REACHING THE SUMMIT 2015

2015 International Higher Education Teaching and Learning Conference

CONFERENCE PROCEEDINGS

Proceedings of The 3rd International Higher Education Teaching and Learning Conference: Reaching the Summit: Explorations in Meaningful Learning through Community Engagement

Edited by

Patrick Blessinger
International HETL Association, New York, USA

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Utah Valley University, Utah, USA

Conference organized by

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Proceedings of The 3rd International Higher Education Teaching
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Welcome message

U tah provides a great backdrop for the 2015 International HETL – SoTE Conference. Orem, Utah is located at the foot of Mt. Timpanogos and minutes away from many world class attractions. The International Higher Education Teaching and Learning Association (HETL) and Utah Valley University's Office of Engaged Learning welcome you to the 2015 International HETL – SoTE Conference. Utah Valley University is an institution of higher learning classified by the Carnegie Foundation as a Community-Engaged Institution. At the conference, you will have the opportunity to explore new developments in community engagement with colleagues from around the world.

Utah provides a great backdrop for the 2015 International HETL – SoTE Conference. Orem, Utah is located at the foot of Mt. Timpanogos and minutes away from many world class attractions. UVU is only a half hour south of Salt Lake City and a half hour from the internationally famous Sundance Film Festival and Park City Ski Resort. Utah is a unique destination with once-in-a-lifetime experiences. The January climate in Utah is ideal for many winter activities and sightseeing, offering average temperatures of 32F/0C. In Utah, you will enjoy the great mountain ranges of the American West – national parks, beautiful mountain landscapes, world-class ski resorts, and a thriving cultural life with a pioneering flair. Tap into your sense of adventure! See Visit Utah for more information about Utah. Utah is one cool place to visit.

Welcome to Utah!

The 2014 Organizing Committee,

Patrick Blessinger
International HETL Association, New York, Convener & Program Co-chair

Anton Tolman
Utah Valley University, Utah, Program Co-chair

Dates: January 20 to January 22, 2015 (Tuesday, Wednesday, and Thursday)

Venue: Utah Valley University

Website: https://www.hetl.org/events/2015-hetl-sote-utah-conference/

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Special Thanks UVU's Honors Program for Sundance Film Festive Tickets

Acknowledgements

The 2015 organizing committee would like to thank all those people who have been involved in making the conference a success. A great amount of planning and organizing is required to hold a successful conference and we are indebted to those who volunteered their time and energy.

Track Chairs

Kavita Pandit, USA, Associate Provost for International Education at The University of Georgia.

Taisir Subhi Yamin, Germany, General Director at The International Centre for Innovation in Education (ICIE).

Francine Glazer, USA, Assistant Provost and Director of the Center for Teaching and Learning at New York Institute of Technology.

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John M. Carfora, USA, Associate Vice President for Research, Advancement, and Compliance for the Office of Academic Affairs at Loyola Marymount University in Los Angeles.

Lori Breslow, USA, Director of the Teaching & Learning Laboratory at MIT.

Mandla Makhanya, South Africa, Principal and Vice Chancellor, The University of South Africa (Unisa).

Nancy Hensel, USA, President at New American Colleges & Universities.

Nick Klomp, Australia, Deputy Vice-Chancellor of Education at University of Canberra.

Conference description

Community-based engaged learning in higher education has traditionally been facilitated through programs such as internships, cooperative education programs, and more recently, service-learning programs. Not only have these programs helped to bridge the divide between "town and gown" but they have also provided a more authentic and experiential based means to enhance learning through application of curricula-based knowledge to real-world scenarios. However, the demands of the interconnected global society of the twenty-first century will undoubtedly require educators to rethink what community engagement means in the modern era. It will also require educators to rethink how best to prepare students to not only be better prepared for the twenty-first economy but also how to live more meaningful lives, personally and socially.

The perspective on community engagement by Hoy and Johnson (*Deepening Community Engagement in Higher Education*, 2013) helps educators envision an emerging future for higher education institutions – a future that challenges students to be more engaged and more self-directed in all aspects of their learning and for institutions to be more democratic in their governance and in their relationship with the wider community in which they exist. The continued development of higher education around the world will, no doubt, depend in large measure upon the continued development of meaningful and sustainable partnerships with the communities and organizations beyond the boundaries of the campus. As such, the partnerships and collaborations that are forged between educators and the community should be purposeful, integrated, symbiotic, and meaningful.

This conference will explore various ways to enhance and transform teaching and learning through meaningful community engagement by students, faculty and administration. This conference will explore community engagement for deep and meaningful learning from multiple disciplinary and institutional perspectives. This conference will cover a wide range of research and perspectives on learning-centered teaching practices, curricular activities, and assessment methods related to community engagement.

Conference Tracks

Track 1: students and community engagement

Possible topic areas under this track may include: service learning in local and global communities, community-based student research, human, social, economic, and environmental sustainability, democratic engagement for local and global citizenship, perspectives on citizenship, social action, and identity development in democratic societies, cultivating student learning communities for community engagement, integrating political and religious activities into community engagement as pathways for meaningful and high impact learning.

Track 2: faculty and community engagement

Possible topic areas under this track may include: faculty research with industry, faculty service to community, faculty development for community engagement across disciplines, cultivating faculty learning communities for community engagement, connecting coursework to community work.

Track 3: institutions and community engagement

Possible topic areas under this track may include: integrating community engagement into the institutional mission and vision, creating institutional culture and infrastructure for community engagement, strategic planning to bridge the divide between campus and community, forging strategic partnerships for community engagement, social media and technology as a tool for campus and community collaborations, the nexus of institutional & community culture, negotiating boundaries between campus and community.

Conference Session types

This conference will have individual presentations in roundtable (panel) discussion format and interactive workshop format as well as a poster session.

- Intimate discussion panels. Each discussion panel will consist of about five or six presenters. Each panel will last 90 minutes and is a more intimate discussion format where each presenter will each give a brief oral presentation followed by an in-depth Q & A discussion (dialogue) by all presenters and audience members. The following format will be used:
  Part I: 60 minutes, panel statements (oral presentations) by panel members
  Part II: 30 minutes, questions from audience for panel members and interactive dialogue between panel and audience

- Interactive workshops. A limited number of 90 minute workshop sessions by up to five or six delegates per workshop will be available during the conference. For the workshops, the structure is open – the workshop presenter decides what format to use within the allotted 90 minutes

- Poster sessions. The poster session will last 60 minutes. Presenters discuss their poster with conference attendees who are viewing their poster. Easels will be provided. Posters should not exceed the size of 4′ x 6′. Form boards will be available to hang posters on. Presenters need to ensure that posters are readable and easy to follow and make their points concisely and clearly.

About HETL

The International Higher Education Teaching and Learning Association (referred to as HETL) is a certified non-profit organization in the State of New York (USA) with headquarters in New York City. HETL's scope is international with a global membership. 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 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 as well as practices that promote sustainable learning.

About Utah Valley University

Utah Valley University (UVU) is conveniently located in Orem, Utah, just 30 minutes south of Salt Lake City and a short drive to international tourist destinations and other points of interest. UVU sits at the foot of Mt. Timpanogos and is only about 30 minutes away from the Sundance Ski Resort and just minutes away from the Park City Ski Resort. The 2015 HETL – SoTE Conference will be held to coincide with the 2015 Sundance Film Festival in Park City, Utah from January 22 – February 1, 2015.

UVU is a teaching institution which provides opportunity, promotes student success, and meets regional educational needs. UVU builds on a foundation of substantive scholarly and creative work to foster engaged learning. The university prepares professionally competent people of integrity who, as lifelong learners and leaders, serve as stewards of a globally interdependent community. This conference marks the 7th annual Scholarship of Teaching and Engagement conference (SoTE) at UVU.

Conference support and updates

#Share Your Learning at #HETL15 and #HETLUtah – Our Official Conference Hashtag

Technology & Video Support:

Trevor Morris and Patrick Blessinger

Conference Social Media Lounge: SC 206G/H

- Follow HETL at @HETLportal
- Official Twitter hashtag to share your conference learning: **#HETL15 and #HETLUtah**
- Add your information to **#HETL15 and #HETLUtah**

UVU Guest Conference Wifi Access

- Turn on wifi and select Wolverine-Wifi
- On the UVU Authentication page, select "Conference and Business Guess
- On the "Network Access Control" page 1:
    - Username: hetl
    - Password: hetlsote
- On the "Network Access Control" page 2: Enter your name and password
- Download and install Bradford Persistent Agent on computer
- Run Bradford Persistent Agent – Use the username and password
- Restart browser

Opening plenary session

Theme: Meaningful Approaches to Community Engagement in Higher Education

Panel moderators: Patrick Blessinger and Lorraine Stefani

Location: The Grande Ballroom

Special keynote speaker

Jeffrey Olson, USA, is Senior Vice President for Academic Affairs at Utah Valley University and he is former Associate Provost for Online Learning and Director of Library and Information Science at St. John's University.

Jeffrey Olson
Utah Valley University, USA

Keynote panel speakers

Milton Cox, USA, is Project Director of the FIPSE Project on Faculty Learning Communities, Center for the Enhancement of Learning, Teaching and University Assessment at Miami University, Oxford, Ohio.

Faculty Learning Communities in Higher Education
Milton Cox
Miami University, USA

Community has been absent in higher education. Parker Palmer (2002), proponent for community and author of The Courage to Teach, writes "Academic culture is a curious and conflicted thing … infamous for fragmentation, isolation, and competitive individualism – a culture in which community sometimes feels harder to come by than in any other institution on the face of the earth." Duffy and Jones (1995) note that respect to teaching," … the classroom is the most logical, most visible, most ubiquitous, and most neglected place for community on campus. It is a lost opportunity of the first order." And finally, John Tagg (2003), in his book, The Learning Paradigm College, explains that, "One reason we deny meaningful communities to our students is that we, as college teachers, do not participate in them ourselves."

In 1979 my colleagues and I initiated faculty learning communities (FLCs), specifically structured academic communities of practice that include the goals of building community, engaging in scholarly (evidenced-based) teaching, and the development of the scholarship of teaching and learning. Membership is voluntary, multidisciplinary, of size 8-10 members, and open to those in all professions in higher education. FLCs are inquiry based, yearlong, develop evidence-based solutions, and disseminate project outcomes.

In my 35 years of experience as facilitator and researcher of FLCs, we have found that they provide colleagues, students, and institutions with effective practices and programs for teaching, learning, research, and organizational development (Cox & Richlin, 2004). Cohort-based FLCs, for example, early-career academics, build institutional capacity by

developing leaders and scholars (Cox, 1995, 2013). They are effective purveyors of interventions and innovations. Over the long term, FLCs enable an institution to become a learning organization (Cox, 2001; Senge, 1990).

Elisabeth Dunne, UK, is Head of Project Development at the University of Exeter and co-editor of The Student Engagement Handbook Practice in Higher Education (Emerald) and The Learning Society: International Perspectives on Core Skills in Higher Education (Routledge).

Students as Change Agents: Engaging with the University Community
Elisabeth Dunne
University of Exeter, UK

Community engagement takes a variety of forms at the University of Exeter, including service learning, work experience or volunteering in the local region. We have also begun to explore how the University itself can develop as an engaged community and an authentic workplace, with students working in partnership to bring about change, and to improve and shape University provision. A simple model will be proposed to help explore differences in learning – from the more traditional, to a context in which students can gain meaningful and insightful learning along with leadership skills to become the change agents of the future.

Elena Garcia, USA, is Executive Director and Interim President of Latino Resources. She is a visionary Latina, community leader, educator and empowerment specialist. A native of Chicago's Little Village, she witnessed disparities in learning opportunities adversely affecting many people.

Putting the Unity in Community Engagement
Elena Garcia Ansani
Latino Resources (NFP), USA

At a Midwestern Suburban High School (MSHS), decades of data point to Latino student outcomes which persistently reflect an academic achievement gap, significant high school dropout rate, low levels of students attending college and the lowest level of participation within extracurricular activities in comparison to white students at the school. A local Latino nonprofit organization, took the lead in developing a solution that proposed a pathway for engaging Latino students both inside and outside of school. Through its Club Éxito/Success Club high school extracurricular program model, a means for promoting Latino student success was implemented. In its first year, Club Éxito was made possible due to the collaborative partnerships with a local high school, college mentors from a neighboring university as well as through resources and in-kind support from business leaders, and other professionals. The working relationships that have been fostered between the community partners who support the Club Éxito program have proven to be key factors in the development of this community engagement initiative. Dr Elena Garcia Ansani, executive director of Latino Resources, discusses the importance of community partnerships and how they are contributing to the growth and success of the Club Éxito program as it moves into its second year. How this community engagement project is working to make a positive difference in the lives of Latino youth through its curriculum is highlighted.

Kgomotso M. Masemola, South Africa, is Associate Professor of English at the University of South Africa.

Is Ethical Community Engagement a 'Spray On Solution' or Pepper Spray in the Face of the Whistleblower?: Adding Cultural Capital minus Social Capital
Kgomotso M. Masemola
University of South Africa

This address weighs in on the impact on community engagement as a policy imperative that, if inappropriately rolled out, may test the rigours of ethical principles in institutions that seek

to provide solutions rather than partner with communities for enhancing both social and cultural capital. Recalling as it does Bryson and Mowbray's (1981) criticism of glossing over differentiation in the manner, Head (2007) highlights the inherent dangers of presupposing inclusiveness and equality in the political discourse of community engagement. I argue further to demonstrate that in South Africa, where inequality is much more acute in economic terms, the faculty involved in partnering with communities is on unequal terms with NGOs and NPOs who have streamlined the pathways of the flow of cultural and social capital. As an example, I will restrict my case study to the precarious situation of adding value by protecting the Intellectual Property rights from infringement within the academic community and how that could possibly lead to a loss of social capital for offenders that are likely to impact negatively on the morale of the University community in the short-term, for fear of witch-hunting practices. On the obverse side, the cultural capital that has been built with whistle-blowing and corrective measures may create confidence spinoffs in an academic community that feels more vulnerable to plagiarism than surveillance.

Jeffrey Olson, USA, is Senior Vice President for Academic Affairs at Utah Valley University and he is former Associate Provost for Online Learning and Director of Library and Information Science at St. John's University.

Jeffrey Olson
Utah Valley University, USA

Colin Potts, USA, is Vice Provost for Undergraduate Education at the Georgia Institute of Technology. He oversees the Center for Career Discovery and Development, the Honors Program and Fellowships Office, the Center for Academic Enrichment, and the Center for Academic Success.

Student Engagement and Institutional Change
Colin Potts
Georgia Institute of Technology, USA

At Georgia Tech we are enhancing student engagement through several pilot programs and new organizational initiatives that soften the distinction between the curricular, co-curricular, and non-curricular. In this presentation, we will present several initiatives at Tech in which interdisciplinary intellectual engagement is being brought to bear on affairs beyond the classroom and campus. These all cross organizational boundaries and are addressing systemic issues.

1. By merging our coop and internship organization with our career services organization, and making the resulting center a hub within Academic Affairs for coordinating experiential education, pre-professional advising, and entrepreneurial experiments, we are helping students think in new ways about how their learning affects their professional development, and vice versa. We want students neither to obsess about jobs nor to pretend that career concerns will take care of themselves in their senior year, but rather to experience professional life "on training wheels" and to internalize the conviction that they are embarking on a process of life-long professional development.

2. Our freshman year reading program has become the community-building and activity-oriented "Project One." Previously, students and faculty dutifully read and discussed thought-provoking long-form non-fiction works, but there was seldom a spark of excitement, a sense that this marked the transition from high-school to higher education. This year we have introduced a short-form on-line futuristic novella as a springboard for online activities led by students around the theme "Digital Lives."

3. Every ten years, most academic institutions in the southern states devise a five-year or more strategic program, a Quality Enhancement Plan (QEP). Our 2015-20 QEP is in the area of service

learning and sustainability. Both sub-areas were part of the institute's 25-year strategic plan but one was focused on community engagement, while the other was intended to drive research. By bringing them together, especially in the context of new undergraduate programs and credentials, and by involving students extensively in the development of the plan, we are enabling students to integrate their academic pursuits with their social concerns.

Closing plenary session

Keynote

Robbie K. Melton, USA, is Associate Vice Chancellor of Mobilization Emerging Technology at the Tennessee Board of Regents.

Technology Transformation of Gadgets into Smart Teaching and Learning Tools
Robbie K. Melton
Tennessee Board of Regents, USA

Emerging technologies are fast transforming education across the educational spectrum. Such innovations as mobile devices, smart gadgets, augmented-virtual reality, and wearable technology are changing and challenging methods of teaching, learning, and the delivery of education. This closing session will address the need for establishing 'Standards of Effectiveness for Emerging Technologies" in order to ensure safety, reliability, durability, cost-effective, and measurable benchmarks for student outcomes.

Mandla Makhanya, South Africa, is Vice Chancellor of the University of South Africa.

Educational Mobility
Mandla Makhanya
University of South Africa

Educational Mobility is transforming education around the world. Technology, globalization, and the internationalization is transforming teaching and learning in the twenty-first century.

Conference abstracts

Track 1: students and community engagement

Meaningful Learning through Community Engagement: How Application of Curricular-Based Knowledge to Real World Scenarios Improved Student Learning Outcomes

Denise M. Jordan
Indiana University-Purdue University Fort Wayne, USA

This presentation reveals how real-world scenarios helped senior nursing students enrolled in a community/public health nursing course make important attitude changes about community/public health nursing practice. These students struggled making the transition from the acute care setting (i.e. hospital) where they cared for two or three clients to the community setting (i.e. schools, factories, clinics) where they planned care for large groups. They entered the course with the knowledge, interpersonal, and technical skills (i.e. medication administration, dressing changes, etc.) that require proficiency for safe and effective, client-centered care. They had the conceptual basis for health promotion and disease prevention activities, but did not value nor commit to their importance. Evidence of this struggle was reflected in class discussion and on exam scores. Students needed to understand that primary intervention strategies for health promotion and disease prevention employed in the community setting were just as important, and sometimes, more important, than any task they might perform at the bedside in a hospital. For this reason, the instructor designed activities forcing students to apply curricular-based knowledge to real-world scenarios in student-led projects, a process which helped students apply course content, leadership, and communication skills, while making the transition from the acute care to the community setting. While discussing resulting improvements in student engagement and learning, this presentation will highlight the authentic and experiential learning factors that seemed significant in reshaping their attitudes.

Engaging Students to Their Community through the Volunteer Income Tax Assistance Program (VITA)

Luz Gracia and David Gonalez
University Of Puerto Rico at Mayaguez, Puerto Rico

Purpose: Service learning (SL) is a teaching approach that blends community service with education, aiming to develop and enhance student learning experience, civic responsibility, and to strengthen ties between academia and the surrounding community. One case of SL is The Volunteer Income Tax Assistance Center (VITA), a service learning model used by a large number of universities in the United States. Among others, its effectiveness has been studied from several viewpoints, including acquisition of technical knowledge, hands on experience, development of interpersonal relations, research skills and personal satisfaction (Gonzalez D., and Gracia L. 2013.), as well as from the impact it brings to the community (Palmer, Goetz, and Chatterjee, 2009). The purpose of this presentation is to explore student attitudes and opinions regarding how VITA has impacted them in the areas of social contribution, involvement and

learning about their community, satisfaction of volunteering, and understanding the needs of the community they serve.

Methodology/design: A five-point likert scale questionnaire with eight questions was used to assess the student opinions and attitudes toward VITA and their engagement with the community.

Findings: The results showed that 85.2% of students surveyed strongly agree that VITA made a positive contribution to the community; 74% strongly agreed and agreed that VITA has strengthen their desire to be involved in the community; and 90% strongly agree/agree that because of VITA they feel more engaged to their community.

Conclusion: VITA is a successful SL example that provides tangible benefits, helping students connect and engage with their community

Service Learning in Local and Global Communities and/or Community-Based Student Research

Kisha Daniels
North Carolina Central University, USA

In an effort to recruit and prepare underrepresented, non-STEM (Science, Technology, Engineering and Mathematics) majors to conduct meritorious health disparities research in minority communities, North Carolina Central University implemented strategies that help students deepen their knowledge of cultural sensitivity, competence, ethics and an understanding of the many facets surrounding societal, institutional and financial issues that affect minority health disparities. The goal of broadening health disparities research is being met through a three-pronged approach of engaging students in direct and didactic laboratory preparation, clinical field-work and the planning and implementation of authentic experiences through Service-Learning Community Based research projects. The "Healthy Children-Healthy World" project was initiated as a result of the ongoing increase of minority health partners with the local school system to offer a week-long experience in which school-age children are exposed to a variety of strategies and activities which will increase their understanding of healthy life choices, which in turn may decrease instances of childhood diabetes and obesity. This initiative brings together a multidisciplinary approach to addressing these issues through students who are in various majors; Nursing, Public Health, Psychology and Nutrition. Students from each of these academic areas participated in the curriculum development, implementation and evaluation. The results of the project showcase an increased understanding of the issues surrounding minority health disparities, social justice advocacy, content knowledge and research design. Ancillary findings suggest that student lead community based research may also increase the student's self-efficacy as researchers and desire to continue to research in their respective majors.

Using Service Learning to Facilitate Transfer and Application

Suzy Cox
Utah Valley University

Educational Psychology is a notoriously difficult course, in large measure because of the breadth of the content and its foundation in theory rather than practice. Students often struggle to transfer the theories learned in class to real teaching and learning environments. While this problem has been recognized for decades and individual instructors have worked to remedy the issue in their own classes (Anderson, et al, 1995; Patrick, et al, 2011), many students continue to fail to see the relevance of the course for the day-to-day practice of their profession. Service learning is a powerful pedagogical approach that allows students to examine course concepts while offering needed service in the community. In the case of Educational Psychology, service learning offers an opportunity to enhance the transfer of course concepts while assisting practicing teachers. This presentation examines the rationale for and logistics of incorporating service learning in a very intense and rigorous theory-based course. Additionally, it illuminates the possibilities of integrating service learning experiences across courses to create a more

cohesive program experience. Finally, the presentation presents evidence of the impact of this approach on students' understanding of course concepts as well as their attitudes toward the relevance of the course for their professional and personal lives.

