning space between students who will use new technologies including Skype and forms of social media to create a resource for each other. Each group will research and present to the other information about legal professional opportunities within their own legal services markets. As a result of the Legal Services Act 2007 the United Kingdom is about to see great change as Alternative Business Structures are permitted to offer legal services in competition with the traditional law firm. Many new opportunities will ensue as globalization increases in this field. Students will create their own resource and test a variety of communication channels under the supervision of academic staff in order to educate their counterparts about their own jurisdiction. Student engagement will be analyzed and we will draw upon the existing literature, which examines the use of social media in the field of teaching and learning. This will include work by:

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Promoting undergraduate research through international partnership: Undergraduate Research Abroad program at Bridgewater State University

Jing Tan, Teresa K. King, and Benjamin Carson

Bridgewater State University, USA

The Undergraduate Research Abroad program at Bridgewater State University (BSU) supports undergraduate students to conduct faculty mentored research in an international location. BSU has established 24 partnership programs with universities around the world. Fully funded by BSU, tenured and tenure-track faculty are selected to conduct a three-week research abroad experience with three-to-four students at an international partner university during summer or winter break. In the summer of 2009, Dr King led four psychology students to Jordan to study body image in a Middle Eastern culture. In the summer of 2011, Dr Tan of Social Work traveled with four students to China to research its aging population and conduct needs assessments of elder care. In the winter of 2012, Dr Carson of English took four students to Cambodia to research Cambodian literature. This program provides a unique opportunity to promote an intensive student learning experience through international partnership. Students who participated in the program conducted their independent research project under a faculty mentor, presented their research findings at the National Conference on Undergraduate Research, and prepared manuscripts for publication. This program not only provides students great research and travel experience, but also enhances the collegiality between BSU and its international partner universities. Dr Tan will focus on proposal writing and student mentoring for this type of research. Dr King will

discuss both the challenges and opportunities that her team encountered conducting psychological research in the Middle East. Dr Carson will focus on the importance of Undergraduate Research Abroad for humanities.

Challenges in building study abroad program in a non-traditional university (Aksum University) and country (Ethiopia)

Akbarali Thobhani

Executive Director, Office of International Studies, Metropolitan State University of Denver, USA. "Challenges of capacity building in study abroad at Aksum University and at MSUD."

Jacqueline McLeod

Professor, African and African American Studies Department, Metropolitan State University of Denver, USA. "Impact of a US study abroad project on the host country faculty and students."

Julie Reyes

Assistant Professor, Anthropology, Metropolitan State University of Denver, USA. "Service learning in a pilot study abroad project at Aksum University."

Kelly Huang

Administrative Assistant, Office of International Studies, Metropolitan State University of Denver, USA. "Impact on the US students in a pilot study abroad project at Aksum University."

In August 2010, the Metropolitan State University of Denver (MSUD) received a grant from the United States Department of State to engage in developing a pilot project for sustainable study abroad capacity enhancement. The overall objectives of the grant focused on building capacity at a non-traditional destination and to increase the participation of non-traditional US students in study abroad programs. The grant runs from 2010 to 2013. The centerpiece of the grant was to take a group of 15 MSUD students for a two-month study abroad experience in Ethiopia during summer 2012. Aksum University (AkU) was chosen for the project because Denver and Aksum have been sister cities for over 20 years. AkU is only seven years old, but has grown rapidly in infrastructure building and student enrollment. With an enrollment of about 10,000 students, it is one of the newest universities in a rapidly expanding network of higher educational institutions in Ethiopia. It is located in a town that is considered the cradle of Ethiopian civilization and the birthplace of Ethiopia's Orthodox Church and the former Solomonic dynasty. This was the first time for AkU to collaborate on a study abroad initiative. No international students had attended AkU. Therefore, this was a golden opportunity for its staff to learn and implement study abroad practices that are taken for granted at so many other institutions of higher education around the world. Planning for curriculum, lodging, transportation, service learning, and field trips for two months for a group of 15 American students and their four faculty and staff leaders was a daunting task. A month-long planning visit by a MSUD team the previous summer proved to be very critical as it guided the schedule for the summer 2012 experience. The pilot project was successfully completed in summer 2012. The above-mentioned presentations will discuss the details of this experience and address the issues as indicated in the titles of each presentation.

Students' international conferences: construction and instruction

Olga G. Vetrova

St Petersburg State Polytechnic University, Russian Federation

Students' international conferences present a complex of extracurricular activities closely interrelated with the knowledge acquired and competences (including the professional communication competence) formed in the course of academic curricular disciplines. As such, they are seen as both a means of, and a milieu for interdisciplinary ties support in educational programs, because research and learning are combined in the project

development and in the on-line communication while exchanging the ideas with the audience. The projects presented at conferences are the product of guided research based upon - and resulting from – both the special vocational knowledge accumulated in the course of previous studies, and the newly acquired data during the investigation process (guided or independent). This type of work is efficient for creativity development and insight stimulation. Important is also cultural mediation and interpersonal communication through the common code (a working language of a certain conference), which may be either the mother tongue for some conference participants, or non-native for others. In correspondence with Vygotskian ideas, preparing students for participation in international conferences may be referred to as internalization, or even appropriation. Conferences in general make up the environment where specific competences are combined with generic competences. Students' international conferences in particular provide the space for both knowledge construction and instruction, and are based on the seamless tolerant dialogue of knowledge, languages and cultures, resulting in professionally related and socially significant competences which are generated, tailored and activated. The analysis of cultural structuring of academic discourse in a special context of students international conferences indicates certain vulnerable points in the process of exchange and dissemination of ideas and innovations presented by young professionals.

An international joint certificate in IT administration: opportunities and challenges

Peter Wolcott

University of Nebraska at Omaha, USA

The University of Nebraska at Omaha (UNO) and the University of Agder (UiA), Norway, are collaborating on the creation of an on-line undergraduate certificate in Information Technology Administration. The certificate is designed for students who are interested in managing the complex technical infrastructure of today's organizations. Courses use on-line collaboration tools and teaching techniques that reflect the best of current practice. Students take courses taught by both UNO and UiA instructors and have the opportunity to work with students residing in a country other than their own. The online international collaboration behind this certificate will offer many opportunities for pedagogical research, blending teaching and research to create a learning environment in which students both learn from and participate in teaching and research processes. Students have begun taking courses at the partner institution. The courses are intensely technical, requiring hands-on access, often by teams of students, to sophisticated systems. Contemporary technologies of cloud computing, virtualization, and remote collaboration offer opportunities for creative solutions. While many challenges have been overcome, initial experience highlights administrative and technical challenges that remain barriers to engaging and retaining students. The institutional and administrative challenges have proven to be more vexing than the technical ones. Student orientations to the partner institution's norms, practices, and procedures are a vital part of the program. Initially, students experienced conflicting or missing communications from staff responsible for admissions, international student affairs, registration, IT support, and instruction. Streamlining the "on-boarding" process should be a top priority.

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