Building Faculty Learning Communities and Communities of Practice to Enhance Student and Instructor Learning

Milt Cox
Miami University (Ohio), USA

Faculty learning communities, first developed in 1979, and communities of practice, in 1991, are group structures that have been proven to enhance teaching and learning in higher education. In this session we will define and give examples of these structures and review a multi-university study that provides evidence of their effectiveness. We will discuss 16 recommendations for building their infrastructure and include international initiatives and examples.

Community Engaged E-Citizens or E-Denizens? Faculty and Graduate Students in Participatory Research

Kgomotso Michael Masemola and Rosemary Moeketsi
University of South Africa, South Africa

Far from echoing the hackneyed debates on access as a function of the digital divide, this paper goes beyond the cornerstone argument where learning is marred by "a digital divide with some students financially unable to afford technology and broadband access, others without the skills to engage with learning technology, and some culturally less able to benefit from technological enrichment" (Sims, Powell and Vidgen, http://is2.lse.ac.uk/asp/aspecis/20050141.pdf). Instead, we problematize the widening of participation through access points and the conditions of simultaneous entry into communities and virtual learning environments. For these conditions are not merely about the means of access but the quality of participation, once such access is granted and utilized on specific terms. Uneven participation is not only the hallmark of elitism and exclusion of e-citizens, we argue: a continuum of low-end adaptation and high-end expertise ineluctably develops as students' participation is conditioned by relations of trust between them and communities as well as their specific capability for self-reflexive accounts of entry through technologies of e-learning. The very conditions of access lapse and oftentimes fluctuate, thus rendering learners as "E-Denizens" rather than stable, knowable "E-Citizens". A disposition towards either is a marker of predictability of success for both the outcomes of community project and the learning outcomes of the graduate student involved. In recognition of the foregoing, we seek to show that the adoption of technologies for the digitization of learning spaces is a double-edged sword in the battle to provide faster and easier access to distance education, where mutual trust and community buy-in are pivotal in gleaning permissible troves of knowledge from the community.

Integrating Service Learning into a First Year Experience Course

Benjamin Johnson
Utah Valley University, USA

How would you integrate engaging and meaningful service learning into a First Year course? Integrating service learning hours into a university student success course is a challenging experience for a professor, since students enroll in this course arriving with varying interests and backgrounds and levels of competency. Identifying meaningful service learning experiences suited to the tastes and needs of First Year Experience students ought to involve a both pre-arranged service learning options (e.g. service learning reading or tutoring in local K-16 schools or creating promotional literature for use in peer-mentoring advising) and a choice in self-selection (e.g. student leadership development in a Habitat for Humanity service learning project). If the student would rather arrange his or her own service learning component with a new or existing community partner, then the student may have that right. Nevertheless, students

are expected to start early and submit regular reflective assignments to report on findings and results during the course of the semester. Helping students identify and address needs of community (whether on or off campus) can help students make connections early on that can help them connect to campus resources. This presentation will report on the design process and discuss how the professor, assigned peer mentor, and classmates can provide a meaningful support mechanism in the context of the service learning experience.

I Need a PAL: How Peer Academic Leaders at the University of North Carolina Greensboro Assist With the Development and Transition of Underprepared First-Year Students

Leslie N. Brown
University of North Carolina Greensboro, USA

Increasing the success rates of first-year students remains a pressing concern in higher education – and rightly so. Numerous scholars have noted that many students have difficulties balancing their academic expectations and obligations (coursework, studying, and planning) with their need for social involvement. When students falter in this area, it affects retention and persistence. Colleges and universities have sought to help first-year students in this matter by establishing peer-mentoring programs. Although the structure of these programs varies from institution to institution, many of them provide academic enrichment, support, and guidance by pairing an academically successful mentors with a struggling first-year student. Proponents of such programs believe they help raise student achievement and thus improve educational outcomes for participants. Furthermore, they allow successful mentors to model positive behaviors as well as help improve the self-efficacy, cultural competencies, and social development of first-year students. This qualitative case study will examine the Peer Academic Leaders (PAL) program at The University of North Carolina at Greensboro. By utilizing case study methodology, I will attempt to uncover whether PAL participants (mentees) believed the program helped them to succeed in college. This presentation will enhance the body of research on first-year students by explaining what ways, if any, peer-mentoring programs such as PAL help their academic growth.

Strategic Communication, Fundraising and Social Media: Three Examples of How Mass Communication Students Worked With Local Nonprofits to Increase Engagement and Build Their Portfolios

Kristin N. English
Georgia College & State University, USA

Do you have trouble getting your students engaged with course projects? Is it a struggle to apply theory to practical applications? Would you like your students to be more active within the local community? This set of case studies outlines how mass communication students, specifically in strategic communication, applied their skills to help local organizations with their limitations in time and manpower while raising a few dollars along the way. In addition to sharing these success stories, this session will provide key elements to focus your efforts on as you work to establish and maintain community engagement projects at your institution. The essential aspects leading to success were clear project goals, strong partnerships and multiple points of reflection. To illustrate these principles, the presenter will use projects that used partnerships with local Habitat for Humanity affiliate, Chamber of Commerce and education groups.

Humanistic Uses of Technology for Critical Pedagogy to Enhance Pre-Service Teacher Training Courses

Keri L. Rodgers
Ball State University, USA

The 1970's were the peak of humanistic education and critical pedagogy. Fast forward to the present day: Introductory education courses provide students with an overview of the responsibilities of today's teachers, Common Core standards, theories of learning, history of

education, and different forms of pedagogy. However, many times we teach our future teachers in ways that would never be encouraged in today's schools – focusing almost exclusively on lecture, PowerPoint, exams, and essays. New forms of technology allow for the democratization of the classroom that meets the various learning needs of all students in the classroom. Web 2.0 tools allow students to facilitate their own learning in a collaborative learning environment that embraces the unique contributions of each student in the classroom, giving them first-hand experience in a true 21st Century Community of Learners. This hands-on, interactive workshop provides educators with dynamic tools to integrate humanistic education and critical pedagogical practices using technology as a vehicle to create change in teacher education programs. Professors and instructors in this workshop will experience these practices first-hand transforming their own role into that a facilitator, coach, and mentor as their pre-service teachers experiment with different pedagogies and become fully aware of their roles and responsibilities as an educators in the 21st Century.

Global Math Initiative: A South African Higher Education Institution and USA Nonprofit's Quest to Enhance Academic and Cultural Experiences of High School Students (Case Study)

Munienge Mbodila
University of Venda, South Africa
LaToniya Jones
P.O.W.E.R. Organization (STEM focused educational non-profit)

The Global Math Initiative (GMI) is a pilot 2-year partnership between the University of Venda's Department of Science Enrichment Foundations (in the Limpopo province of South Africa) and POWER Org Math (a Michigan based nonprofit organization founded by a secondary educator and university administrator) to enhance academic and cultural experiences with STEM for under-prepared, under-served, under-represented high school students. University students in their first to third years of study will be involved with facilitating the Math Clubs and other GMI activities students. The GMI model supports one of the University of Venda's strategic goals to "facilitate the creation of platforms and opportunities for work-based learning, service learning and other forms of experiential learning for students at various schools". GMI programs are customized, based on POWER Org Math's 9-year history of integrating international standardized math trends, language barriers, learning styles, inquiry, math discourse, and research-based engaging/hands-on STEM activities. The goal of GMI is to affect student retention through community engagement and a sense of belonging in order to narrow achievement gaps between the lowest performing 9th-11th graders and their peers in one urban (USA) and rural (South Africa) high school while expanding opportunities in STEM academic programs and potential careers for both the secondary and university participants. This paper presents the first year reflections, results, and opportunities for expansion of the GMI model across two different communities.

Authentic Learning and Community Engagement through an Undergraduate Senior Project Course

Russell E. Walker
DeVry University, USA

This presentation examines the capstone Senior Project course in DeVry University's undergraduate business program, a 30-year institutional tradition in which student teams act as consultants to commercial and nonprofit organizations in the students' communities. Projects typically focus on solving real-world problems in marketing, operations, information systems, human resources, or accounting. Projects span 16 weeks and are structured into phases with written documents and/or presentations due at the conclusion of each phase. Case studies of several representative senior projects are presented to illustrate how senior projects incorporate characteristics of authentic learning activities: relevance, complexity, collaboration, reflection, and interdisciplinary integration. Post-project evaluations completed by students and

client organization sponsors indicate that projects help students integrate knowledge, develop collaborative skills, improve confidence, and build career portfolios, while delivering significant business value to clients. Evaluations of the teams' final reports and presentations by multiple administrators, faculty members, and industry representatives function as a key part of the university's program assessment and curriculum design efforts. The senior project tradition influences the university's overall learning climate and culture, encouraging students and faculty to focus on teamwork and practical skill acquisition across the undergraduate curriculum. Recently, challenges to student success in senior project have arisen due to several factors, including multi-specialty student teams; greater variation in students' prior course experiences; the growth of students taking courses online and at multiple locations; and the increasing geographical diversity of student teams. Adjustments to senior project course policies, schedules, and grading criteria have been made to address these challenges.

Building Distance Relationships to Support Local Communities: A Pan-Pacific Engagement on Indigenous Knowledge

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University of Alaska Fairbanks, USA
Ocean Mercier
Victoria University of Wellington, New Zealand

In 2007, we initiated a collaborative effort to bring together Indigenous and non-Indigenous students at Victoria University of Wellington, New Zealand and University of Alaska Fairbanks, USA through videoconferencing and an online written exchange around Indigenous knowledges. UAF graduate students were enrolled in a cross-cultural studies course titled "Documenting Indigenous Knowledge(s)" and VUW students in the Maori studies course "Indigenous Knowledge and Science". We repeated this exchange in 2009, 2010, 2011 and 2014 further developing and expanding it, using online Moodle and Blackboard forums, videoconferencing, Skype and Google Hangouts. The exchange in 2014 was our most collaborative and intensive. Our students shared eight 3-hour classes via videoconferencing, which included whole-class presentations, discussions, small discussion groups using Skype or Google Hangouts and shared performances. Students also engaged in three fortnight-long online forum discussions. This enabled students in the USA and New Zealand to form deeper trust relationships and to share many different issues related to Indigenous development in their own communities, whether theoretical or experienced. In this presentation, we discuss how our students benefitted from the building of a more intensive international collaboration. We also speculate upon how this international relationship helped our students to better engage with their own local communities, actualizing a 'glocalising' (Mercier 2011) approach to learning.

Students as Change Agents: Engaging with the University Community

Elisabeth Dunne and Derfel Owen
University of Exeter, UK

Although community engagement generally refers to activities beyond the institutional environment, this presentation will address an initiative that enables students to engage within their University, not just as a place for individual academic achievement but as a place where they can impact on their learning community, working in partnership with staff and peers. At the University of Exeter in the UK, students have the opportunity to undertake research on aspects of learning and teaching with which they are dissatisfied, and to respond proactively, taking responsibility for change in this environment, and improving and shaping their University provision. Over two hundred student-selected projects across almost all disciplines have included topics such as assessment and feedback, seminar provision, developing learning spaces, peer mentoring, digital literacy, sustainability and employability. Recommendations and solutions have impacted on many thousands of peers and have demonstrated significant impact on student satisfaction. For the institution, this means the continuing development of learner-centred approaches and the promotion of evidence-based growth; for students it

provides an authentic context for understanding how complex organizational change is managed, and gives them experiential learning in bringing about change. Qualitative evaluation through survey feedback suggests a need for continued effort if deep-rooted and transformational change is to be achieved, promoting enhancement and innovation of value to all students. None-the-less, evidence highlights that institutions could gain significantly by recognizing universities as authentic workplaces in which students can gain meaningful and insightful learning along with the leadership skills to become the change agents of the future.

Engaged Learning in the Classroom for Personal and Systemic Change: An Experiential Model

Jerry Petersen
Utah Valley University, USA

Engaged learning is often characterized as the process of establishing connections to organizations and communities outside the classroom; my discussion focuses on the promise of engagement inside the writing classroom by fostering an environment that models principles conducive to positive personal and systemic change. In the writing classroom, I, as do so many others, champion core principals grounded in notions of democratic citizenship and civic engagement; however, these might be too narrow to create common ground in an increasingly shrinking world in which political ideals are often at odds. Inspired by Gwen Gorzelky's study of the literacy practices engaged by the guided meditations of Zen Buddhist monk, Thích Nhất Hanh, I'll examine what an alternative model for creating common ground among a community of learners might look like in classroom experiential practice. Gorzelsky claims that along with conceptual and procedural knowledge, experiential learning leads to systemic change because it involves a recursive transformation of oneself, as former beliefs, emotions, and other subjective positions are transformed in the process of observing core principles. The critical framework establishing common ground in Thich Naht Hahn's Buddhists literacy practices center upon the concept of "interdependence," a term that understands circumstances as multi-causal and not solely the product "bad" or "good" actors. I examine the ways a classroom might practice a core value such as interdependence through a system of coursework and grading that rewards peer-to-peer cooperation and interaction at a higher than usual levels, reflecting and integrating interdependence in both course structure and assessment.

Am I Really Making a Difference?: Embedded Evaluation in Service-Learning to Model Evidence-Based Civic Engagement and Social Responsibility for Undergraduates

Christina Chavez-Reyes
California State Polytechnic University, Pomona, USA

One of the generational differences with millennials is their fervent desire to change the world, which has been undervalued in higher education instruction. While many colleges and universities' aspire to creating active citizens with a sense of social responsibility, little is known about whether undergraduates develop these qualities in a manner that can be sustained throughout their lives. Literature acknowledges that college students can leave a service experience having reinforced unexamined perceptions of the community as well as having inflicted further emotional and psychological harm on vulnerable community member organizations serve. This presentation describes an embedded evaluation design in a short-term (six weeks) life coaching program to ascertain whether impacts are bi-directional or reciprocal for continuation high school participants and college coaches. The design also includes an evaluation team as a service option, where it collects, analyzes and presents survey data to inform coaches at term's end of their effectiveness and value to the community. The design is a service model to help students to value evidenced-based practice to measure their service as well as to value direct, authentic feedback from community members as an indicator of their success. The resulting mindset can be used to cultivate life-long civic engagement and social responsibility beyond numbers of hours served, grades and self-gratification.

Club Éxito/Success Club: A Community Engagement Project

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Latino Resources (NFP), USA
Cinthya Rodriguez
Northwestern University, USA

At a Midwestern suburban high school (MSHS), Latino enrollment has increased tenfold since 2000. However, Latino student participation in extracurricular activities, specifically programs related to college and career pathways has remained significantly lower than any other student groups at the MSHS. A local Latino nonprofit organization designed an action research project that brought together high school students, and adult mentors to learn what factors influenced and/or prohibited Latino students from joining a new program (Club Éxito/Success Club) at the MSHS. Drawing from intergroup contact theory as a theoretical framework for the pilot study, Club Éxito was implemented to promote positive youth and adult partnerships by bringing together high school students, college students, business leaders and local professionals. Through its innovative student centered curriculum, the goals of Club Éxito strive to promote self-awareness, self-confidence, self-esteem and self-determination while introducing students to college and career readiness skills, pathways for college and career preparation and strategies for promoting positive student outcomes for success. Through interviews and surveys, an examination of the program's first year findings revealed candid insights about what students' expectations were for joining Club Éxito and what students perceived to be beneficial for their overall positive youth development. What also emerged is a blueprint for the evolution of the Club Éxito program to include a service learning partnership that would positively impact the community at large. The presenters share unique perspectives about their involvement with the program and how they perceive the MSHS can support Club Éxito's growth for year two.

Taking it to the Streets: Ethics, Reflection, and Integrity in Service Learning

Teresa (Teddi) Fishman
The International Center for Academic Integrity, USA

The good news about service learning is that it allows students to experience the complications of real-world issues. The bad news is that sometimes, the issues are so complex that even veteran instructors are nervous about how best to address them. This presentation will present suggestions for teaching students how to tackle tough issues in systematic, analytical, and reflective ways that help them develop their own ability to identify and assess ethical issues.

Building a University-Community Partnership to Promote High School Graduation and Beyond: An Innovative Undergraduate Team Approach

Ann B. Brewster, Paul Pisani, Max Ramseyer and Jack Wise
Duke University, USA

We will summarize the first year of an innovative undergraduate team approach to building a university-community/school partnership for the purpose of increasing high school graduation rates in a nearby school district with the lowest graduation rate in the state. Our project was supported by the Bass Connections undergraduate development initiative at Duke University. The team's activities were based on the principal investigator's conceptual model which integrates research, community engagement, and undergraduate education. The model is designed to address a social issue (in this instance, school dropout prevention) by having a faculty member engage with communities and schools to conduct research taking a participatory approach while at the same time engaging undergraduate students systematically in the process of developing the research idea, establishing the working relationship with the community, and evaluating progress. As team leader, the faculty member works to foster undergraduate development, not only in substantive knowledge and skills building, but also relationship-building, leadership, developing a sense of one's own purpose, and intellectual ownership in the process and products and experience. We will describe our theoretical and

research-based approach to community collaboration, the steps and processes involved, and the activities (e.g. meetings with school personnel, school and community tours, school personnel interviews, mentoring high school students). We will also describe our Bass Connections meeting structure and components, our team approach (researcher and students having unique and important roles), and the outcomes – building trust, specific impact of the collaboration on dropout prevention, challenges, sustainability, and future directions.

Incorporating Service Learning and Community Engagement into the Business School Curriculum

Cynthia M. Orms
Georgia College & State University, USA

Part of the mission of our University and the College of Business is to develop responsible citizens who have a global perspective, an appreciation of diversity, and an awareness of ethical issues and obligations. Further, the College recognizes that "[r]esponsible citizens contribute to their community." In the Business Ethics course, required of all Business majors, these goals are addressed through the incorporation of service-learning and community engagement. The course takes the academic experience outside the classroom and beyond the campus to create real-world connections and community engagement. The Service Learning activities combine meaningful service with academic study through structured, guided reflection; fosters learning that is "continuous, connected, challenging, and contextualized"; differs from volunteerism; and blurs the distinctions between "service" and "learning." This presentation will outline the steps needed to integrate a community engagement component into a course, create meaningful reflective assignments, and assess the experiential learning in the course. The presentation will also illustrate the use of Fink's Significant Learning and Bloom's Taxonomy. The audience for this presentation will be educators currently using service learning and those who wish to do so.

Extending the Classroom to Community: Incorporating a Community-based Participatory Research Project in an Undergraduate Course

Tabassum Rashid and Hanan Asghar
Effat University, Saudi Arabia

Higher education institutions worldwide are increasingly required to engage community through incorporating service learning in the formal curricula, with the aim to foster long term and meaningful relations for the mutual benefits of all stakeholders viz., students, universities, and community participants. This paper enumerates the experience of researchers, a group of ten undergraduate students from the departments of Psychology and Marketing Management of Effat University, a community partner Saudi Kadir Company, who embarked on a collaborative research project to explore the feasibility of part time jobs especially for student workers by assessing the perceptions and expectations of prospective employers as well as employees in Saudi Arabia. The 'Student Workers' is an unfamiliar concept within the Kingdom and through this project, using the sequential exploratory design involving hundreds of students from several universities and scores of company executives as participants, the outlooks transformed and collective positive outcomes ensued. Students got actively engaged in carrying out varied project related tasks, conducting Focus Group Interviews with company executives and student groups, brain storming and creating ideas, reflecting on the outcomes, helping in developing and translating the surveys, and collecting the data. The research results were shared with all the stakeholders and a strong foundation was formulated between the researchers and the community partners to facilitate opportunities for future collaboration. The framework and outcomes derived from this project are discussed as a prospective way of teaching, learning, and research replacing the traditional academic activities and research, especially at undergraduate level in Saudi Arabia to bridge the supposed gap between the required and actual skills, through genuine, significant, and purposeful engagement of students with the communities they will serve.

Key words: Service learning, Student- community Engagement

Promoting Student Engagement through the Advocacy of the United Nations Sustainable Mountain Development (SMD) Agenda: Case Study of Utah Valley University

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Utah Valley University, USA

UVU joined the Mountain Partnership (MP), a coalition of global institutions jointly promoting the SMD-agenda under the Food and Agriculture Organization of the United Nations (F.A.O.-U.N.), in 2006. It hosted the international Women of the Mountains Conferences in 2007 and 2011 in Orem, UT and in 2012 in Puno, Peru. Those efforts were highlighted in the U.N. Secretary Generals' reports on SMD as contribution from UVU to the U.N. gender agenda. The latest report from August 3, 2013 features UVU as the only North American university to do so. The report on SMD in North America for the U.N. RIO+20 Conference in Brazil in 2012 also emphasized that UVU was able "….to strengthen the regional approach for advancing the SMD and gender agendas … and involving youth from Utah high-schools and UVU students in the conference activities…." This paper shares the involvement of the Utah International Mountain Forum (UIMF), a coalition of student clubs at UVU with global mountain activities since its creation in 2011. UIMF successfully contributed to the agendas of the U.N. conferences, including the landmark RIO+20. Those efforts combined with SMD-advocacy on the local level, allowed students to gain professional skills and knowledge in order to be better prepared for graduate schools and future careers. The future successes of UIMF require an expansion of networking within the larger Rocky Mountain region.

A Code-Switching Study on the Speech of Manado Malay, Bahasa Indonesia, English and German by Manadonese Multilinguals in German Language Department, Manado State University

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Manado State University, Indonesia

An interesting phenomenon was found within students and lecturers of the German Study Program at the Faculty of Languages and Arts, Manado State University due to their magnificent ability to speak more languages, such as Manado Malay, Bahasa Indonesia, English and German. This phenomenon has led to a preliminary research into the speech behavior of multilingual educated students and lecturers in German Language Study Program who speak Indonesian as their first language, Manado Malay as their mother tongue spoken throughout the province of North Sulawesi as lingua franca, English as a foreign language which has been learned since in primary schools and German as the other foreign language which is currently being learned in German Language Study Program. This preliminary research is carried out by recording their conversations in order to obtain their speech acts as important data collection in the research. Although they cannot be said to represent the average young Indonesian adults, there are quite a few people within that particular circle, young, educated, and with a good future study ahead of them that seem to share the same bilingual and even multilingual pattern in their speech acts. Based on the research finding, it can be concluded that code-switchings in German has the most frequent switchings which occurred in informants' conversations. This claim is based on the total percentage of the German code-switchings with 76%, while English, Bahasa Indonesia and Manado Malay have just reached 47%, 74% and 44%.

Engaging Students With the Community through the Flipped Teaching Model: Findings from an Experimental Study

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Attendees will learn about flipped teaching and brainstorm on how the flipped method can facilitate community engagement activities in their own classrooms. A previous study on flipped learning analyzed the effects of the flipped classroom on the variables of a critical thinking

rubric used by a Christian liberal arts college. Additionally, this study examined the effects of the flipped classroom on seven sub-scales from the CUCEI. Six professors agreed to include three different types of matched control courses (two literature surveys, two Composition I courses, and two Theology III courses). Experimental professors flipped at least 25% of their lessons during the study period (fall 2013). Out of 130 students, N = 97 agreed to participate; n = 97 (75.6%) were included for the critical thinking rubric, and n = 62 (47.7%) were included at posttest for the CUCEI. Of the critical thinking variables examined, Argues with reasons and evidence was significantly better (MANOVA, $p < 0.001$) in student papers from the flipped group (critical thinking rubric). Regarding the classroom environment sub-scales, the flipped group had a better classroom environment than the controls on Innovation and Individualization (post-hoc pairwise comparisons, $p < 0.001$), whereas the control group performed better than the flipped group on Personalization ($p < 0.05$). The sub-scale Task Orientation was similarly ideal for both groups. In conclusion, the flipped classroom provides professors more classroom time than traditional teaching to focus hands-on activities and writing. Additionally, flipping the classroom engages students through an innovative, autonomous classroom environment.

An Example of University-Community Engagement in Turkey: a Case Study

Burcak Cagla Garipagaoglu and Berna Guloglu
Bahcesehir University, Turkey

Community engagement is currently a hot debate which receives considerable attention from higher education administrators, university professors, students, corporate leaders and society at large. The purpose of this study is to examine the contributions of the project "Social Me" on the learning environments of a university in Turkey. The project has initiated by a young social entrepreneur studying at Bahcesehir University. The project which was initially supported by the young social entrepreneur's own university suddenly became well-known when the project rewarded by a TV show contest called "Do you have an idea". The aim of the project is to help children between the ages of 7 and 13 improve their social skills through the workshops on painting, music, drama, photography, and sports in the country's disadvantaged areas. The project which started with only 12 students now reached 50. For this case study, nine of these students will be interviewed regarding the role of the project both on their university experience and personal development. Moreover to gain in depth perspective on the impact of the project as a whole a university administrator who is highly involved in the project will be interviewed. The findings of this qualitative study will be analyzed by the content analysis method. Findings are expected to give insights to university leaders and faculty members about the role of community engagement projects on the enrichment of learning environments of the university.

"Think Global, Act Local": Just a Slogan or a Challenge for Teachers?

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The advent of new technologies has rapidly affected the whole world. As a result, the perception of leaving in a borderless world has easily permeated human beings thinking and acting. For several years the globalization's phenomenon constituted the central interest of scholars, practitioners, business schools and teachers. At the close of the previous century the necessity to devote specific attention to the local dimension clearly emerged. An European Union (EU) act, highlighted that the European economy is based on over 98% of small and medium-sized enterprises (SMEs), and that to help them to survive in an increasingly globalized world, they must have the skills to "think global and act local". To achieve this goal, managers possess the appropriate knowledge? They possess the adequate skills? What kind of changes are Business Schools adopting in their training offer to take into consideration SMEs specific needs? And, in which way teachers are reaching the challenge to modify their programs to prepare students to be "glocal" citizens and managers of tomorrow? The aim of this work is to analyse – at least two universities in each member country of the EU – with the purpose to highlight if, and in which

way, Business Schools are preparing their students to be "glocal managers". To achieve this goal an online survey methodology will be adopted.

Engaging Students in Community Public Health Activities through an Online Course

James William Brown
Kean University, USA

An online, award winning, Introduction to Public Health course was designed for all 19 community colleges in New Jersey to provide a capstone experience where students shadow public health professions or attend public health events and report these experiences back to the rest of the online class. Students were required to shadow a public health profession in their community and create a capstone report posted to the online course sharing this experience with other students. Students shadowed public health professionals who worked for a local county or state health department or belong to any number of public health related services or non-governmental organizations such as a county mosquito control commission, a sewage plant operator, a regional Maternal and Child Health Consortia, a health educator, a regional administrator for the American Health Association, the American Cancer Association, etc. Alternatively they could attend a public health event or meeting or participate in a public health activity such as manning a soup kitchen, attending a local Board of Health meeting, attending a public health symposium, participate or attend a health fair, visit a homeless shelter or rescue mission, etc. Students were required to respond to another student's paper and post to the discussion what they found interesting or have learned from their capstone report. Students learned firsthand what public health does in their community and provides a bridge from an online public health course to the public health needs of their community.

Engaging EFL Learners through WeChat: A Mobile Phone-Based EFL Learning Project in China

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Inner Mongolia Normal University, China

History of computer assisted language learning (CALL) has witnessed the gradual and passionate emergence of a variety of technologies applied to the language teaching and learning process, such as network-based language teaching (NBLT). With the help of the technology, students learn English as a foreign language (EFL) can practice regularly with their peers in or beyond classrooms. Compared with CALL research, mobile phone-based empirical studies have relatively shorter history. Thus, a network-based mobile phone project presented a WeChat platform where learners can expose themselves constantly to EFL, link learning with daily experience in a secured environment, make use of present knowledge and physiological, intellectual and cognitive skills (Beatty, 2003) to increase motivation and make behavioral adjustments in the process. Two EFL university classes in China set up two groups via WeChat on mobile phone. The researcher collected quantitative and qualitative data, including a survey, informal interviews and more than 8000 messages covering informal topics in different forms. Students spoke highly of opportunities to practice speaking, listening, reading, writing, translating and critical thinking skills. They participated with some incompletion of tasks and had also obtained perceptions on their classmates, the teacher and the role that technology played. They also reported student-related, teacher-related and technology-related obstacles to the effective communication. Surprisingly, the WeChat project has created a more flexible by-product that is still in use now by the previous project students. To study in a more profound way, the researcher will do a longitudinal study in one of the two groups to learn the effectiveness of internet-based mobile phone as a portable and handy platform for EFL learning.

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An Interdisciplinary Approach to Higher Education and Community Based Social Engineering – A Missing Concept – An Over View

Subhashini Rajpuri Singh
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A holistic approach to higher education is the need of the hour, to enable the students to acquire a healthy attitude towards the integration of their learning that will lead to knowledge and its use for community welfare and progress. Higher education is often sough after for the sake of better employment, but the ultimate aspect of gaining enlightenment through knowledge acquisition that would empower the student to become a better individual by expanding his or her horizons of thought and give back to the community is yet to be established in the realm of higher education. A community is the basic unit of a society, several such communities do co-exist in the social fabric of a society; but if the social fabric is weakened due to in appropriate social engineering, promotes unrest in the minds of youth, a majority of them being students, then, can we expect the students to focus on their better performance and be self-motivated? A better social engineering is possible through the study of social sciences that would generate some social scientist who can through their research shall find out how to strengthen the social fabric of the society, while the focus is on the millennium development goals through the study of science and technology but the higher education is generating manpower for the industry (IT) it is questionable that why the study of social sciences is not integrated with the study of pure sciences and technology, create an interdisciplinary approach to higher education

An Examination and Analysis of the Perceptions of Law Students in Relation to the Depiction and Representation of Female Lawyers in the Media and Film

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The majority of law students attending UK universities are now female. Female lawyers and other female legal professionals are traditionally depicted as pre-occupied with welfare & family law and community support, and less prominently in more confrontational areas of law such as the civil and criminal bar. This paper will explore and challenge the importance of the current media representation of the female lawyer with regard to the expectations and ambitions of law students both actual and potential. This paper will be underpinned by multi-layered, qualitative empirical research in this area, the aim of which is to explore the perceptions of law students within the research institution and associated collaborative universities throughout the UK in relation to the depiction of women lawyers within media and film. This study should prove an important addition to existing research in this area [see below] and will have implications for community involvement in relation to gender equality issues, most particularly with regard to the recruitment of and career decisions of female lawyers within the UK. This study may well be extended to other HE institutions in UK, the EU and US, and there are considerable opportunities for collaboration.

Enhancing Classroom Learning Through Business Collaborations

Linda Poisseroux
Centenary College, USA

This community collaboration session will elaborate on the processes involved and learning experiences derived from a Marketing Research class partnering with a local business. In spring 2014, the Marketing Research Class at Centenary College had the opportunity to collaborate with a local Philly Pretzel Factory franchisee. After their initial meeting with the client, students discovered that the client wanted to learn more about their customers and begin building a customer profile. To date, the client did not have a solid understanding of who their customers were in terms of demographics, purchasing behaviors and current needs/desires. In collaboration with the client, students performed on-site observations, created and launched an online survey for existing customers and collected on-site surveys. In addition, students

surveyed the campus population to ascertain brand awareness and product desirability. Students then focused on analyzing data relative to building a customer profile and determining local brand awareness. As a result, their efforts helped the client develop a better understanding of their customer base assisting them in providing relevant and focused marketing campaigns. This study also provided the client with insights into non-customers and how promotional efforts could reach this untapped market. These experiential and collaborative projects with local community businesses provide invaluable learning experiences for students that surpass traditional classroom learning. In addition, these collaborations provide a valuable service and new perspectives to the partnering businesses. These experiential and collaborative projects with local community businesses provide invaluable learning experiences for students that surpass traditional classroom learning. In addition, these collaborations provide a valuable service and new perspectives to the partnering businesses.

Who's Read My Essay? Public Assessment and Student Performance

Marjorie D. Kibby
The University of Newcastle, Australia

Case studies of university courses that use assessment that can be viewed by peers, family and friends, and the wider public, suggest that writing for a public audience and receiving feedback from that audience can have a positive effect on student performance. Research into factors that make a difference to student achievement, show that the most significant influence is feedback (Hattie & Timperley, 2007). However students respond more positively to feedback in the absence of grades (Black & Wiliam, 1998), seeing feedback as a comment on their learning, and grades as a reflection of their ability. In the three courses studied, Popular Culture assessed the use of Twitter to comment on contemporary examples of popular culture, Music and Culture assessed the use of a Blog to reflect on a music genre, and Digital Culture assessed the ability to collaborate with the public in editing Wikipedia. The case studies looked at feedback from readers and the students' responses to these, comparative student grades, and student evaluations of the course assessment. While acknowledging the limitations of a convenience sample, the case studies seem to suggest that responses from the general public had a number of specific effects including: providing feedback not associated with grades; creating a perception that the task was "authentic"; introducing novel or unplanned elements to the task; and motivating students to self-assess and edit their work. These had a flow-on effect of increasing student engagement in the assessment tasks and making a difference to the levels of achievement.

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Cafeteria Style Grading: Giving Your Students Choices

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With cafeteria style grading, students get to choose to do those assignments, quizzes or tests that appeal to their own learning interests or styles and do not need to complete all the assignments to get an A grade. Rather, they complete those assignments desired in order to earn the applicable points. Three instructors offered a total of thirteen sections of a general education science class called "Fundamentals of Technology" from January 2012 to December 2013 using a cafeteria-style grading method. There are over twice as many points possible in this course than are required for an A, giving ample freedom to choose assignments. Some types of assignments available to students include but are not limited to: construction of models or prototypes, interviews of community members, open book multiple choice questions,

the creation of teaching modules, short academic papers, and recorded group discussion. These instructors found that half the students overall obtain an A grade and 9% of all students actually go above and beyond the requirements of an A grade by at least 5%. Actually, about 4% of students complete more than is required by an additional 10% or more. This presentation discusses what cafeteria style grading is, why it seems to work, and how it helps students feel engaged at a multitude of levels including via personal engagement in the topic, ownership in decision making, service learning, collaboration with others, and hands-on applied learning.

Integrating Community Involvement in Urban Design and Planning Education

Andrea L. Frank and Louie Sieh
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Community involvement in design and planning has become an important aspect of planning practice. The rationale for involving local stakeholders in development and planning for regeneration, public realm improvements etc. has been well rehearsed; scholars agree it helps deliver better decisions, builds community and encourages democratic credibility. However, while public participation ranks high in the ethos of contemporary planning practice (at least in many Western democracies) implementation often fails to go beyond the perfunctory. We argue that public participation skills – not just theory need to be embedded in planning education curricula if community involvement practices are to become a valued standard in the planning progress. Pedagogically this is not a trivial endeavour. While compelling evidence exists, that students can gain meaningful and valuable insights into the complexities of professional practice through real-world projects, and that in fact there are unique co-learning opportunities to such university-community engagements – barriers and risks related to integrating community-based 'live' projects in university courses should not be underestimated. These entail matching activities with university time tables, learning outcomes, faculty input, and unintended political interference that may jeopardise community trust in engagement processes.

The contribution critically examines advantages and disadvantages of integrating real-world community engagement activities in an urban design studio. Using in-depth interviews with community participants, student reflection statements and course evaluations from five years, we explore student learning, values attributed to the experience by students from different cultural backgrounds and impact and value gained by community partners. The contribution critically examines advantages and disadvantages of integrating real-world community engagement activities in an urban design studio over a period of five years. Using in-depth interviews with community participants, student reflection statements and course evaluations, we explore student learning, values attributed to the experience by students from different cultural backgrounds and impact and value gained by community partners.

Back To Basics – Engaging Students by Involving Them in Assessment

Alison Bone
University of Brighton, UK

The author runs a 20 credit (and thus 20 week) elective for final year undergraduate law students available to both Law and Business undergraduates. This is assessed by a closed book examination, weighted at 70% of the final mark and includes 20 multiple choice questions each worth one mark each. This year the students are writing these questions and a selection of these to be used in the examination will be made by the tutor. They write them weekly, are given feedback and a small selection are used in seminars for them to practise and engage with the material. A short questionnaire indicated that students (n = 29, 85% response rate) recognise this novel way of manipulating material is helping their learning. The tutor also benefits from a weekly interaction with participating students when she gives feedback by email – around 70% complete them.The proposed session will discuss this novel approach to using multiple choice questions and will engage the audience by running an exercise showing that writing a good multiple choice question can be challenging and test more than surface knowledge – indeed

reaching analysis on Bloom's taxonomy. Examples will include problems as well as standard knowledge questions.

Engaging the Community of Learners: Exploiting Online Platforms for Meaningful Interaction

Naomi Jeffery Petersen
Central Washington University, USA

For decades teachers have struggled to isolate students and eliminate the 'distraction' of socialization. Dewey is known for observing that school is where we come together to learn alone. In contrast, constructivist pedagogy argues against such isolation, citing the value in such concepts as self-efficacy, choice theory, intersubjectivity, and self-regulation. This highly influential factor in successful learning is well documented in cooperative learning research as well as ongoing studies using the National Survey of Student Engagement. Ironically, the trend in higher education is toward even less personal contact but greater accessibility with the use of online platforms. Although online platforms provide fast and convenient access to information and are technically able to facilitate interaction, the structure of assignments such as discussion boards can undermine engagement. Many students complain that required participation in discussion boards becomes trite and tedious, resulting in resentment toward the technology, the instructor and even their colleagues. One problem is the misuse of online learning platforms for holding students accountable for reading instead of exploiting its innovative features to develop a social network that enhances the learning environment in class as well as among students outside of class. Presented here is an introductory assignment in order to minimize those disadvantages while developing a cohesive and cooperative culture. The success of social networks, e.g. Facebook, informs the practice illustrated here: Graphically displayed are key decisions that will "nudge" students into greater engagement, more thoughtful processing of ideas, and much higher levels of achievement.

An Increase in Use of Learning Strategies for Student Success: A Study of Student Self-Reported Data

Laura Snelson and Renee Borns
Utah Valley University, USA

One of Utah Valley University's (UVU) core themes states "UVU supports students' preparation and achievement of academic success at the university." Our college success course (SLSS/CLSSS 1000 University Student Success) is designed to support this particular student success objective by teaching learning strategies for success in the classroom. Such learning strategies include listening and note-taking, developing memory practices, reading and studying, and taking tests. This research study evaluates the extent to which students self-reported responses indicate that an experiential gain in students' understanding and use of such learning strategies after completing the course is occurring. This research examines differences in students initial and final mean responses to a questionnaire designed to measure the degree to which students experienced gain in using such learning strategies.

Gamification in Education

Jared R. Chapman
Utah Valley University, USA

What makes games like Angry Birds, World of WarCraft, and Plants vs. Zombies so addictive? What is it about games that make them so popular and what makes people want to spend so much time in them? More importantly for our context, what can we learn from games that might encourage students to want to spend more time in their studies, be more engaged, and ideally learn more? Seeking answers to these questions is at the core of gamification principles. This presentation describes how gamification can be applied in education and provides an example of gamification applied in a Management department Organizational Behavior course.

The goal is to create personal and meaningful experiences for students where large class sizes or online formats limit one-to-one interaction. To be clear, gamification is not about making games out of non-game situations, like an academic class. Instead, it is drawing upon 40 years of video game practice to identify tools for increasing motivation and performance and applying those tools in non-game environments, like the online portion of a class. The theoretical foundations for gamification include operant conditioning, reward structures, and schedules; extrinsic and intrinsic reward systems; and self-determination theory. In practice it involves gamification technologies like dashboards, leader boards, collectibles, milestone and performance tracking, achievement badges, progress indicators, conditional activities, adaptive quizzes, peer review, and instructional simulations. Focus also includes asynchronous student performance and allowing multiple paths through course content.

Experience as Textbook: Civic Engagement for Career Development

Katie Leigh Treadwell
University of Kansas and Teachers College, Columbia University, USA
Brian Mitra
Kingsborough Community College, City University of New York, USA

Presenters will explore how experiential learning opportunities, specifically service-learning, foster career exploration, development of transferable skills, and readiness for employment and/or higher education among community college students. By drawing upon experiences leading service-learning opportunities, career development, faculty partnerships, and leadership development at urban community colleges, the presenters will share an approach to community college education rooted in experiential learning. The session will draw upon Usher, Bryant, and Johnston's model of learning from experience to develop students' vocational practices and help "learners become more empowered to respond to their changing vocational environments" (Merriam, Caffarella, & Baumgartner, 2007, p. 68). These impacts are illustrated through the programs and student voices of a community college recognized for its service-learning opportunities. Colleges and corporations share responsibility to prepare citizens (Holton, 1998). Community colleges must take the lead in developing these partnerships and designing learning environments that benefit students and community, in turn creating a next-generation workforce.

Student Directed Activities within Our Community: Crossing Disciplines, Engaging Students, and Changing Perspectives

Colleen Marie Bye and Anne Arendt
Utah Valley University, USA

When I taught for one year at junior high school, I realized many students had already formed seemingly deep-seated, unenthusiastic opinions regarding mathematics. As an instructor in the development mathematics department at Utah Valley University, I have found that these sentiments have persisted. As teachers, we answer the questions of, "When will I ever use this?" by coyly explaining the enhancement of critical thinking skills, improvement of analytical ability, and the sort.

"Regrettably, a recent survey finds that more than 60% of employers say applicants lack 'communication and interpersonal skills' … A wide margin of managers also say today's applicants can't think critically and creatively, solve problems or write well." (White, Martha, 2013.)

Still, while student debt is accumulating faster than credit card debt, colleges are trying to find ways to develop these various skills. Our solution is to create meaningful student guided events that will cultivate these abilities. Additionally, we want to provide context and application for students studying math in the hopes of changing negative attitudes. Our paper will detail one such type event and explore the compelling reflection pieces offered by our students afterwards. We found that when students created and then assisted sixth graders in solving math problems relevant to an area of study, their views shifted concerning the importance of this subject.

Also notable, were improved attitudes not only on mathematics, but problem solving in general. Most importantly, students enjoyed interacting with their community, providing a service to other students, and engaging in the learning process.

To Graduation and Beyond: Strengthening Curricular Connections after Graduation through Reflective Journaling

Francine B. Jensen
Utah Valley University, USA

The final semester of nursing school finds students struggling with the demands of finishing mandatory clinical time, preparing for their national boards, and applying for their first nursing jobs. This study was generated out of concern that due to the stress of the final semester, the content of the didactic course was not retained long enough for students to apply the information in their nursing practices after graduation, where the information was actually to be utilized. The idea of reflection as a valuable learning tool for students receiving practice-based educations has been touted since 1983 (Schon). Nursing education has used reflective journaling for students for many years, and this educational practice continues to show clear rewards for clinical experiential learning and enhances student readiness for direct patient care (Benner, Sutphen, Leonard, & Day, 2010). However, the value of the longitudinal effects of guided reflective journaling for the new graduate nurse is lacking in the research. Therefore, a longitudinal, phenomenological study was initiated using guided reflective journaling on didactic topics, coupled with post-graduation and concurrent practice reassessment of these same topics. The efficacy of the topics within the newly working nurse's practice was then assessed. The implications of this study allow nursing educators to take confidence in the educational tool of didactic journaling which positively affects nursing students during school but shows even greater gains over time as students apply the information in practice after graduation.

Learning Communities: Lessons Learned

Colleen Bye and Stacey Waddoups
Utah Valley University, USA

Learning Communities can be a catalyst for students to deepen their levels of commitment to their education, their classmates, and their community. In fact, National Survey of Student Engagement (NSSE) has identified Learning Communities to be one of their six high-impact practices. Engagement is a core theme at Utah Valley University (UVU). Many of our Learning Communities support that mission through service-learning, another of NSSE's six high-impact practices. Although research indicates that Learning Communities can be transformative for students and teachers, the myriad considerations for implementation, impact of best practices, and strategies for assessment are not sufficiently addressed. Our paper will provide guidelines to help others develop successful Learning Communities at their institution. We will present pass rate and retention rate data since the inception of Learning Communities at UVU in 2011. Yet, we have found that the impact of Learning Communities and service-learning cannot be expressed solely through quantitative analysis. Thus, we will also provide compelling student reflections on their experiences in these courses and share our experiences, triumphs, and disappointments in teaching Learning Communities at UVU.

Rules of Engagement: Turn Your Math Class into an Interactive Learning Community

Fred Feldon
Coastline Community College, USA

Teaching by lecture (in any discipline) doesn't work for most students. The presenter will define engagement and offer tips and tricks, pedagogy and best practices that allow students to enjoy themselves more, construct their own understanding and develop greater ownership of the material.

The Benefits of giving: A Study of Learning in the Fourth Age and the Role of Volunteer Learning Mentors

Peter RS Lavender
National Institute of Adult Continuing Education (England and Wales) and Open University (UK)

Learning for the Fourth Age (L4A) is a social enterprise which recruits, trains, places and matches volunteers ('learning mentors') with older people living in care or domiciliary settings. Older people and volunteers form partnerships which develop around a focus on learning and areas of interest identified by the older person. Building on the discipline of educational gerontology, L4A promotes the value of learning as a tool for increasing wellbeing in later life and its vision is to improve quality of life through mental, social and emotional stimulation tailored towards the specific needs of vulnerable older people.

This presentation reports on the findings of an independent evaluation, drawing on qualitative interviews with 69 people involved inL4A's provision within five key areas determined by the organisation. Our paper discusses key findings from the generative aspects of L4A's work by highlighting the rich experiences of learning mentors who were unexpected mutual beneficiaries. By drawing on diverse literature in relation to volunteering with older people, we were able to identify that the L4A learning mentors offer a unique contribution through dialogue (Freire, 1970) which is distinct from traditional befriending. Through their relationships with older people this specific group of volunteers demonstrated the importance of learning interventions in achieving more transformational outcomes for promoting the older person's self-reported wellbeing. The extent of reciprocity and generativity identified challenged traditional stereotypes of what older people might contribute to social relationships outside of those with family, friends and associated with formal care. Further, for those learning mentors who were students in higher education, the experience had unexpected benefits – encouraging some to change their future career intentions, life choices and courses as well as employability. Other non-career related benefits included changes in thinking about the learning mentor's own family and reflective comments on end of life experiences that were clearly life changing. Learning mentors demanded to extend their networks beyond what was traditionally offered by the organisation.

Through discussion of these themes, this paper aims to stimulate further debate about the complexity of the landscape in which members of the community interact with opportunities to volunteer and the challenge posed for those using volunteers to capitalise on their contributions. There is a need to transgress more traditional notions about volunteering currently embedded in policy and to explore generative themes of altruism and reciprocity. We consider some of the implications of our findings for how volunteers are supported and trained alongside recommendations on how government policy might direct the improvement of support for older people in care settings by engaging with more radical models of lifelong learning which promotes reciprocity and transformation within care.

The Role of Trust in E-learning Engagement

Sara Almudauh and Gail Hopkins
University of Nottingham, UK

Recent years have seen a significant increase in the use of e-learning technologies in Higher Education, but encouraging engagement and participation is an important issue that remains challenging. Several research studies have examined what drives students to participate in e-learning communities and how to encourage participation. Others have explored the role of trust in e-learning but very few have examined the connection between trust and participation in online education communities. We report on a study conducted with students in a Higher Education institution who have been attending face-to-face lectures but with content and online forums provided for them in Moodle. The study aimed to examine students' levels of participation and engagement in this online environment and find out what factors might contribute to encouraging or discouraging that engagement. Questionnaires

and focus groups were used to investigate this and to look at the role that trust plays in encouraging e-learning community participation in Moodle. A number of findings are presented which highlight factors that may adversely affect participation and we discuss how these might be manipulated to encourage participation and online interaction between students.

Learning Happens Beyond the Classroom Walls

Cynthia Christina Coleman
Fresno Pacific University, USA

Research shows that very few teacher candidates have been coached on how to relate successfully to parents. This presentation describes the implementation of a parent-community project during a seminar course for Directed Final Student Teaching. The purpose of the project was to prepare teacher candidates to work with the parents and guardians of the students they teach and to convince them that their jobs do not end at the classroom door. Recognizing the importance of aligning student teaching experiences with the "real work of teachers, the components of the project attempted to provide the candidates with opportunities to successfully relate to parents and communities. Through the course of the project the candidates were provided with a strong rationale for the value of this practice and occasions to reach out to parents within a structured, coached environment. The elements of the project included focused readings, reflection, experiences and mentoring to guide the teacher candidates in exiting the program prepared to enter into parent-teacher relationships. The goal of the project was for teacher candidates to develop a confidence and the skills in communicating effectively with parents and guardians of their students. The outcome assessment consisted of a teacher learning experience in which the teacher candidates reflected on their site-based and community-based opportunities to interact with families of their students.

High Art and Regular Places: Community Engagement and Service Learning in the "Introduction to Humanities" General Education Course

Kimberli M. Lawson
Utah Valley University, USA

My purpose in employing a community engaged project for the General Education Humanities course is to dispel what I consider to be a false, limiting belief that art remains unconnected to real life. In order to facilitate the exploration of the idea that we interact with, and react to, art frequently throughout our day-to-day experiences, I pose the following research question to students: "How can art transform a local community space?" I track quantifiable shifts in students' belief systems in six categories from the beginning of the semester to the end of their project through the collection of survey data. The student teams research the needs of an assigned demographic, examine the uses of the facility they are assigned, and find out about how different kinds of art might fill different emotional, social, or intellectual needs. They also study articles and interviews which assert the transformative power of art. They then write a research-based proposal to the facility that synthesizes all of their findings and makes specific suggestions to the facility. They also present to a panel and prepare a conference poster. I believe that the local community space is not the only thing that can be potentially transformed through this engaged learning project. Students, in some small way, are also transformed in: their belief in the power or art to shape a physical space, their belief in their ability to make a difference in their community, and their understanding of how to organize and execute a meaningful project.

Impact of Action Research Based Master's Theses on Teacher Behavior in the Classroom

Cyrill Slezak
Utah Valley University, USA

The Louisiana Math and Science Teacher Institute (LaMSTI) offers a Master of Natural Science degree to both math and science teachers from participating middle and high schools. We have

created a curriculum based on established Inquiry and Modeling components. Initial results show this combination to results in high conceptual learning gains. We simultaneously address teachers' pedagogical practices by having them conduct long-term education action-research. Within these projects teachers 1) create an experimental design to test a well-defined pedagogical strategy, 2) implement this significant instructional change in their own classrooms, and 3) statistically evaluate the method's success and/or limitations. Designed to not only increase teachers' content knowledge and curriculum mastery, but also teaching effectiveness, the program faces the challenge of assessing the impact that participating teachers have on their pupils. A meta-study of the resulting thesis work of all participants shows statistically significant student learning gains. This approach allows us to evaluate teachers' teaching potential by their students' success as a result of their instructional choices. In conjunction with standard content assessment, this evaluation provides a novel multifaceted approach to programmatic outcomes assessment and design.

Interdisciplinary Project Based Learning (IDPBL) in a Local Community Collaboration

Lynette Panarelli and Charles Cimino
Wentworth Institute of Technology, USA

This presentation documents the strategies and learning outcomes of a full-scale building design project involving all, of the essential design disciplines and applied to the adaptive reuse of an existing vacant facility on a large suburban campus. Stakeholders include not only the academic divisions participating but also the municipality within which the abandoned property exists. The project was developed in a college setting with participation from the departments of Architecture, Construction Management, Interior Design, Civil Engineering, Mechanical Engineering and Facilities Management. The chosen site was an abandoned mental hospital campus with 100 acres of land and over 70 existing buildings; it is orderly and well preserved. Students were assembled in teams and assigned one of 5 programs:

1. A Culinary Arts School.

2. A Museum & Visitors Center.

3. A Medical Rehabilitation & Research Center.

4. A Center for the Arts.

5. A Library & Student Union for a Community College.

At the heart of the designated parcel is a chapel, which has a landmark bell tower; each program requires the adaptive reuse of the chapel along with the design of the facility. Beginning with initial site visits community interest and involvement were integrated with hands on education and academic processes to provide a project based studio exercise with student/client participation. Local officials attended all design review sessions. Through a phasing of the project various design disciplines became involved as information was developed results were produced in a Building Information Model (BIM).

Connecting Science and Traditional Ecological Knowledge Through Student – Community Engagement

Jenny Rock
University of Otago, New Zealand

Understanding and representing the complex relationships that exist between science and society is a challenge for us all, let alone our students. How do we support them through this process and enable their interaction with the communities that will give them practical experience necessary to contextualize their understanding? This presentation explores the process and outcome of introducing students to two different projects that rely on diverse community engagement. Both of them involve the students generating creative communication

pieces, and I will argue that creativity in representing complex relationships offers a safe but functional platform from which to play with difficult ideas. The first project tackles issues surrounding the conservation of an endangered native fish, in which students try to find ways to map the interrelationships between science, government policy, conservation agendas, and recreational and traditional fishers in, formats meaningful to local communities. The second project takes on an even bigger challenge of engaging students with indigenous communities, in this case a local Māori community in Southern New Zealand, to tackle issues such as traditional ecological knowledge and cultural perspectives on conservation management. Students used creative media to represent community narratives about traditional marine conservation efforts. They also worked to create a platform for both digital and physical spaces for dialogue between scientists, government managers, local indigenous groups and the public.

Reading Together as an Act of Resistance: How a One Book, One College Program Can Combat Distraction and Grow Empathy, Engagement, and Equity

Monika Hogan, Shelag Rose, and Myriam Altounji
Pasadena City College, USA

It is considered long-standing good practice to incorporate a common read in first year experience programs, but too often these books suffer the same fate as the other books students carry in their backpacks – they go unread. The "bargain" that Erickson et al. described in Teaching First Year College Students still holds true; overall, we do not hold students accountable for their assigned reading, even the one book selection. At the same time, in a 21st century landscape of ever increasing distraction, many faculty are concerned about a sharp decrease in sustained reading experiences – not only in our students, but also in ourselves! In this session, we will present the argument that reading together is a more crucial practice than ever, and indeed, maybe the key to equitable engagement, when it is rigorously scaffolded for all stakeholders. At Pasadena City College, we have designed a One Book, One College program that seriously intervenes in what Michael Wesch calls "the age of 'whatever.'" This session will utilize a wide range of current literature about the cognitive and non-cognitive factors crucial to student learning in the 21st century. In addition to arguing that reading together can be a powerful act of resistance and engagement, we will also provide practical guidance in how we have scaffolded reading for students and faculty alike using the Reading Apprenticeship instructional framework. We will present student persistence and retention data (including closing the achievement gap) as well as student and faculty learning and engagement data to support our claims.

Enhancing the Internship Experience through Research and Intellectual Exchange

Katheryn Ann Dietrich
Texas A&M University, USA

This paper describes how student research projects under the direction of academic faculty can be incorporated into an internship program to produce a fruitful learning environment for interns, academic faculty, and community agencies alike. The paper discusses the advantages and disadvantages of two types of intern research projects. One, the intern directly contributes to agency knowledge and enhances his or her methodological skills by collecting and analyzing data directly relevant to the work of the agency. Two, the intern critically reviews contemporary research in his or her scientific discipline that is relevant to the goal of the agency. These research projects significantly enhance the learning experience of the interns by helping them understand the relevance of research in their discipline to their prospective career fields. This not only may stimulate their interest in their academic courses but hopefully will encourage them to use research publications throughout their professional life to develop their fields. In addition, interns give back to their agencies not only by working in the agency but by providing the agencies with scientific knowledge relevant to their missions. Finally, through symposium presentations, the students' research projects serve as catalysts for informative intellectual exchange which enable the students, agency supervisors, and academic faculty to learn from each other.

A Pathway to Insight: Infusing Generalized Empirical Method (GEM) into Service Learning to Guide Professional Development

Irene De Masi and Cathy Maher
Seton Hall University, USA

As educators often the focus is on content and imparting content to the learner. There is an expectation the learner will synthesize and integrate that new knowledge and apply that learning contextually. However the learner is often left with gaps in bridging or linking knowledge to problem solving, practice and professional inculcation. To facilitate critical thinking, decision making and professional judgment of doctoral physical therapy students Bernard Lonergan's Generalized Emperical Method (GEM) was infused into a service learning seminar. This method promotes discovery of the strategies involved in thinking, knowing and application to enhance decision making capabilities. Attention was given to the GEM principles of questioning and uncertainty leading to judgment, insight and reflection fostering students transition into their role and responsibility as advocates for best health practice and social justice. Prior to community engagement classroom discussions centered on the topics of mission, servant leadership, service learning, professional values, reflection, critical thinking, and the GEM process. The conversation regarding uncertainty and uncomfortableness within the community environment and its importance for gaining new insight facilitated active engagement of the students to "set the stage" for their service learning experience. Throughout this semester long experiential learning opportunity written reflections were required. Students identified key insights gained by following this thoughtful process which evoked formulating questions, seeking solutions and making pertinent decisions to create and execute a fitness day for children/adolescents with special needs for their service project.

Self-Directed Lifelong Learning in Hybrid Learning Configurations

Petra H.M. Cremers
Hanze University of Applied Sciences/Wageningen University, The Netherlands

Present-day students are expected to be lifelong learners throughout their working life. Higher education must therefore prepare students to self-direct their learning beyond formal education, in real-life settings. This can be achieved in so-called hybrid learning configurations, in which learning is embedded in ill-structured, community-based assignments. Participants usually include students who are enrolled in different study programs. Through community-based projects each student encounters his or her own challenges and must learn from them in the process. Evidence indicates, however, that is difficult for students to make explicit both what they learned and (even more so) how they actively direct their learning during their work. Therefore, additional educational support is required. In our research project we developed an intervention that would strengthen students' capacity for self-directed lifelong learning. This intervention was embedded in a hybrid learning configuration, a one-semester elective course at a university of applied sciences in the Netherlands. The research approach was educational design research. Based on design guidelines derived from theory and experience in practice, an intervention was designed, implemented and evaluated during two iterations of the course. Evaluation methods included interviews with students and the course facilitator, questionnaires, and students' logs and reports. The intervention appeared to be usable and effective: at a basic level, the students did develop their capacity for self-directed lifelong learning. Further research is needed to investigate conditions for realizing higher levels of proficiency in self-directed lifelong learning for students throughout the curriculum and beyond.

Design Principles for Hybrid Learning Configurations

Petra H.M. Cremers
Hanze University of Applied Sciences/Wageningen University, The Netherlands

In the global society of the 21st century educated workers are needed who are able to solve complex problems and create knowledge across the boundaries of disciplines. Universities

of applied sciences and institutions for vocational education are challenged to educate these knowledge workers. They are responding to this call, among others, by developing hybrid learning configurations, which sit at the interface of school and the community. In this type of education programmes working and learning are integrated in one setting. While students engage in community-based projects, educational activities aim to enhance authentic, self-directed learning and the development of a professional identity. Our research explored which set of principles can underpin the design of such a learning configuration. The research approach consisted of educational design research. From cognitive constructivist and socio-cultural perspectives, a set of initial design principles was developed for a hybrid learning configuration in the Netherlands. Students from different fields of study and education levels engaged in community-based projects that involved issues of sustainability. For example, in the 'Sustainable village' assignment, a step-by-step strategy was developed for a village to become a more sustainable community. The initial design principles were evaluated from the perspective of the participants in three consecutive iterations of design and implementation. Methods included individual and group interviews with students and faculty in each iteration. This resulted in a set of seven refined design principles. These principles can be used as heuristics to guide the design and development of hybrid learning configurations in similar contexts.

Journals of Teaching Experiences: The First Class Hour

Teshome Demisse Temesgen
Addis Ababa University, Ethiopa

The purpose of this report is to highlight the teaching experiences of graduate students who joined the Teaching of English as a Foreign Language (TEFL MA program) in the Department of Foreign Languages and Literature, Addis Ababa University. The report scrutinizes some of the accounts of their experiences as recorded by the students for a course requirement entitled: A Retrospective and Introspective Journal of My Teaching Experience. The assignment arises from an initial desire to include or bring in some personal and real workplace experiences into the graduate classroom activities for discussion, thereby resulting in heightened awareness. Generally, some of the students narrated their experiences of the first period when they began their teaching careers: the emotions they went through, the attitudes they held, the things they did and that happened during that period. More specifically, narratives bearing both worrying concerns and desirable behaviours emerge. The predominant themes that emerge relating to worrying concerns are: confidence and competence, insecurity and fear, concealing shortcomings and nervousness. The predominant themes that emerge relating to desirable behaviours are: rehearsal, description of plan, use of questions and other practical activities, arousing student motivation, reflection after class. The issues and concerns that surface from studying the narratives are likely to arouse discussion, the sharing of experiences, and most importantly permeate reflection among would-be teachers, teachers, and more specifically teacher trainers. In this way, ideas are clarified and refined, generally influencing teacher education and, in particular, our practice as individual educators.

The Stories That Reveal: Community Based Digital Storytelling on Sustainability

Mary C. Embry and Una Winterman
Indiana University, USA

Often lost under broader, global stories of sustainability are the less salient voices of those that have the most impact on our day to day experience with sustainable environments, the small business leaders and innovators in our communities. A service-learning project was created for a course on fashion industry sustainability to collect and leverage grounded examples of local sustainability efforts, organized through digital storytelling.

In the localization project, students are paired with volunteers from the members of Local First, the local chapter of a national non-profit committed to supporting and promoting locally owned independent businesses. Students work to understand how a local business defines

and actualizes sustainable principles. Subsequently, students develop a short digital story that visually explains their service-learning partner's sustainability efforts.

This presentation will show the benefits of using service-learning and reflection through digital storytelling in the study of community based sustainability strategies. Digital storytelling in this application is a pedagogical tool that intersects deep learning, story-telling and civic mindedness, essentially an opportunity for community to bring to life the practical application of course concepts. The combination of service-learning and digital storytelling has shown to be a vivid platform for the understanding of responses to sustainability concerns and social and environmental inequities. It also provides evident contextualization for students to generate complicated comparisons of localization strategies in reference to global sustainability efforts. In a service-learning context, digital stories also have the potential to be leveraged by community partners or applied to on-campus sustainability education and awareness.

Community Engagement and Activism: Serving Our Homeless

Christopher Antoine Stewart
Wesley Theological Seminary & the Catholic University of America, USA

This proposal seeks to evaluate the amount of care, types of care and engagement homeless individuals are receiving. And, more specifically, who is offering that care and who isn't. What is the role of the 21st century student, teacher, institution and human in offering care, counseling and compassion to the growing number of homeless individuals and families? Supplying practical tools that are needed in order to properly serve those who are presently homeless and, theoretically addressing the systemic issues that have prevented homelessness to grow is the goal. I will argue that the causal issues have not been addressed adequately and hence, the homeless community has suffered in silence.

Explorations in Mindfulness: Optimizing Student Learning in the Classroom

Ursula Sorensen
Utah Valley University, USA

Over the past few decades, mindfulness has become a popular construct researched in fields that include: psychology and education and on a variety of populations that include: elderly, teenagers, college students, and persons suffering from a variety of health conditions. Mindfulness has been defined as the ability to be attentive and aware of what is happening in the present moment. At the heart of mindfulness is meditation. This presentation proposes the idea that teaching mindfulness in the college classroom can offer a multitude of benefits to students by helping them increase their attention and awareness in the classroom that will transcend into their daily ives in the community. Mindfulness will be fully described and the benefits that may come about will be outlined. Then a description of mindfulness practiced by sitting and walking will be explained. An example of a lesson plan will be outlined to help teachers better understand how they can use this practice more specifically in their classrooms and then time will be given to attendees to formulate a lesson plan of their own to take back to their classroom.

The Sky's The Limit: Reaching New Heights through Interprofessional Learning and Working with Community Partnerships

Lynn C. Wimett, Cris Finn, and Mary Jo Coast
Regis University, USA

Interprofessional learning is a key component for preparing the future APRN with the knowledge, skills, and, attitude required for collaborative practice that integrates all members of the health care team. Wrap-around care that envisions state of the art health care for the individual, family, and community demands clear understanding of the expertise provided by multiple disciplines. Health care education has traditionally used telling rather than experiential strategies for

exploring interprofessional collaboration, shared decision making, and vision. When students of many disciplines work together, they are socialized into a practice of collaboration. Community partnerships with health care providers deepen student understanding of collaborative practice. These two concepts (community action and interprofessional collaboration) connect at the level of shared decision making and shared vision of health. Regis University, a Jesuit school, historically utilizes Ignatian teaching principles of service, experiential learning, and reflection. The Ignatian tradition pivots upon community partnership, which provided our students with a unique opportunity to work in a milieu of interprofessional and community collaboration. This arm chair discussion shares the why, the how and the future for building community partnerships that have the potential to provide service to the community affording relevance to interprofessional experiential learning and practice.

Inquiry-based Learning for Engaged Teaching and Learning

John M. Carfora
Loyola Marymount University, USA
Patrick Blessinger
International Higher Education Teaching and Learning Association

Inquiry-based learning (IBL) is a learner-centered and active learning environment where deep, sustainable learning is cultivated by a process of inquiry owned by the learner. IBL has its roots in a constructivist based educational philosophy and it is oriented around at least three main components: 1) exploration and discovery (e.g. problem-based learning, open meaning-making), 2) authentic investigations using contextualized learning (e.g. field studies, case studies), and 3) research-based approach (e.g. research-based learning, project-based learning). IBL typically begins with an authentic and contextualized problem scenario where learners identify their own issues and questions (i.e. that are meaningful to them) and the teacher serves as guide and facilitator in the learning process. IBL encourages more self-regulated learners because the primary responsibility is on the learners to determine the issues and research questions and the resources they need to address the questions. In this way, learning occurs across all learning domains (affective, cognitive, and social) because different types of knowledge are acquired though active experience with complex, real-life problems.

Inquiry-based learning is a fascinating theme that has increasingly captured the interest of educators over the past few years, particularly in secondary and higher education, and this interest is noticeably growing as more teachers and professors incorporate inquiry-based teaching and learning techniques into their classroom environments. What is now required is a conceptual and practical resource guide that (a) conceptually locates inquiry-based learning in the domestic and international literature and research that define this genre, (b) offers practical examples of inquiry-based learning in action, especially in the sciences, social sciences, the arts and humanities, professional practice disciplines (business, medicine, law, engineering) and (c) provides a "domestic and international voice" to the role and place of inquiry-based learning in secondary and higher education.

Is the Day of the Lecture Over?

Gail Hopkins
University of Nottingham, UK

Traditionally, in the UK, university teaching has used the lecture to convey information to students who, often passively, sit and listen for 50 minutes at a time to an academic talking about their area of expertise. The lecture enables lots of students to be taught at one time and requires little understanding of how students learn, in its delivery. For many years students seemed to have accepted this style of teaching, despite evidence that it is less than effective in promoting deep learning. However, is this directive form of teaching losing its ability to engage students? Whilst in the UK, many students are now paying up to £9000 per year in tuition fees, attendance at lectures is dropping, rather than increasing. Students seem to no longer feel that attending lectures is worthwhile. It has become apparent that students are also becoming less satisfied

with their learning environment and complaints are on the rise. Many academics, on the other hand, continue to deliver this style of teaching to an increasingly disillusioned cohort. This talk reports on focus groups held with students to examine their expectations from Higher Education and to try and find out how we can better engage them in the learning environment. The difference in expectations and experience is examined and considerations are made as to what steps can be taken to better align the two and what changes are needed from those delivering the learning environment.

Outcomes of Interprofessional Education via Healthcare Simulation

Karen J. Panzarella, Lynn Rivers, Beth Bright, Andrew Case, and Kirsten Butterfoss
D'Youville College, USA

Providing patient-centered coordinated care is the mandate emerging from the Patient Protection and Affordable Care Act (2010) and is in accreditation standards of most health profession programs. Interprofessional education (IPE) in health profession training is recognized as a key to improving patient care, reducing medical errors, while enhancing job satisfaction and retention. Though recognized as important, implementation remains a challenge. An interprofessional educational committee (IPEC) was formed with faculty from eight health professional programs at D'Youville College. The committee initiated IPE using simulation with professional actors. Faculty created authentic patient scenarios that occur throughout a continuum of care (e.g. outpatient clinic, CCU and acute care hospital). The curriculum challenges students to work together recognizing the unique and complementary contributions of all members of the health care team. Program outcomes were evaluated from student learners and faculty facilitator/debriefers as well as analysis of video for achievement of interprofessional competencies in the areas of: values/ethics, roles/responsibilities, interprofessional communication and teamwork.

Students report enhanced understanding and respect of professional roles and responsibilities and ability to communicate effectively. Faculty report an ability to encourage interaction and collaboration among HP students. Analysis of video demonstrates satisfaction achievement of learning objectives. Suggestions for curricular improvements and program sustainability include professional development and compensation for faculty. All education programs can benefit from embedding IPE curricula to prepare students to function effectively on interprofessional teams. Keys to success include: Collaboration amongst programs; administration support; and professional development STEM Literacy.

Sally Blomstrom and Lori Mumpower

Embry-Riddle Aeronautical University
Barbara Hayford
Wayne State College, USA

This presentation will examine how STEM literacy can be developed through service-learning, and will be viewed from the perspectives of the community partner, an associate director from the Center for Teaching and Learning Excellence (CTLE), and the faculty member. The literature review includes literacy, STEM literacy, code sharing, service-learning and STEM learning in science and non-science courses, in non-school settings including museums, mixed-stage and peer models of learning, and learning related to STEM content. The project proposes a model of college students providing content on specimen displayed in a natural history museum in a rural area for a target audience of K-12 students, who can access the audio files using their smart devices. The audio files were written and recorded by college students. The college students were instructed to develop and deliver audio presentations on specimen they were unfamiliar with and they needed to conduct research and follow guidelines identified by the director of the museum. Instructions for the assignment were developed with help from CTLE. The museum director modeled STEM literacy in an exemplar and directed students to research using credible online and published sources. Students wrote scripts using the exemplar, and they received feedback on those scripts prior to

recording their presentations. The students received course credit for their products. Results reported will include quantitative and qualitative measures of STEM literacy. Discussion will include lessons learned by the community partner, the CTLE member, and the faculty member.

Measuring the Positive Impact of Co-Curricular Learning

Katrina Hunter-Mintz
Samford University, USA

Accrediting bodies and professional organizations are calling for institutions to document the impact of co-curricular activities. This moves the learning environment beyond the classrooms of traditional higher education and into the real world, reigniting the championing of self-directed learning. There is widespread agreement among health care educators that this concept is best facilitated through involvement with the community at large as well as interprofessionally. While the positive outcomes of self-directed learning through community engagement and clinical services touch on the qualities we most want to instill in our students these are the most difficult qualities to measure in a valid and reliable manner.

Purpose: (1) Articulate the importance of documenting learning in co-curricular activities, (2) Evaluate methods to document learning in experiential, community-based clinics, and service learning projects, and (3) Assist in the creation of co-curricular plans of teaching, learning and assessment.

Objective: determine if a Programmatic Professional Development Plan (PPDP) would support students throughout the four year program, as well as providing a outcomes based assessment tool for gathering evidence of growth in the areas of self-directed learning, social responsibility, leadership, inquisitiveness, and professionalism.

Method: A pilot study of first to third year Doctorate of Pharmacy candidates was conducted. Candidates, faculty and community members completed pre and post study survey instruments.

Results: Survey data and rubric data were analyzed. Significant progress was made toward development of mastery of attitudes, behaviors and dispositions.

Conclusion: With appropriate support and feedback, candidates can utilize a PPDP to facilitate self-directed learning

Beyond the Ivory Towers

May A. Webber
St. John's University, USA

As a philosophy professor with a specialty in ethics or moral philosophy, I have long held the belief that academics teaching normative or applied ethics can and should play a more dynamic role in addressing contemporary moral issues and to do so would enable us to make valuable contributions to the community. My university's commitment to academic-service learning and its encouragement of faculty to incorporate it into their courses provided the perfect vehicle by which to act on this belief. Philosophers can make a difference and we need to see to it that we do. Consistent with this contention, I have developed an undergraduate philosophy course, "Bullying and Moral Responsibility," through which this goal has been achieved. Success in this regard is attributable to a close alliance between philosophy students and public relations practicum students and their commitment to an academic service-learning project. This course does not terminate in the ivory towers. Its academic service-learning component facilitated the transition from classroom to community; it enabled students to integrate the learning that they had acquired in the classroom with meaningful community service that took the form of a lively interactive video presentation, "Do the Right Thing," delivered to 60 middle school children who were invited to the university.

Fostering Community Engagement in First Year Nursing Students

Sybil Morgan
University of Regina and SIAST, Canada

The Saskatchewan Collaborative Bachelor of Science in Nursing (SCBScN) program believes in challenging students to learn in new ways, and that the most effective learning opportunities are often found outside the classroom. One of the first classes students take in SCBScN is CNUR100: Practice Education – Community Partnerships. Students complete 48 hours of community service learning with a local agency, in conjunction with 24 hours of faculty-facilitated seminar time. In doing so they witness firsthand the impact of the social determinants of health on those they will care for as future nurses. They learn about the needs of people in the community by meeting those needs. They learn about advocacy and caring by demonstrating it. Nursing theory comes to life for our students as they immerse themselves in the community as a real-life classroom. Through the process of reflective journaling, students discuss their learning and apply course concepts to their experiences in community engagement. The course culminates with a Community Service Learning Showcase presented by the students. Outcomes of this course have been overwhelmingly positive, enabling students to achieve personal and professional growth and agencies to accomplish service goals. The partnerships that have been established benefit many and diverse populations in the community, and may carry forward in the fourth year community health course.

A UAE Case Study: Experiential Learning Through Effective Educational Partnerships

Jo Perrett
HCT, UAE
Wasif Minhas
HCT, UAE

One of the largest Higher Education (HEI) institutes in the United Arab Emirates (UAE) and another Public sector organization (PSO) responsible to promoting heritage, history and culture formed an informal partnership in 2012. The aim was to give Emirati students an opportunity to undertake projects based on their heritage, communities and expand their skills by experiencing 'learning by doing'. In February, 2013, faculty from different departments within the HEI met with PSO representative to explore how both organizations could collaborate and provide opportunities for HEI students. The conversation also focused on how the PSO could take advantage of readily available resources of creativity and innovation at the HEI. An innovative, cross-discipline, joint-marketing project was developed in line with the curriculum and PSO needs. By June, 2013, all students had worked towards developing recommendations and materials to promote the brief from PSO of "Raising Awareness" and "Increasing Visitor Numbers". Students on different courses produced different elements to meet the brief, however, they all followed a similar approach of Research, Analysis and Evaluation. Although, such projects are difficult to manage we found they had a profound effect on most of the students' motivation, personal development and overall learning experience. Faculty continued and expanded this brief for 2014. Whilst all projects were working on similar principles, the emphasis for 2014 was on Active Experimentation.

Maybe You CAN Squeeze Blood from a Turnip: Funding Student Participation in Model International Organization Simulations on a Tight Budget

Amber Aubone
St. Mary's University, USA

Participation in model international organization activities, such as Model United Nations, enhances students' understanding of contemporary global issues, critical-thinking and analytical skills, verbal and written communication proficiency, professional presentation, as well as leadership skills. Unfortunately, many students are unable to participate in these activities

because they lack funding. In this paper, I provide guidance regarding how to identify affordable model activities, as well as secure funds to allow and broaden student participation on a limited budget.

The Best Way to Learn is to Teach: Designing Opportunities for College Students to Teach High School Students about International Affairs

Amber Aubone
St. Mary's University, USA

Frank Oppenheimer is often quoted as stating, "The best way to learn is to teach." In this study, I illustrate how to enhance high school and college students' understanding of international organizations and proficiency with parliamentary procedure by designing a mock United Nations session at which high school country teams are coached by college students. I specifically highlight the design and implementation of a high school mock UN session which took place at the Sister Cities Conference Youth Leadership Summit in July 2013 in San Antonio, TX. Activities of the faculty facilitator included coordinating with Sister Cities Conference staff, drafting a parliamentary procedure handbook to be used by high school participants, and mobilizing and coaching International Relations and Political Science majors and alumni from St. Mary's University to serve as coaches to high school students, guiding them in learning about issues from the perspectives of different countries, becoming familiar with parliamentary procedure, and in drafting resolutions to resolve real-world problems. In addition to enhancing their own understanding of international organizations and parliamentary procedure, St. Mary's students had the opportunity to hear from and interact with local city officials and community leaders. This presentation provides guidelines for how to design such a session to provide an experiential learning opportunity for both college and high school students.

Globalization: International Programs & Teaching in Ireland and China

Dan Bumblauskas
University of Northern Iowa, USA

During the summers from 2011 to 2014, I have been engaged in teaching overseas as a faculty leader for a study abroad program in Dublin, Ireland and visiting scholar and professor at Sichuan University in Chengdu, China. In Ireland, I run a six sigma green belt certification program and in China I joined six other faculty members from US. universities teaching American style courses to Chinese students home in China for the summer. There are many interesting learning outcomes from these experiences related to student/faculty expectations, program execution & operations, and the future and sustainability of the programs. This session will recap the programs and life teaching in Ireland and China over the summer. More specifically, we will discuss the challenges, successes, and roadblocks for this and other similar programs. There are pre-travel considerations in terms of compliance & safety, on-site challenges with student and faculty expectations, and logistical challenges to coordinate such a large scale efforts.

Service Learning, Technology, and Literacy

Abigail Scheg
Elizabeth City State University, USA

First-year composition courses have the potential to focus on any subject. Many departments or institutions, mine included, have requirements that traditional writing genres and styles are taught in the courses including narrative, compare/contrast, cause/effect, and argumentative research essays. While these writing skills represent invaluable tools to be used throughout a students' college career, they can also help to perpetuate stereotypes that writing is separate from their major, difficult, or not a useful or enjoyable skill. One way to add practical elements to traditional first-year writing courses is by adding an element of service learning that can easily be accomplished via technology, thereby not requiring students to log numerous hours off campus or additional approval by a department or administrative board. Websites such as

The Writing Commons solicit short manuscripts on a various writing skills in multimedia or traditional text formats. In participating in a service learning project of this nature, students can work together in a group to collaboratively create a project for a particular writing-related resource while still executing traditional writing skills and navigating the writing process.

Therefore, this presentation will describe the possibilities of finding and using technological service learning projects as an opportunity to enhance first-year composition courses. These service learning projects do not have to be tied to an outside source such as The Writing Commons, but could also be used to create a learning guide for future first-year composition students of an institution. First, the concept of technological service learning projects will be described and aligned with the traditional parameters of composition courses. Then, the possibilities for additional projects in more experimental formats will be discussed. This presentation will also discuss the positive opportunities of this type of project in so much as it provides students with a practical writing opportunity, as well as a potential publishing opportunity (depending on the project design), rather than an artificial writing assignment. Though this presentation will discuss composition, the speaker will also talk more broadly as to encompass other disciplines.

Do Students Learn by Doing?

Nick Cartwright and Melanie Crofts
Northampton University, UK

I have been involved in two projects, at two very different institutions, aimed at engaging students through the fun of doing. The first project was at a small, private college teaching pre-degree students who had failed to engage in Further Education; the second at a larger University teaching undergraduate public law students. One of our students labelled our approach 'sneaky teaching' and we took this title and have presented what we did to fellow academics at UK conferences – our work was very well received. My view, supported by student feedback, is that this engages students better than a 'chalk and talk' approach. However I wanted to know more about how students responded to different teaching techniques and, importantly, if by embracing innovative techniques we were excluding certain students. In November 2013 I was awarded a research grant to fund a student researcher to hold semi-structured interviews with undergraduate public law students, some of whom had taken part in an experiential learning project. I worked with a colleague on this who had experience of collecting qualitative research data through semi-structured interviews and the purpose of this paper will be to report on the findings of our research.

Assessments Helping Students, Helping Communities

James Garo Derounian
University of Gloucestershire, UK

I will draw out key themes, issues and possibilities from a diverse range of community-based assignments tackled by my undergraduates: Student-designed field trips (to London); internships (assisting community-led plans); needs assessments and resource planning for projects in the student's home community; determining how a local community can become more sustainable; analysing a contested issue within a town or village and setting down recommendations for mitigation or resolution. As an example, a final year student's Independent Study researched the role of churches in delivering affordable homes. This graduate is now a housing enabler for Faith in Affordable Housing – a national initiative that has already delivered 14 affordable homes, with another 41 underway.

The above assignments form part of HE programmes & modules (CertHE, Foundation & Honours Degrees) in Community Engagement & Governance that I have delivered over a 20 + year period. The focus for this presentation will be to reflect on community-based assessments that are intrinsic to these courses, delivered by blended learning, to part-time, mature, distance

learners scattered across Wales and England. There is a constant challenge to staff, in striking a balance between helping undergraduates to address tasks, whilst broadening their horizons in relation to the historical context of community engagement (how we arrived at this point in 2014), plus providing them with opportunities to harness academic and practice resources. Similarly, extending students' knowledge and skills whilst enabling them to address real opportunities and issues in their work & communities.

Challenges of Design Education in the UAE

Mehdi S. Sabet
Zayed University, UAE

The trend higher education of design in the UAE is a recent phenomenon. It is based on a fusion of western education and local cultural values, and has introduced unique challenges and opportunities for the stakeholders. Community engagement of student becomes primary attribute to prepare them to become productive citizens. The National universities try to engage both faculty and students with the present challenges of development at hand. As result, the quality of education is determined by the need of the nation and the individual desire to fuse cultural values and design learning to become self-sustained citizens. Fuelled by a relatively recent injection of great oil wealth, UAE has witnessed an unprecedented population explosion and infrastructure development. During the 1970s and 1980s, the emphasis was on the importing of design ideas. However, 1990s saw UAE architecture mature and greater need for education of native design emerged. As a result, it becomes incumbent upon the institutions to cultivate bright Nationals through rigorous fostering and embracing of creativity.

This paper addresses the importance of;

- Making learning of design relevant to global issues
- Making learning of design relevant to the contextual issues
- Making learning of design relevant to the professional issues.

Developing the Learning Gains Inventory to Quantify Student Learning

Heather Wilson-Ashworth
Utah Valley University, USA

Determining the forms of student learning from a particular learning activity is of interest to many educators. Traditionally, Fink's taxonomy is used as a guide to create courses for significant learning. The six areas of learning according to the taxonomy are: 1) process of learning, 2) foundational knowledge, 3) application, 4) integration, 5) human dimension, and 6) caring. We used Fink's taxonomy as a framework to build a Learning Gains Inventory (LGI) assessment tool. The purpose of this exploratory study is to determine the effectiveness of the LGI in measuring student gains from a learning activity. The LGI consists of Likert scale questions for each of the learning areas. The LGI was administered to undergraduate biology students to assess student learning. The findings of this study will be used to evaluate the effectiveness of the LGI to measure the benefits of a learning activity.

Bridging Local and International Communities Effectively

Peter Maximilian HM
AEE Culture & Language Center, USA

In the milieu of academia and TESOL, the need for radical perspectives that will benefit both the academic institutions and their international clients is now greater than ever, and successful ESL acquisition via no-nonsense means has become a huge market demand the world over. The DAC (Discourse Acquisition Component), as per the guidelines of The ICLA Curriculum, has successfully demonstrated its potent effect on ESL and EFL students, and this presentation

and accompanying discussion will give the attending participant a definitive insight into an exciting approach.

Experiencing Business English in Community-Based Projects

Ms. Wuyungaowa
Inner Mongolia Normal University, China

With more emphasis on the communicative and pragmatic function of Business English learning, the author discusses a case study of a business English course based on projects conducted by the students in their community. This curriculum aims at students experiencing and implementing their knowledge of Business and English in the real business environments, engaging community in the process, and avoiding isolation and separation of business English teaching and learning from communities. The research lays more importance on the students' experiencing and participating process by providing them with a series of guidelines as reference and assessment, but meanwhile, the students have their freedom of choices and decision-making in many aspects. Integrate skills are practiced including linguistic skills, business-related skills, communicative skills and technology-related skills. Specifically, the students are required to conduct a mini market research in their community. The topic of the research is negotiated, classified and grouped in the entire class until each individual student belongs to a group. The project procedure and requirements are given to the students on weekly basis, including field of research, questionnaire, data collection and analysis, report and the final group presentation. Based on their experience from the research, the students write down their reflections.

The Relationship among Emotional Intelligence, Academic Achievement, and Demographic Characteristics in African American Pre-Service Teachers

William Ross,
Prairie View A&M University, USA

The primary purpose of this study is to determine if academically resilient and academically nonresilient (as measured by grade point average) group of African American male pre-service undergraduate student teachers exhibit significant differences in emotional intelligence and related constructs, which include Intrapersonal Ability, Interpersonal Ability, Stress Management, Adaptability, and General Mood reflective of emotional intelligence. This study is important for several reasons. First, it contributes new information to the scientific literature regarding the relationship between affective variables, academic resilience, emotional intelligence and African American males. A thorough review of the literature revealed that only one empirical study examining emotional intelligence has been conducted on African American populations, which yielded significant results. Second, few studies on emotional intelligence have used African American male college students as subjects. Thus, this study may help in understanding factors contributing to academic success, which may be useful to those working with this population.

Statistical Analysis on Perception of Teachers and Students on Continuous Assessments

Denekew Bitew Belay
Hawassa University, Ethiopa

The assessment of students at the university level is variable from country to country and also among the universities within a country. Assessment is necessary to know whether the students understand and digest the subjects taught. Most of the University teachers are not satisfied with the present method of assessing the students at the university level. For instance, some teacher's award full mark for attendance blindly, as such teachers do not take the attendance regularly and seriously. Similarly, though most of the teachers give thoughtful topics to write the assignments, it was found that most of the students copy from the text books and demand maximum marks from their teachers. It was also observed that most of the questions in the final

and even in the mid-term examination are of multiple choice questions or objective type questions. Some teachers complained that the student's quality deserves only such simple question papers.

Exploring the Ways in Which Instructors/Designers/Support Staff can "Tap into" Our Creative Selves

Karen Head
Georgia Institute of Technology, USA

In conjunction with the upcoming HETL Anthology of Poetry about Teaching, we would like to offer a workshop exploring the ways in which instructors/designers/support staff can "tap into" our creative selves in order to consider new ways we might approach teaching and learning. The workshop will cover two areas: 1) Exploring Creativity toward Better Teaching; and 2) Using Creative Exercises to Toward Helping Students Learn. In the first part of the workshop we will engage in exercises, using poetry, to think about ourselves as teachers and about our teaching practices. In the second part of the workshop we will discuss ways to implement similar creative exercises into our classes to help learners expand their usual approaches to assignments. We will construct some materials for "take away" but there will also be pre-prepared materials provided for future use.

Accommodation Challenges: Equal Access for all Students

Judith Markham Holt, Marilyn Hammond, and Brayden Mollner
Utah State University, USA

Students with all kinds of disabilities are enrolling in college and university classes at an increasing rate. Online, device and document accessibility are important to ensure equal participation. As technology is constantly changing with platforms and devices continually evolving and/or being developed, learning may be inhibited without considerations of accessibility for all learners. From website design to online courses, flipped classrooms or smartphone technology, technologies and teaching should all be accessible to students with physical disabilities, visual impairments, hard of hearing and cognitive challenges. For example, the use of video imbedded in online courses, audio description and closed captioning are generally not included. Before using new technologies, considerations should include compatibility with screen readers, and whether faculty are provided support and training on making accommodations for all learners.

How Do Instructional Alignment and In-Classroom Pedagogies Translate into Students' Higher-Order Cognitive Skills?

Emily Holt, Jared Keetch, Skylar Larsen, and Craig Young
Utah Valley University, USA

Previous work has shown that student learning gains are higher in individual classrooms where learner-centered teaching is practiced, but few studies have compared an equal measure of higher-order cognitive skills (HOCS) across many classrooms. Furthermore, the science education literature contends that when learning objectives, instruction, and assessment within a classroom are aligned, there is a strong positive effect on learning. We hypothesized that students' HOCS would improve more in aligned classrooms, learner-centered classrooms, and in classrooms that assessed at higher cognitive levels. We also expected interactive effects, where the highest positive change would occur in interactive classrooms where there were more HOCS assessments that were aligned with these activities and the proposed learning objectives. Pre- and post-HOCS surveys were administered to approximately 1200 students spanning 15 non-major introductory biology sections, taught by 9 different instructors. Each instructor's learning objectives and assessments were assigned a score using Bloom's Taxonomy of Learning. Reformed Teaching Observation Protocol (RTOP) was used to evaluate the learner-centeredness of each classroom. HOCS scores were then compared to Blooms scores, alignment indices (difference of learning objective and assessment Blooms scores), and RTOP evaluations of the surveyed classrooms. We found that alignment did not explain variability in the change of HOCS scores.

However, there were significantly greater improvement in HOCS scores in classes with higher Blooms scores. The degree of learner-centeredness of a classroom was related to HOCS scores, and there was a significant interaction of RTOP scores and assessment Blooms scores.

How Twitter Can Bring the World to Your Class and Make a World of Difference in Learning

Lee Graham and Anne Jones
University of Alaska Southeast, USA

With an interest in innovating Modest Open Online Courses, Mini Open Online Courses, or simply engaging an online or face-to-face community in open learning experiences we used Twitter to create a dedicated course forum and backchannel to enhance learning in online graduate level education courses in Alaska. With Twitter, we have engaged students with content and have encouraged and facilitated their connections with each other and with educational professionals around the world to add new perspectives to sometimes isolated educational experiences. Students have chatted with prominent authors such as Dave Burgess, academicians such as Grant Wiggins, and activists such as Diane Ravich using course Twitter channels. Student reactions confirm that holding class with the world through Twitter strengthens the community learning environment, fosters camaraderie, encourages leadership, supports collegiality, and assists students in developing networks the reach far beyond a bounded classroom environment. Participants gained hands-on practice in setting up a Twitter channel for a class, curating this experience and engaged in a simulation of the experience.

Reaching the Summit: Dissertation Writers in Community

Sylvia Read
Utah State University, USA
Michelle Eodice
The University of Oklahoma, USA

Although doctoral programs desire high completion rates for their students, we know that only about 80 percent of students who make it to the dissertation writing stage actually finish (Leatherman, 2000). A study of doctoral students in social work (Leichty, Schull, & Liao, 2009) suggested that factors associated with dissertation completion/non-completion fall into several categories including relational factors. Students writing dissertations benefit from social support from their peers as well as academic support from faculty advisors. Students who attend these kinds of workshops experience progress because of the sense of community and shared intellectual purpose. One student who attended Camp Completion, a dissertation writing workshop at The University of Oklahoma said, "I work best in an environment with other people also working."

Dissertation writing workshops are a unique way to provide the supportive community in which students can write, receive feedback, and learn strategies for overcoming barriers to text production. Camp Completion provides proximal support for writers pursuing the same goal in community and leverages a high touch/low tech approach. The presenters will offer in this session an analysis of data collected from several cohorts of students who have participated in the Camp Completion model. In addition, this presentation will discuss the features and benefits of this approach, a discussion of writing support components, and a description of facilitation of the model, which is portable and now used at other universities, including Texas A&M, University of Iowa, and Utah State University.

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Inclusiveness for All: Teaching Students with Non-Apparent Disabilities in the College Classroom

Keri L. Rodgers
Ball State University, USA

Pre-service teachers, in-service P-12 teachers, and university faculty members are often given procedures for accommodating students with non-apparent disabilities. However, before one can begin to accommodate the needs of another individual in the classroom, the teacher/professor must first have an appreciation of the challenges students with non-apparent disabilities face on a daily basis. Teachers may be unaware that there are students with non-apparent disabilities sitting in their classrooms. Some students have not disclosed their status, while others have not yet been diagnosed. Many are reluctant to seek help because of negative past experiences or an unwillingness to be labeled. Others, especially in a university setting, lack necessary resources to obtain assistance and accommodations. As educators, we must develop strategies to teach and to work with and reach these students, even when they cannot be identified.

Using a hands-on interactive workshop format, participants will explore the unique human experiences of a student with a non-apparent disability (e.g. color blindness, visual tracking difficulties, autism, and dysgraphia) and then develop strategies to assist students with disabilities and struggling students in an inclusive classroom environment.

This workshop utilizes discovery learning and collaborative inquiry as a model for instruction. The presenter will share their own anecdotal experiences of both living with a non-apparent disability and teaching students in the P-20 setting. Participants will understand and appreciate how different learning disabilities and autism spectrum disorders affect achievement. Participants will leave with tools and teaching strategies to assist students with disabilities and struggling students in a classroom environment. Additionally, participants will be able to make effective changes in pedagogy that will improve learning outcomes for students with diagnosed and undiagnosed disabilities.

Student Involvement in Faculty Development: Impact on Students and on Faculty

Anton O. Tolman and Trevor Morris
Utah Valley University, USA
Susan Eliason
Brigham Young University, USA
Gary Tsuchimochi
Teikyo University, Japan
Lynn Sorenson
Emeritus Faculty Developer, USA

Implementing engaged teaching methods is not a simple task. It requires more than attending a workshop, learning about a new teaching method, and then using it. Success requires adaptation to a professor's style, classroom environment, and content. In fact, if professors do not have adequate support for testing new methods, they may become frustrated and give up their attempts to improve student learning. One source of information that may be helpful for professors in improving their teaching is the use of trained student consultants to provide feedback about how students perceive their teaching with suggestions about how student learning could be improved. Students Consulting on Teaching (SCOTs) programs in which undergraduate students are provided foundational training in communication and pedagogy and then work as consultants to inform instructors of ideas for how they could improve have become a valuable part of faculty development programs at many international institutions.

However, there is very little data on the real-world impact of these programs on both the students who participate and on the faculty that they have worked with. As Ebert-May (2011) has noted, there is a greater need for evaluation of the effectiveness of faculty development programs. This panel discussion focuses on describing SCOT programs in use at two US universities and a university in Japan. We will present data from surveys, focus groups, and other important objective measures to help evaluate the impact of SCOT programs on student development and faculty teaching.

Learner Enhanced Technology: Understanding Engagement as a Measurable Process

James Ballard, Australia
Phillip Butler, UK

The emergence of Personalised Learning strategies has placed emphasis on the learning process beginning with the learner and evolved the promotion of the learner voice – their ability to influence decisions affecting them and their community. Personalised learning environments have provided a context for assessing learner capabilities and suggest that greater voice leads to increased participation and improved learning outcomes. At the same time this has brought discussions on engagement to the fore as an alternative measure to performance. This paper will introduce a conceptual model of engagement, appropriated from social media marketing, as a sense-making framework and explore its potential application to education through an Activity Theory based methodology. This will involve the analysis of sample VLE data to produce a personalised engagement profile adopting ideas from Learning Design and Learner Analytics that shows how engagement focused metrics may provide a different insight to more traditional measures. This extends recent literature from national engagement reviews in the UK, Australia, and the US and should be read as a companion to personalised learning literature. The paper takes a sociocultural position, influenced by the ideas of Freire and Vygotsky, to promote the wider social and community context of learning as a feature of engagement.

Participants not familiar with the concept will be empowered with a strategic approach to adopting an engagement driven learning environment.

Crafting the Community
Claire Lucy Barber
University of Huddersfield, UK

Crafting the Community is a volunteering project run by the Textiles Department at the University of Huddersfield to promote and deliver textile craft activities to the wider community. This paper aims to explore how volunteering can be a powerful tool for enriching peoples' lives while deepening students' textile-related competencies through placing their learning in social and communal settings. Initially it will articulate how the project has been developed to bring innovation to the forefront of the curriculum, equipping students with tools in playing a meaningful and constructive role in society. Subsequently the paper will investigate how experimental volunteering can be used to affect real life changes in homelessness, archival threats and rural transport. The paper uses a case study approach to realise the vision of Crafting the Community that empowers students by putting into practice their learning while capturing the imagination of local communities.

Assessing Student Learning with the Learning Portfolio

John Zubizarreta
Columbia College, USA

Engaging students not only in collecting selected samples of their work for assessment and career development but also in continuous reflection about the process of learning is a powerful complement to traditional measures of student achievement. The portfolio – while not entirely new in higher education – is a compelling, flexible method of recording intellectual growth.

It involves students in a critically reflective process that enriches their education, making them more aware of their own learning at more sophisticated levels. This session offers both a foundation for the value of reflective practice in student learning and a variety of practical applications of print and electronic learning portfolios from across disciplines and institutional programs. Learning portfolios inspire stimulating questions about what, when, and how students have learned; what difference the learning has made in their intellectual and personal development; and why reflection is valuable. Presenting best-practice fundamentals and new models and discovering new ideas through interactive conversation shared resources are key objectives of the session. We will combine presentation of information on learning portfolios with active discussion of successful new uses of portfolios. Participants will share both successes and challenges in creating diverse models of learning portfolios. We will address fundamental questions such as how items collected in a portfolio contribute to significant learning. What has the student learned from portfolio development? How does the portfolio fit into a larger framework of learning which goes beyond simply completing assignments? The session will encourage active conversation and exchange of ideas with hands-on activities.

The Syllabus is Dead, but the Students Missed the Wake

Steven H. Emerman
Utah Valley University, USA

Since spring 2009 all of my Geology and Environmental Management classes at Utah Valley University have written their own syllabus. Despite claims by some (e.g. Mano Singham's "Death to the Syllabus!") that student-written syllabi will motivate learning, the following observations can be made:

1. Allowing the students to write the syllabus has had no effect on student retention or performance.

2. In response to end-of-course surveys in which students were asked whether they were treated as adults and equals with respect and dignity, while 97% of students have answered "yes," only 1% have identified input into course management as an explanation. The most common explanations have been variations on "The instructor encouraged creativity and respected the ideas of students" and "The instructor gave complete answers to questions."

3. The differences among syllabi written by a wide range of classes have been remarkably small in terms of course content, procedures and deadlines. In fact, student-written syllabi have differed very little from what I would have written. During the writing of the syllabus, I have not once heard any variation on "If it's really up to us, we would just like this course to be as easy as possible."

On the other hand, student-written syllabi have had the following effects on my teaching:

1. It is easier for me to view and treat students as adults.

2. I do not need to anticipate student complaints about the syllabus nor do I need to defend or even take ownership of the syllabus.

Integrating Blooms Cognitive Taxonomy of Educational Objectives with the Six R's of Service-Learning

Jonathan H. Westover and Eric Russell
Utah Valley University, USA

Many service-learning scholars have identified different core principles of service-learning, and there have been several different formulations of the R's of service-learning (see Malone, 2010; MJCSL, 2001; Sigmon, 1979). For this presentation, we expand and modify Sigmon's (1979) 4 R's of service learning (respect, reciprocity, relevance, and reflection) to include the following six categories, each encompassing different core principles of the "how" of doing

service-learning effectively (more similar to Malone's 5 R's): Roles, Relevance, Reciprocity, Reflection, Risk Management, and Reporting. These 6 R's of service learning provide the theoretical underpinnings of the value-added learning and outcomes derived uniquely from the service-learning teaching pedagogy. These will each be integrated and explored in relation to the learning objective levels of Bloom's Taxonomy: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation.

Conference abstracts

Track 2: faculty and community engagement

Digital Ethnography: Understanding Faculty Use of an Online Community of Practice for Professional Development

Nancy Richmond
Florida International University

Lifelong learning is the new reality in today's society and online learning communities have the potential to help educators find new ways to connect, communicate, and share information with peers for improved learning and teaching purposes and lifelong academic professional development. Educators have the opportunity to use these powerful communities of practice to further enhance their own professional development for both themselves and their students. Research findings will be presented from a digital ethnography which examined how faculty use the HETL LinkedIn group for professional development in teaching and in what ways and for what purposes? Social constructivism will be discussed to better understand the social interactions and peer-to-peer learning within an online community. Key learning objectives of this presentation include:

- Understand the fundamentals of how faculty can use an online community of practice for professional development in teaching

- Evaluate what ways and how social constructivism can be used to better understand the social interactions and peer-to-peer leaning within an online community

- Learn how to research and analyze social interactions within an online community of practice using a digital ethnography approach

- Understand how an online community of practice can be used for professional development.

A Higher Calling: Mentorship as 21st Century Pedagogy

Joshua Howton-McIntire, Freyca Calderon Berumen, Julie Vu, and Karla O'Donald
Texas Christian University, USA

As educators, students, and those who comprise institutions of education look to what remains of the 21st century, possibilities are as abundant as possible pitfalls. With boundless opportunity to change education, perhaps the guiding principle for our direction should be taken from the earliest records of education. Mentorship, the entrusting of a mind to be shaped by another, will be at the center of educational practices that will be effective and long-lasting in the 21st century. This paper examines mentorship between educators and students and makes suggestions for shaping pedagogy through the lens of mentorship using tools, technologies, and techniiques projected to be widely adopted in the 21st century.

Scholarly Research and Industry Practice: The Effect of Complex Simulation on Decision-Making Competency, Student Achievement, Knowledge Transfer and Motivation in Post-Baccalaureate Military Students

Rebecca S. Stephens
George Mason University, USA

As education shifts from a teacher-centered approach to a more student-centered one, advances in technology create increased opportunities for student-driven learning in multiple formats, one of which is the online delivery of instruction through gameplay (Gaydos and Squire, 2012; Gee, 2007; Gee and Squire, 2005; Salen, 2012). Research findings suggest gameplay increases student achievement and motivation, particularly in higher performing student populations and adult populations (DeVane and Squire, 2008). Currently, researchers are exploring issues related to gameplay through design, examining how complex simulations can increase the effectiveness of decision-making competency and student learning through the use of strategies such as problem-based learning, the use of prior knowledge, and student engagement (Ionas, Cernusca & Collier, 2012; Loyens, Kirschner & Paas, 2012). The dissertational study conducted Fall 2014 examined the effects of complex simulations on decision-making and student achievement in a military community. The methodology utilized a quasi-experimental, between-groups design. Student population was drawn from a military university located on the east coast and consisted of 210 students currently enrolled in a Master's of Science in Military Science degree granting program. Participating faculty and classrooms were assigned randomly to either the treatment or the control group. Research questions were analyzed using a multivariate analysis of variance. [Predicted] results help resolve the current issue related to learning effectiveness through gameplay by noting that instructional efforts based on problem-based learning, the use of prior knowledge, and the motivational effects of gameplay can increase the effectiveness of student decision-making and learning in a military community.

Service-Learning in the Industrial Engineering Classroom

April Heiselt, Lesley Strawderman, and Brooke Cannon
Mississippi State University, USA

The Center for the Advancement of Service-Learning Excellence (CASLE) is a partnership between Mississippi State University's (MSU) Office of the Provost and the Extension Service. As a land-grant institution, MSU has Extension offices in 82 counties across the state. Unlike traditional service-learning centers, CASLE partners with Extension agents to develop relationships with community partners within the counties in which these agents live; finding partners that impact rural communities. A large amount of service-learning occurs within urban areas (Stoecker & Schmidt, 2008). This is logical as urban areas are more densely populated and host more non-profit and community organizations. However, this means that community groups within rural environments do not always have the same opportunities for student involvement in service-learning projects. This may be due to student apprehension about traveling some distance to conduct a project, or for other reasons (Holton, 2007; Stoecker, Stern, and Hathaway, 2007). Both past and current Campus Compact (2012, 2007) annual surveys of service-learning statistics report that of the top areas of focus for service-learning projects, students identified working with agriculture or rural environments as "other" or did not mention them at all which may indicate little work with these groups. While there is a growing body of coursework relating to rural service-learning (see Ganzert, 2012; Goreham, Weber, & Corwin, 2012; Stevenson, 2012), there is little information about student and faculty perceptions of working with and learning from an agricultural community partner.

Traditionally, engineering coursework entails working with project-based learning to which there may or may not be a community based outcome. Further, these projects rarely include in-depth personal reflection. This session provides an opportunity to hear a faculty member discuss development of her service-learning class that was outside the engineering norm. Student voices share their experience as it relates to real-world settings, personal application, and review

of application to their discipline. The service-learning center director will include comments from the community partner and provide input on developing projects with faculty from traditional disciplines who work with rural community partners.

Leadership and Accompaniment in Colombia: Faculty and Community Collaboration

Lazarina Topuzova
Gonzaga University, USA

Faculty from two universities, one in Colombia and one in the United States worked together to build a curriculum and a service learning experience that engaged students and local communities with a long history of living in a protracted violent conflict. The presentation focuses on the experiences of the faculty in creating a partnership that promoted the learning of global leadership skills for both students and the local community partner. The first course was piloted in Summer 2013, and the second one is scheduled for Summer 2014. Our discussion focuses on the process of connecting coursework to community work and needs, and on the major lessons that the faculty and community partners learned as a result of this collaboration. Finally, the presenters offer insights around partnerships between educational institutions in different countries, as well as universities and community partners in local and global contexts.

Mutuota Kigotho
University of New England, USA

The internet has opened up many opportunities for people to learn new skills both for their own personal use and for educational purposes. In a community webinar series, teachers were encouraged to give up an hour a week to share their experiences with web 2.0 tools and inform participants about what new activities they were engaged in. Participants were drawn from in-service teachers as well as community workers. University lecturers were also encouraged to join the webinar series both as facilitators and as participants. The facilitators were private individuals. They signed up to a program known as Blackboard Elluminate and paid to acquire a teaching room. The lecturers that joined in the webinar series were in turn encouraged to get their students involved in the program. The community program run for an hour a week 8.00 – 9.00 p.m. during school term. The facilitator provided the URL to which participants signed up. The webinars were provided free of charge and anyone interested could join. All that was required was a computer and internet connectivity. The skills to be learned were the use of ICT to enhance ones professional skills. Learners also used this opportunity to build professional learning networks. Since the webinars were open, they attracted participants from Australia, the United States of America and Britain. Learners shared content in a friendly and non-threatening atmosphere. Participants have found the community webinar program extremely useful.

Design as a Process of Inquiry, Dialogic Products and Learning-Centred Research Practices

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University of Southern Denmark, Denmark
Pernille Viktoria Andersen
Aalborg University, Denmark

One of the main problems in engineering industries is concerned with how, if, where and when to engage a wider group of stakeholders within engineering design processes. In the paper, we attend to the role of dialogic products (in the form of research tools) play during collaborative design processes to address the following questions: How do you engage university researchers and company partners in the collaborative design of energy efficient products? How do you engage teenagers in the future design of public libraries? Working across multiple field sites and the interaction design-teaching studio, we focus on how to register reception of knowledge(s) generated through design anthropological research inquiry. Our main contributions lie here in

relating theory and practice and the abstract material in learning-centered research practices. While nurturing skills of engagement within learning-centered research practices we involve methods of participatory observation and design as a process of inquiry. We present processes of designing research tools within the context of a master's and a doctoral research project by referring to two cases of collaborations between university researchers and the public/private sectors in Denmark. Findings show that the research tools made during collaborative processes of designing instigate reflection/reflexivity among researchers, students and external partners in relation to emergent design issues and briefs. The paper offers an understanding of the role dialogic products play in opening lines of design inquiry within multi-stakeholder design and field practices involving a diversity of communities engaged in university, public, private research partnerships.

The Implementation of Professional Learning Community (PLC) to Improve the Quality of Teaching and Learning at State University of Jakarta Indonesia

Ucu Cahyana and Diana Vivanti
State University of Jakarta, Indonesia

Professional Learning Community (PLC) is a professional community building activities conducted in the university environment to realize the vision and mission of the university. Lectures collaboratively in cooperation with experts in universities, together to discuss the problem, analyzing the cause in detail, and think together solving problems related to the learning process. These activities will produce a variety of products to enhance the quality of learning, including learning modules, practical guide, learning enrichment books, games media, media and ICT based learning tailored to the needs of lectures and students. One effort to improve the quality of teaching and learning is to do collaboration among peers through Professional Learning Community (PLC) through the following stages: 1) sharing the vision, mission, and assessment, 2) establish a collaborative team, 3) joint investigation, 4) work orientation and experimentation, 5) continuous improvement, 6) reflect, and 7) to the product-oriented. Therefore, the implementation of Professional Learning Community may be one solution to improve the quality of teaching and learning in higher education of Indonesia.

Theory and Practice of Cross-cultural Communication: Constructivist Approach, Scaffolding and Gate-Keeping

Olga Grigorjevna Vetrova
St, Petersburg Polytechnic University, Russia

As one of the active scholarship developments, the Theory and Practice of Cross-cultural Communication is treated from three angles of vision: as an exploration trend; as an academic discipline; as an on-site process of interaction between interlocutors belonging to different cultures. Sought is also the way to avoid the cognitive confrontation caused by the discord in the norms and standards of different cultural paradigms. Since the course of Practice of CCC is taught to students in the second language, pedagogical support should be provided combining scaffolding and gate-keeping. We see scaffolding as specialized teaching strategies geared to support learning when students are first introduced to a new subject which gives students a context, motivation, or foundation which helps them to understand the new information introduced during the course of studies. Gate-keeping is seen as the process of controlling the rate at which students progress to more advanced levels of study in the academic setting. On the premise that the constructivist approach, which both compels teachers to employ exploratory and inductive tasks, and stipulates students act as "agents" who manufacture rather than receive knowledge, is characteristic of this course of studies, it is necessary to bring into compliance the surges of creativity with the language proficiency level. The resultant of the applied technique is supposed to be an individual, who occupies a particular niche in the world, perceive, absorb and externalize all the abstractions in his/her own culture and match them with foreign ones.

The Role of Education on Gender Equality Related to Students Knowledge about Ecosystem, Locus of Control (LOC) and Students' New Environmental Paradigm (NEP): A Comparative Study

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State University of Jakarta, Indonesia

Education has been proven to be powerful way in changing human knowledge, attitudes and even behavior. Education also has a vital role in improving human cognitive, spatial, reasoning and verbal ability. Many evidences could be found on educational research findings across the country. However, there are still a few related to sustainable development, environmental paradigm, ecological footprint, etc. based on gender equality. For example, is there any differences of energy consumption, life style, water requirement, environmental paradigm, personality, etc. between men (including male) and women (including girl or housewife).

Therefore, on this occasion, this study was conducted in order to find information whether men and women differ in their knowledge about ecosystem, LOC and their New Environmental Paradigm (NEP). An Expost facto method used on this study by involving University students from 3 different cities, Palembang (n = 117), Jakarta (n = 125), and Makasar (n = 120), which have been selected randomly. There are 3 instruments developed, measuring NEP (62 items), LOC (17 items) and Knowledge (17 items). Those instruments have high items validity and reliability coefficients. Gender comparisons among those variables have been verified by t-test.

This study reveals that there is no significant differences between male and female students (even using all sample/n = 362) related to knowledge about ecosystem, LOC and students' NEP, except for students from Palembang, it has been found that there is significant difference of knowledge about ecosystem between male and female students. Mean of male students' knowledge is higher than female students. On the whole, however, these findings depict that Education has a vital role in determining similarity among those variables involved based on gender equality. Even though students stay in different cities background, their knowledge about ecosystem, LOC and NEP based on gender equality have a similarity. The question is, is it because of educational system or influenced by other factors that is our right and obligation to conduct further research which hopefully will be able to answer this question.

The Role of Learning Management Systems in Enhancing Formative Assessment

Shehzad Ghani and David L. Trumpower
University of Ottawa, Canada

This paper establishes the conceptual framework required in order to address the research question focusing on the perceptions of faculty on how certain learning management systems (LMS) features currently and potentially enhance their assessment of student work. Due to a lack of literature on the use of formative assessment tools in learning management systems, it is imperative that the need of this topic is proven with the help of related constructs. For the purpose of determining the relevance of this topic, assessment within the literature on learning management system as well as formative assessment within the theme of electronic assessment (e-assessment) will be synthesized. The purpose of this paper is to critically investigate the potential of learning management system like Blackboard to equip the teachers in higher education to conduct formative assessment and to support student learning. To this end, the needs of the instructors in the domain of formative assessment will be identified followed by the section on how LMS can be used at each step of the process and fulfill the requirements of instructors. The ensuing discussion will focus on several prominent tools within LMS and their features to illustrate how they act as drivers for supporting learning. Once the need for research in this area is established, it will lead to a study to be conducted in order to identify the factors that can elevate the perception and use of LMS as a major tool for formative assessment.

The Impact of Engaging Female Students in Hands-On Math Projects

Violeta Vasilevska and Carolyn Hamilton
Utah Valley University, USA

Increasing the number of females in STEM fields has been a major initiative for both the US government and universities. To address this historic underrepresentation of women in STEM fields, we have been offering an outreach program, Math Girls Rock!, since 2011. The main goals of this program are to encourage undergraduate and high school female students to (further) study math and to consider professions that utilize math degrees. Math Girls Rock! is a year-long math engagement program designed as a math club for young women offering weekly meetings with the undergraduate students and after school meetings (2-3 times per semester) at the participating high schools. This program offers mentoring on two levels: program directors mentor the undergraduate students who then mentor the high school students.

The objective of this study is to identify how mentoring and the activities undertaken during this program affect the attitudes of the participating students toward math, women and math, and careers utilizing math degrees. To accomplish this goal, participating students are given an initial pre-survey as well as post-surveys following each of the after-school meetings. The surveys have been administered to over 100 students (from two surrounding high schools (with over 500 responses collected). In addition, undergraduate participants are also surveyed. The post-surveys evaluate the effect of engaging the students in hands-on and discovery math projects, and their attitudes toward learning new, interesting and fun math topics not covered in their curriculum. Initial results show a positive change in attitude.

Celebrating Differences through Dialogue

Dean McGovern
University of Montana, USA

Engagement means placing ourselves into contexts and communities larger than our day to day activities. Each of us has the power to help others improve their scholarship, academic performance, service, and work. With the proper tools and understandings, we can help solve problems and bridge the gaps in education, healthcare, economic disparity. This session will demonstrate a civic reflection technique that has been effective in classrooms and beyond to open dialogue. We will engage in a highly interactive exercise that explores fundamental questions of community engagement, service, association, difference, and leadership. Participants will leave the session with a better understanding of self, colleagues, and with a tool that can be used in your own classrooms and communities to foster deeper understanding across experience and hopefully more profound engagement.

The 9R Service and Engaged Learning Framework – Construct Identification, Benefits, and Challenges

Jonathan H. Westover, Bernd Kupka, and Letty Workman
Utah Valley University, USA

Rooted in Dewey's (1938) educational philosophy of "learning by doing," five major stakeholders of service-learning pedagogy are generally recognized and acknowledged as students, faculty, the university, the community client, and the community at large (Workman and Berry 2010). Additionally, core principles of service-learning identified in the literature have resulted in different formulations of the R's of service-learning (see Malone, 2010; Workman and Berry, 2010; MJCSL, 2001; Sigmon, 1979). As academia increasingly moves toward a business model of requiring not only meaningful outcomes from our work, but also requiring the effective measurement and assessment of return on our investments, the process of "closing the loop" in service and engaged learning (S&EL) demands the identification of relevant constructs and the development of their effective measures. This study's purpose is to identify major service and engaged learning outcome constructs toward future development of assessment measures. The theoretical "9R" S&EL framework presented here is developed from the literature to aid future research and measurement development of relevant outcome constructs in the service

and engaged learning pedagogy. Outcomes and benefits are discussed, as well as gaps identified for future research.

Faculty Do Matter: The Role of Puerto Rican Accounting Faculty in a Volunteer Income Tax Assistance Center (VITAC)

David González-López and Luz Gracia
University of Puerto Rico, Mayagüez, Perto Rico

The Volunteer Income Tax Assistance Center (VITAC) is a service learning model that has been successfully incorporated in accounting programs by a large number of universities in the United States and recently implemented by a few university campuses in Puerto Rico. At present time, only two University of Puerto Rico campuses have successfully maintained continued service since inception in 2004. The purpose of this presentation is to explore and describe the perspective and experience of the Puerto Rican accounting faculty. The paper analyzes faculty motivating factors and the role of faculty in promoting and implementing VITAC as a way to provide accounting students with real life scenarios which provide meaningful learning experiences. Semi-structured informal interviews with accounting faculty, internal revenue service staff (IRS) and VITAC trainers were conducted to gather relevant information to describe strategies developed to implement VITAC, recruiting volunteers, create best practices, and design student evaluations of training and customer satisfaction surveys. The content of the interview transcripts will be inductively analyzed. Also reports and observation journals were analyzed resulting in a set of recommendations for continued improvement. Student transformation was identified as the principal motivating factor for faculty. Faculty roles in the Puerto Rican VITAC include: site coordinator, volunteer recruiter, role model, leader, mentor, advisor, evaluator, supervisor, instructor and facilitator. Faculty's active participation has been critical for the adoption, planning, implementation and success of VITAC in Puerto Rico and the development of university-community engagement.

Does POGIL Promote Teamwork and Problem-solving Skills?

Matthew A. Horn and Heather Wilson-Ashworth
Utah Valley University, USA

Guided inquiry pedagogies are now a half-century old and can be found at all grade levels, across all disciplines, and over very different class sizes. These many different inquiry classroom practices all share an antecedent in learner-centered practices, which rewards process skills learners use to construct their own knowledge. Therefore we hypothesize that learners in a POGIL (Process-Oriented Guided Inquiry Learning) setting should show substantial gains in teamwork and problem-solving process skills. This project works to assess teamwork and problem solving process skills in POGIL classroom environments across different disciplines, classroom sizes, and institutions through "pre and post" assessments and reflective essays. A Student Assessment of their Learning Gains (SALG) instrument was used for students to self-assess problem solving skills. A modified Valid Assessment of Learning in Undergraduate Education (VALUE) teamwork instrument was used for students to self-assess teamwork process skills. Both self-assessments were supplemented with reflective essays that were qualitatively analyzed by independent readers throughout the semester. In both problem-solving process skills and teamwork process skills it was found that the guided inquiry pedagogy fostered substantial learning gains. It was also found that the self-assessment qualitatively agreed with the external assessment from the reflective essays.

Flipped Face-to-Face Versus Online: A Case Study in Introductory Biology

Heath Ogden
Utah Valley University, USA

Online learning has increased dramatically in the last years. In 2010, the Sloan Consortium found a 17% increase in online students from the year before, beating the 12% increase from the

previous year (Allen et al., 2010). In 2011, the Babson Research Group (Allen et al., 2011) reported that at least 33% of college students (i.e., 6.1 million students) have participated in at least one online course. Keramidas (2012) reviews the many benefits of online learning for the institution, the faculty, and the student. Comparing online and F2F instruction has shown conflicting results (Allen and Seaman, 2011; Daymont et al, 2011; Ghaffari, 2011; Keramidas, 2012). The objective of this study is to compare performance of students in flipped Face-to-Face (F2F) and online Biology 1010 classes at UVU. Two specific research questions were examined: 1) How does performance compare between the two student groups? 2) Are there differences in learning gains between the two groups? This study reevaluates previously tested ideas in other academic disciplines and carries out additional research specifically for non-major introductory Biology level classes. The model of comparison is a flipped classroom (Berrett, 2012; Brunsell & Horejsi, 2013), with all content administered via the learning response system, versus an online class using the exact same online content and tools. The only difference in treatment is that the F2F students have interaction with the instructor and TAs, but no new content is delivered. For data collection, students completed a survey the first week of class (to collect demographic data and assess higher-order cognitive skills (HOCS) of biology) and again the last week of the semester (HOCS and student perceptions of teaching and learning in BIOL 1010). Furthermore, the students' scores on quizzes, assignments, and exams were also evaluated as data for the comparison. The results show that F2F students outperform the online students on quizzes and exams. However, no significant difference was seen for learning gains (as measured with the HOCS) and assignments.

Faculty Development through Community Partnerships

Elizabeth VanDeusen-MacLeod
Central Michigan University, USA

Strong university-community partnerships that foster and sustain interrelationships as well as faculty development can take many forms. These experiences give faculty broad and relevant learning opportunities that help forge pathways to enhance the context within which they work. In reviewing the various perspective of university-community partnerships, this work is best structured under a community perspective that defines a successful partnership as one that organizes around a shared vision, mission, and common goals. Indicators of success include longevity, individual and partnership growth, partnership influence in the community, and the investment of time and money to bring about community capacity building. Factors that contribute to success in these partnerships include trust, respect, commitment, shared decision-making, development of operating principles, and resource-sharing. Barriers that interfere with successful community perspective partnerships include one-sided goals, universities that may not be willing to learn from the community, unresolved conflicts, or hidden agendas. I was presented with the opportunity to investigate 3 seemingly separate concepts (teacher residencies, reading clinic development, and community partnerships). Through extensive literature reviews on each topic and an ongoing partnership with a local educator, these concepts became intertwined under the umbrella of building strong university-community partnerships that bring together people in various settings to help enhance their practice and bridge gaps in understanding between organizations. This investigation continues to afford me incredible professional learning, connections with the field and its practitioners, and opportunities to broker boundaries to advance teaching, research, and service.

The Role of Reflection in Service-Learning and Community-Based Learning: An Evolution of Assessment Methods

Ashley Hasty
Indiana University, USA

In a visual merchandising course for students majoring in Apparel Merchandising, students are asked to complete a window display for four different stores (a term we use loosely to include retail stores, non-profit stores, and a costume collection) in the community. Students begin by

contacting the store representatives (often the store manager, an Advocate for Community Engagement, or a board member) to discuss the store's needs and desires for the window display and to present their initial ideas for the display. Students later return to the store to implement their window displays and seek feedback from the store representatives. The part that has undergone an evolution is the assessment of the students' work with the community. In the beginning, students were assessed through a formal in-class presentation of their work. Students would describe their window display using terminology learned in class, discuss their process for implementing the display, and receive a written evaluation from the store representatives. This method proved to be time-consuming (for the students to create a presentation and for the class to listen to all of the presentations) and ineffective (the presentations most demonstrated factual knowledge and sometimes, rarely, conceptual knowledge.) Through a series of developments over three years, I developed an individual written reflection that evaluates the following: self-disclosure, window description, connection to class discussion, and photographs. This method of assessment demonstrates meta-cognitive knowledge in students as they reflect on their personal contributions to the group assignment and make connections between class-time and service-learning activities.

Community involvement and engagement within a school of medicine at a UK university

Dawn-Marie Walker
University of Nottingham, UK

Since the amalgamation of some smaller schools to form a new school of medicine within the University of Nottingham, UK, some mapping was needed to ascertain where the good practice and gaps exist and how these can be fulfilled. One such area is Public, patient involvement/engagement (PPI/E). PPI in research, is research which is carried out 'with' or 'by' patients or the public rather than 'to', 'about' or 'for' them. However for the school's purposes, PPI is not only required for research, but also teaching, and engagement. HE's in the UK are measured according to The Research Excellence Framework (REF) which asks for proof that research has impact. This can be achieved through engagement. Regarding teaching the medical course has to comply with the General Medical Council which calls for a culture which enables patients and the public to contribute actively to the education, e.g. teaching, recruitment, management structure such as the examination board, etc. Furthermore PPI/E is a requirement for most funding bodies for health research. The PPI/E strategy within research and teaching ensures that future doctors and research objectives are patient centred. Academics across the school have been interviewed regarding PPI/E and a focus group has been ran to discuss the findings. This paper will provide an overview of a model of engagement and involvement of the community to respond to the various requirements within a large medical school within HE.

Integrating Community Engagement and Faculty Development

Sammy Elzarka and Marisol Morales
University of La Verne, USA

Partnerships between offices of community engagement and related academic support departments facilitate efficiency and synergies with faculty development efforts. Additional benefits include a more thorough integration of community engagement initiatives and deeper collaborations with faculty and faculty development units (McGowan, Bonefas, and Siracusa, 2013). These academic partnerships help create academic community, a key element of sound pedagogical practice (Weller, Domarkaite, Lam, and Metta, 2013). Multiple literacies such as interpersonal skills, role-playing, formal and informal interactions, and values-based behavior are all enhanced through this multi-perspective model of organizational collaborations (November and Day, 2012).

Expected outcomes of session

The expected outcomes of this session include the following:

- Deeper appreciation for positive impact of integrating community engagement into curricular and co-curricular activities

- Exploration of ways to view higher education programming, with a focus on service learning, through the eyes of students

- Understanding of strategic role of faculty development in student-focused organizational initiatives related to community engagement.

Session activities:

The planned activities for this session will model the principles of active and group learning as well as case study approaches. Included will be group discussions facilitated by prompts and role-playing. These will emphasize the role of community engagement in faculty and organizational development as well as interdepartmental collaborations. The session will conclude with a whole-audience share out and suggested next steps identified for each group.

Engaging Faculty to Start a Community Robotics Program

Kim J. Hyatt
Carnegie Mellon University, USA

This presentation is an overview of how faculty and community were engaged to start a FIRST robotics program for kids, Team RobotiX, Inc. The mission of FIRST (For Inspiration and Recognition of Science and Technology) "… is to inspire young people to be science and technology leaders, by engaging them in exciting mentor-based programs that build science, engineering and technology skills, that inspire innovation, and that foster well-rounded life capabilities including self-confidence, communication, and leadership." Background about FIRST programs (grades K-12) and the rationale for choosing FIRST will be addressed, along with faculty and community involvement (mentors, guest speakers, product, service and financial sponsorship, etc.). Team RobotiX, Inc. showcases their community involvement activities in order to inspire others to engage with FIRST, as well as other STEM projects for kids.

Faculty involvement was a requisite part of the team's ability to flourish during their rookie year. They helped the team create presentations for fundraising purposes, document successes and failures through their engineering notebook, learn essential designing, building, and programming aspects of robotics, and practice "Gracious Professionalism," a FIRST term that "… encourages high-quality work, emphasizes the value of others, and respects individuals and the community. In the long run, Gracious Professionalism is part of pursuing a meaningful life. One can add to society and enjoy the satisfaction of knowing one has acted with integrity and sensitivity."

Meaningful Student Engagement through Service Learning: A Case Study of the Potential for Students to Impact Domestic Violence through Community/University Projects

Emily Marie Ralph
Texas A&M Kingsville, USA

This presentation will explore the collaborative efforts of a student-run domestic violence outreach program which is based upon a service-learning model. With faculty member Emily Ralph acting as a consultant and designer of the programs to be implemented, faculty will present information about the project goals as a means of educating the higher education community about TAMUKs experience in the community and the wider South Texas community about domestic violence service delivery improvement. Faculty will describe their student/ community projects to implement improvement in the local domestic violence service delivery system via both primary prevention and policy advocacy. This project presentation exemplifies a

framework for the potential of service-learning projects to promote student enthusiasm, creativity, professional growth, and commitment to social justice.

Enhancing Patient Safety using a Standardized Patient; Introduction to Telehealth in the Community

Debi Sampsel
University of Cincinnati, USA

Patient safety is always a concern for the field of medicine; especially to nursing. When sending a patient from a medical facility to home it is important to ensure they have access to community resources, good discharge education, and a basic foundation for successful self-care. Nursing education is focused on the acute care area and not necessarily what happens to the patient and family when they take their loved one home. Using a foundation to promote understanding and empathy for patients and family's; a lived experience scenario was designed for students. Partnering with a local retirement community the University of Cincinnati has created an Innovation Collaboratory House for Simulation; giving a groundbreaking learning experience to students. This presentation will walk you through how the community partnership was created, the steps taken to create a standardized patient simulation, how telehealth and interprofessional aspects were integrated into the simulation, and the lessons learned in reflecting on the methods used. The partnerships formed in this process were not only with medical professionals but included design and engineering. Having an out of the box view in this process has allowed for some remarkable learning experiences for students.

Models of Parent-Teacher Collaboration-Implications for Teacher Education in Pakistan

ImtiazAhmad
University of Karachi, Pakistan

The purpose of this paper is to present a historical review of different models of parent-teacher collaboration and implications of such models for teacher education in Pakistan. By taking insight from UNESCO-International Institute of for Educational Planning (IIEP) framework for collaborating for educational change, this paper makes situational analysis of the current state of affairs of parent-teacher collaboration with special reference to teacher education in Pakistan. The paper also put forward the recommendations to reform the prevailing conditions. The paper attempts to provide applied frame-work for parent-teacher collaboration by contextualizing teacher education in Pakistan in line with National Education Policy (NEP-2009-2015).

Course Inception to Implementation: Co-Teaching and Community Engaged Learning

Johanna Phelps-Hillen
University of South Florida, USA

This presentation provides results of research, and a best practices model, based on a case study conducted as action research. This research monitored the work my Tampa-based community partners and I did together to develop and deliver ENC 4931, an upper level undergraduate grant writing course at the University of South Florida.

Questions driving this work were:

- How can community partners and faculty build, collaboratively, a service-learning course from the ground up?

- What can we learn from this process about service-learning pedagogy?

- How do we talk about service-learning, and how does that shape the service-learning that we do?

The research was conducted while building a new course from the ground up, together with community partners. Intrinsic to this approach is my argument that service-learning courses can

be most effective for all constituents, and should be co-constructed, with collaborative and invested partners. This approach to course development is a natural move as service-learning practitioners develop more refined, thoughtful, and nuanced methodologies for a pedagogy now institutionalized for nearly three decades in the US. Often, I've observed that service-learning narratives reinforce and reiterate the dominant account of the university as instigator and investigator of service-learning. Ultimately, the work of this research is meant to observe how service-learning narratives can be negatively perpetuated in a tenuous pedagogical space. This presentation, therefore, will provide suggestions on how to reframe this narrative. Additionally, a heuristic will be provided for practitioners interested in approaching course development in a similar, more deeply collaborative, fashion.

Identity Construction as Professional Teacher Educator in Pakistan

Azhar M. Qureshi
Georgia State University, USA

This study explores my personal experiences and professional identity formation, informed by the unique socio and political context of Pakistan. I argue that my story highlights the major strengths and weaknesses of the schooling in building professional teachers and teacher educators and can highlight the major factors contributing to the development of the teaching profession in Pakistan. In the first section I describe my background of teaching profession in my country and how a teacher or teacher educator experiences socio-cultural realities. In the second section, I discuss my construction of self-identity: through schooling to university education, and from cultural knowledge to field experiences. In the third section I interpret my journey in teaching profession: from lecturer to teacher educator, development of philosophy of education through induction to growth as professional teacher educator. In the last section of my chapter I try to explore my success in constructing my professional identity: from institutional learning to academic learning and from teaching success to professionality as teacher educator.

Ensuring Academic Integrity with Online Proctoring

Tommy Richardson
ProctorU

How can you be sure that someone taking an exam on the other side of the world is adhering to the guidelines put in place by your instructional staff? The presentation will demonstrate how instructors can prevent or catch cheating and ensure a secure environment, as well verify the identities of students taking online tests in their homes, offices and other locations. This session will explain how online monitoring works and demonstrate techniques for verifying a test-taker's identity and observing activity during the test. It will also explore policies and strategies for reducing incidents of dishonesty online. Participants will be invited to discuss how to balance the convenience of taking tests online with the need for test security and integrity, and how to determine which situations are suitable for using online monitors.

Hip Hop Higher Ed Trends

Nichole Karpel, USA

This session will explore some of the latest trends and technologies impacting teaching and learning. Got MOOC? Are badges really new? Gamification who? Although some of these innovations have been around for decades under varying terms, technology is changing the presentation and distribution of information and content and the application to teaching and learning. This session is suitable for creators of teaching and learning.

Postmodern Higher Education in India

Sanjeev Kumar Jain
U.G.C. INDIA

I think that postmodern condition in India so critical and bed. Higher education only for multinational company package. Not a human development. Earn of money only one of the target in life. So it is a bed for human community.

Integrating Theory and Practice: Community Engagement Case Studies As Evidence Of Institutional Culture

Kristin English, Kirk Armstrong, Ryan Brown, and Cynthia Orms
Georgia College, USA

Do your students see how what they do in their courses can be applied in community settings? Have you been able to span the divide between theory and practice? Would you like to develop a blueprint for forging mutually beneficial partnerships that will afford students the opportunity to apply learning through community engagement? In this interactive workshop, an interdisciplinary team of educators from Georgia College will use case studies derived from their own experiences to illustrate best practices in building community-based learning experiences that afford students the opportunity to intentionally integrate theory with practice. These case studies, drawn from international, community and institutional settings, form the foundation for an emerging institutional-wide plan to build a culture of engaged learning in community contexts. The facilitators will help participants develop strategies for securing resources, establishing support systems, initiating new community engagement experiences and developing effective assessment plans that can be adapted to any campus setting. After a brief introduction describing community-based learning initiatives at Georgia College, participants will develop a concrete plan for developing structured and accessible community engagement experiences on their own campus.

It Takes a Community to Engage a Community

Leslie Hitch and Nancy Pawlyshyn
Northeastern University, USA

This interactive workshop will stimulate debate and create models guided by this inquiry: What does it take to shift the isolated scholar toward engagement with a community of practice? The conversation will be based on these premises:

■ Categorizing faculty as 'living in an Ivory Tower' is as apt today as it was in Bologna in the late 11th century because faculty culture and the nature of our work– solitary, fragmented, often isolated – is antithetical to the collaboration needed for community involvement;

■ Pressure from legislators, funders, accreditors and negative public opinion is creating a need (and opportunity) for faculty to become more externally focused, accountable, entrepreneurial and more willingly involved outside of narrowly defined roles;

However,

Before meaningful involvement can occur, faculty need to see themselves, in their departments or units or institutions, as their own engaged community and value collaboration to advance their professional practice.

The workshop will draw on research examining cultural change resulting from facilitated, but independent, faculty communities of practice. It will offer examples of ways to integrate full-time and adjunct faculty into a cohesive core. Participants will brainstorm models to transform faculty attitudes toward community engagement while acknowledging (and celebrating) the millennia-old scholar-in-isolation.

Service-Learning in the Classroom: Integrating Community Service into Existing Curriculum

Erica Franklin and Erika Baldt
Burlington County College, USA

This workshop will help faculty incorporate service-learning into their existing syllabi while focusing on the implementation of service-learning as a pedagogy for experiential education. After an introductory presentation that will define service-learning, review the key stages of service-learning, and provide examples of methods for incorporating service-learning into any class, participants will break into groups to actively work on completing a "plan" for service-learning implementation. This exercise will bridge the gap between academic course content and community service. Presenters will also provide additional service-learning resources, and conclude with an interactive assessment. Expected workshop learning outcomes include that participants will be able to (1) define service-learning, (2) apply service-learning in the classroom by developing a project, and (3) create a means of assessment catered toward their service-learning project.

Conference abstracts

Track 3: institutions and community engagement

Making Community Engagement a University Priority – The University of South Africa Experience

Mandla Makhanya
The University of South Africa

This paper presents a critical analysis of the process of institutionalising Community Engagement within Africa's largest Open Distance Learning (ODL) University. For more than half a century, the University of South Africa has functioned primarily as a teaching and research based institute of higher education with all forms of community outreach or civic engagement being undertaken by individual academics with limited institutional support. Within this, the university has had a strong pedigree of outreach work with disadvantaged communities but much of this work operated primarily under "donor-to-recipient" tenets. The year 2012, marked an important turning point for the university as the first university in Africa, to formally identify and financially support Community Engagement as one its three core areas of business. This identification was supported by two very significant organisational commitments i.e. (i) that all academic staff were required to actively take part in community/civic engagement as a core of their job expectations, (ii) secondly, that Community Engagement, would be implemented on the basis of reciprocity, parity and ethical collaboration between the university and larger communities for the mutual exchange of knowledge and resources. These commitments represent significant deviations from previous conceptualisations within the university. This paper reports on a post-implementation evaluation of the resulting strategic opportunities and challenges faced by the university. Particular attention is given to the impact the Institutionalisation of community engagement has had on the learner experience, resulting communal responsibility of graduates and productivity of academic staff in all aspects of academic conduct and in so doing offers directional guidance for other ODL institutes on the integration of CE into core-business.

Saving Students Money and Improving Academic Outcomes through Open Educational Resources (OER)

TJ Bliss
The William and Flora Hewlett Foundation, USA
David Wiley
Lumen Learning, USA
Jason Pickavance
Salt Lake Community College, USA

Every year, students spend approximately $1200 on textbooks and other required course materials. A growing body of high quality, openly licensed, and freely available open educational resources (OER), including textbooks and full courses, is making college more affordable and improving students' chances of success. OER are educational materials made available for sharing, accessing, and reusing through a public or open license. Without a designation of an

open license, learning resources are "locked down" by traditional copyright laws, and activities like sharing, learning, and teaching are severely limited. In this session, experts will provide an overview of the OER movement, discuss specific examples of effective OER use in higher education, and provide insight on how faculty and administrators can transform their classrooms and institutions through OER.

Proper Names in Education: Global Tendencies and Local Culture

Alla Kourova
University of Central Florida, USA

Within the higher education field proper names can be confusing as identifying them and tracing their occurrences is quite a difficult task. Not only is their history quite unclear. They occur and function in our conceptual lives in different way (Reyes, M. et al. 1993), and update dynamically due to all the changes that evolve in society (Crystal 1986; 1987). Thus their variability inevitably leads to ambiguity and hinders their use in understanding the cultural and social contexts of other languages. This paper presents the results of the research of historical, cultural, communicative, semantic and structural aspects of various types of English proper names in higher education which are considered as constituents of lexical and semantic fields. The author analyzes their structural, semantic, and cultural features, and stresses the complexity of their nature. Peculiarities at the structural and semantic levels, including the number, meaning and the character of the relationships of their generic and specific (topographical, anthropological, social and cultural, etc.) components are described. Stressed are the peculiarities revealed in the connotative component of their meanings, conventional and emotional attitudes. They are viewed as a reflection of global and local social, cultural and linguistic tendencies as well as natural association of language and local identity (Steedly 1996) of the names of higher educational institutions. In this respect, suggestions are made regarding the comparative and cross-cultural study of proper names in higher education.

Understanding the Use of Social Media in Higher Education for Authentic Learning

Julie Willems
Monash University, Australia
Debra Bateman
Deakin University, Australia

Like it or not, the use of social media is swiftly becoming part of the landscape of higher education (Martínez-Alemán, 2014). Hall (2014) has stated that if institutions have to be current with social media platforms in order to reach today's students. However, it is not enough to simply adopt social media without an understanding that social media takes a variety of forms, from the spoken word through visual iconry to data analytics. It is also utilised in four main ways, from formal to informal learning opportunities that are teacher-directed or student-directed (Willems & Bateman, 2013). For authentic learning to take place, the pros and cons of each of these must be understood. This paper explores these overlapping themes through the lens of case study exemplars.

Preparing Students for Engagement: Reflections on Community, Engagement, and Diversity

Leah Levac and Andrew Robinson
University of Guelph, Canada

Students' community experiences should be as fruitful as possible for both the students and the community partners involved. Many community engagement and service-learning programs include a foundations course to help prepare students for their engagement opportunities. It behooves educators working in these areas to better understand how these courses can and do prepare students for engagement opportunities. Certain knowledge and skills likely prepare students for such fruitful opportunities. For example, critical understandings of concepts such

"engagement", "community", "diversity", and "power", and development of students' abilities to reflect on their experiences in light of these concepts, should facilitate a more reflective and socially aware way for students to engage with their communities. This paper presents results from research focused on student learning in the first year of a foundations course (Engaged Global Citizenship) for a certificate program in community engagement and global citizenship at the University of Guelph in Guelph, ON, Canada. The course consisted of a series of student-led seminars on key concepts, students' written reflections on seminar content and related readings, and students' development of personal learning plans for their remaining two years as part of the certificate program. Analysis of students' coursework reveals that students gained knowledge in relation to key concepts, and an increase in their capacity to reflect on diversity and power. Survey data suggests that students felt better prepared for engagement opportunities at the end of the course. This presentation will foster a discussion on how we might better prepare students for engagement opportunities.

Partnership, Collaboration and Growth a Win-Win

Patrick M. Sidey
Indiana Institute of Technology, USA

Communities and institutions can partner in areas such as human capital growth, strengthening each other with the act of partnerships and finally partnering to improve health within their diverse populations. A strong influence these partnerships can have on each other is playing to each other's strengths on how each can strengthen the other. If an institution is to succeed in certain areas, each need to show a correlation between their influences in the classroom to their influence in the community. If you have the public on your side and can show growth to the community, you can be successful, in citizens helping in growing your school. The community will be a huge make-or-break for schools. A lot of schools rely on their students to be their advocates and benefits to the outside community. Collaborations and partnerships are growing through the change in the institutional growth of the non-traditional students. The ability for a student, citizen within the community work towards degree programs, certification opportunities and other training course for continuing education. Partnerships of the community and university may lead to make or break growth for both parties, having public, buy from either can lead to future support as can be a win-win to support one another.

Building Interdisciplinary Learning with Purpose: Health Sciences and Community Transformation

Lily Hsu, Robin Harvan, and Kerri Griffin
MCPHS University, USA

MCPHS University offers multiple health professions programs from the bachelor degree through doctorate education. It has a long history in having students participate in meaningful community and clinical engagement that is a required part of the curriculum. The traditional clinical experiences are typically limited to their own discipline. This presentation will discuss the development of the new Bachelor degree in Public Health and the Doctorate in Health Sciences and how they are engaging students in the community and health care settings in an interprofessional approach. A key feature of these programs is the early introduction of students to issues and concerns through community engagement. This interaction continues throughout the program becoming more in-depth as the student progresses. The approach in these programs is rooted in the understanding that public health issues are complex. Models for improving the health of individuals and communities recognize that social, cultural, socioeconomic and health factors all contribute to the overall health of individuals, families and entire communities. For students to be successful health care providers they must be able to develop partnerships and work as part of an interdisciplinary team. Examples of community partnerships and how they are integrated into the classroom learning will be described and feedback from students about how these experiences have influenced their thinking will be shared. The University's overall interprofessional education framework will also be discussed.

Partnership Leads to Mentorship

Kristy D. Smith and Jeremy Walker
Colorado Technical University, USA

CTU is partnering with the Civilian Training program at Ft. Carson in Colorado Springs to bring mentorship to those in the civilian ranks working alongside our men and women in service. The mentorship partners members of the CTU team with civilians at base to create a foundational partnership. The mentorship program is a team effort between the institution and the civilian training program to present opportunities off the base. CTU is ranked as a top military friendly school and prides itself on the services provided to our military service members. The civilian training presents CTU with the opportunity to reach out beyond those in the service and allows our team members to build new relationships and share their professional and personal stories. The partnership begins in June 2014 with three CTU faculty. We plan to double mentors in 2015 and expand the partnership to deliver non-credit training in areas such as conflict mediation, project management, and becoming a mentor.

Youth Build: Service Learning that Builds Homes, Builds Bridges, and Builds Success

Patrick Sidey
Indiana Institute of Technology, USA

YouthBuild is a project of Ivy Tech Community College and the greater Fort Wayne Community. YouthBuild is a program which focuses on aiding low-income students ages 16 to 24 to work on academic subjects while learning practical job skills by building inexpensive housing in the community. Fort Wayne YouthBuild places stress on leadership improvement and practical community service through a dynamic partnership with the local Habitat for Humanity office. The partnership creates a positive mini-community of students committed to home building community service that excites and motivates all involved. There are approximately 273 YouthBuild programs in the US which engage nearly 10,000 young adults each year. The presenters will share learned experiences and best practices in formulating the YouthBuild program in the Fort Wayne area. Most importantly, attendees will be aided in preparing YouthBuild applications in order to replicate the YouthBuild project and successful community engagement partnered with higher education in the local community. When citizens and educators collaborate and pledge to serve together, communities are fortified, local needs are met, and cities become healthier places to live. Fort Wayne YouthBuild presents the perfect setting for an examination of the impacts of community engagement on learning environments in higher education. Through the sustained development of important and viable partnerships with the communities and organizations beyond the boundaries of the campus, the presenters will share the evolving progress of purposeful, integrated, and meaningful results from the Fort Wayne Youth Build project revealed to faculty and students, higher education institutions and the community.

OER, MOOCS and SPOCS: Elearning Options at Umass Boston Foster New Institutional Culture, Attract Learners across Borders

Irene Yukhananov, Rrezarta Hyseni, Alan Girelli, Michael Keating, and Edward Romar
UMass Boston, USA

In order to attract students, foster learning and increase revenues, academic institutions try to leverage the latest technological advancements and trends. The UMB CAPS Panel comprising of online teachers, project managers, researchers and instructional designers will discuss the history, production and use of internally created Open Education Resources (OER) such as OCW, Open Courses and MOOCs as an opportunity to promote and enhance institutional services and build a brand awareness domestically and abroad while engaging diverse student populations.

One of the areas that UMB is focusing on is bringing educational resources to developing countries through online courses and training modules. There is a growing demand for these opportunities given the lack of faculty and resources at universities in the world's poorest countries. In addition to developing courseware, UMB is also exploring alternative funding

models as well as delivery methods that take account of the financial realities students face in developing countries. In addition, we will provide a quick overview of various business models and pedagogical aspects we use in current online tuition-paid courses across academic disciplines to attract both non-traditional and international learners.

Community Based Projects in the Language Classroom

Muge A. Gencer
Istanbul Kemerburgaz University, Turkey

When preparing language curriculum and delivering the lesson, we, educators, focus on language points and skills. But do we create enough opportunities for students to reflect what has been studied in the language classroom and what has been experienced outside the classroom in a meaningful context? Do students have a reason for reflecting their observations, feelings and experiences using the target language? It is an important need to feel a sense of belonging. A sense of belonging to a group or community. How can we encourage our students to become more aware citizens in their community while learning a language? Is our only responsibility to teach language or to teach students who are aware, good problem solvers, reflective learners and active participants of the community? This study focuses on how to put language curriculum and community service learning projects together at an English Preparatory Program at tertiary level and its implications for teaching and learning.

Changing Minds: Using Community Engagement to Shift the View of Higher Education as an Individual Investment to an Investment for The Greater Good

Kris Windorski
Michigan State University, USA

Higher education in the United States was once viewed as a public good, one which benefited society as a whole. With steadily declining state and federal support, the view of higher education as an investment for the greater good has shifted to that of an individual investment, yielding benefits to only those who obtain degrees. The new College Scorecard touted in President Obama's 2013 State of The Union Address serves to reinforce the idea of education as an individual investment. The scorecard focuses solely on the value received by the individual, and ignores the value society receives. How might we counter this increasingly dominant narrative of higher education as an individual investment, providing benefits only to the individuals pursuing degrees? How might we change peoples' minds, and convince them once again of the value society as a whole receives from our nation's colleges and universities? This conceptual paper will argue that community engagement by colleges and universities provides an ideal opportunity to demonstrate the important societal benefits higher education yields. The learning that takes place through community engagement initiatives should not only involve the students and higher education staff, but also members of the greater communities in which higher education operate. Higher education institutions can and should utilize community engagement initiatives as an opportunity to educate all involved, that the benefits communities receive from higher education are not confined by a particular initiative, but instead are ongoing, cumulative, and all around us.

The B.A. Program in Community Information Systems as a Bridge between the Ultra-Orthodox and the High-Tech Communities of Practice

Dalit Levy
Zefat Academic College, Israel

In the last two decades we have witnessed an invasion of homes, workplaces, and public spaces by information technology tools and systems. More recently, social Information Systems (IS) have gained significant popularity, providing their individual users with increased social presence, much broader access to information and knowledge, and powerful means of communication. At the same time, social IS emerge as an empowering force for both local and global communities. Following these changes, a new interdisciplinary area of study

has evolved, arguing that the social and the technological mutually shape each other. By examining the social aspects of computing and IS, practitioners aim to ensure that technical research agendas and IS designs are relevant to the lives of people and organizations. Furthermore, they aim at empowering communities through the use of technology, especially those groups who are excluded from the mainstream communication systems. The increasing interest among different communities of practice in integrating human and social considerations into traditional IS curricula has led to the development of new academic programs around the globe, aimed at establishing a framework within which students develop analytical skills to identify and evaluate the social consequences of IS, and gain experience in the socio-technical process of designing IS. This paper describes an undergraduate program developed at Zefat Academic College in light of these global trends, and focuses on how the program might serve as a bridge between the ultra-orthodox and the high-tech communities surrounding the ancient city of Zefat in northern Israel. The first class of ultra-orthodox male students has started the program in 2013, and first accounts of the data gathered in this class indeed reveal signs of narrowing the educational, communicational, and digital gap.

Measuring Faculty Workload Associated With Professional and Community Engagement (PACE) Courses at an Australian University

Anna Rowe, Lindie Clark, Ayse Bilgin, Sarita Bista and Alex Cantori
Macquarie University, Australia

The rapid growth of community engagement (CE) courses in higher education has implications for faculty workload. Previous research, although largely anecdotal, suggests that CE courses are more time consuming to teach, administer and support than 'traditional' classroom based courses. The Professional and Community Engagement (PACE) program at Macquarie University, Australia, is an initiative designed to provide CE opportunities to all undergraduate students. PACE incorporates many diverse forms of CE (e.g. community development projects, service learning) and other forms of work-integrated learning (e.g. clinical placements, fieldwork). In 2012 the university initiated a two year study to systematically collect empirical data on the type and amount of work involved in teaching, administering and supporting PACE courses. This presentation will report results from the first year data collection. Sixteen faculty across a range of disciplines and diverse approaches to CE, completed a weekly survey via online survey software Qualtrics. Some also participated in semi-structured interviews. Preliminary findings suggest there is considerable variability in workload, particularly in relation to the total number of hours worked. Key drivers include the number of students enrolled and aspects of the mode of delivery (e.g. sourcing of community partners, sequencing and type of learning and CE activities). The systematic investigation of workload pertaining to CE courses is under-researched both in Australia and internationally. Achieving a more rigorous and comprehensive understanding of the workload involved in designing and delivering CE courses is crucial to the development and review of resourcing and workload models at both sectoral and institutional level.

Building Partnerships for Sustainable Community in the Age of Econocide

Tammy Schwartz and Thomas Dutton
Miami University
Kevin Talbert
The College of Idaho, USA

In 2006 the Over-the-Rhine Residency Program for Miami University undergraduate university students from all majors began as a collaboration among the Center for Community Engagement, the Urban Teaching Cohort Program, and the community of Over-the-Rhine. The site of racial unrest just thirteen years ago, Over-the-Rhine is an historic neighborhood in transition, now marked by the extremes of gentrification and homelessness. Our community partners organize around social justice and human rights. Because of the deep roots established over time, we tap into collective actions that organize movement towards self and social empowerment on the part of those who've fallen below the reach of the market.

The Residency Program distinguishes itself from programs based on charity or noblesse oblige. Students take a full course load while living and working in the community for a semester. Though necessary, residency alone is not sufficient. Throughout the program's lived experiences, which includes teaching and mentoring from long-time community members in addition to university instructors, students engage critically with the effects of neoliberal globalization in their midst. Students are challenged by course readings, community-led journaling, and their everyday experiences as they live in the community and with one another. This practice-rich environment sharpens our theory of community engagement that social change happens when those of wealth and privilege learn to cross borders and engage the margins in an honest way. Not a service model, the Residency Program attempts to be a full pedagogical and curricular model that engages community and challenges students to move from a base of service to activism.

Strategic Planning for Emerging Mobile Technologies

Robbie K. Melton
Tennessee Board of Regents, USA

This session will provide an overview of emerging mobile technologies for teaching and learning from PreK through Workforce Development. Participants will receive information regarding system wide strategic planning for teaching, learning, and training with mobile devices and apps. The audience will participant in demonstrations of new mobile content and apps using their own mobile devices. In addition, participants will receive open source recourse of content to supplement their curriculum on their mobile device.

Transforming Practice by Developing Relationships with Diverse Populations in Our Communities

Katy Ann Turpen
George Fox University, USA

The rigors of the classroom are a constant reality for our Teacher Candidates. Understanding the many layers of diversity is a challenge for all of us, but a necessity, especially for those who will teach. George Fox University is making intentional efforts to connect our Teacher Candidates to populations deemed "other". By crafting a practicum program which intentionally pairs Teacher Candidates with student populations who are ethnically diverse, academically diverse and behaviorally diverse we foster positive teacher dispositions which will only grow stronger in the field. During this experience we also identify areas in which our candidates need to grow. This allows us to intervene early to define dispositions that must grow in order for a Teacher Candidate to find success. Our Practicum which requires students to work with a population of "other" has become an established part of our curriculum over the last five years. Now we can proudly say that we have fostered long-term relationships with local and international organizations. Candidates are asked design and implement lessons in settings that include: local summer camps, local summer school programs, non-profit organizations and international school programs. While this is the initial placement in the field for many, we find the experience to be empowering and defining as they work through our MAT program.

It Takes a Village: How Service Learning Projects in a Small South Texas Community Have Enriched Academic, Cultural and Social Development through Music

Elizabeth Janzen, Flor Cruz, and Roberto Alvarez
Texas A&M University – Kingsville, USA

Pursuing a music education degree at a small university means hours of class time as the students train to hone their musical and pedagogical skills. While performance is an important facet of the curriculum, opportunities, especially in small university towns, can be limited. At Texas A&M University – Kingsville, students and faculty have paired the challenge of creating more performance opportunities with bridging academia and community, resulting in the

enhancement of the students' as well as the institution's and the community's academic, musical, cultural and even social development. Join student presenters Flor Cruz and Roberto Alvarez, along with Texas A&M – Kingsville faculty member Dr. Elizabeth Janzen as they discuss the variety of musical service learning projects on their campus and how they have helped to enhance the scope of their education as well as their roles as community citizens. From interactive local performances and sorority volunteerism, to campus-wide service learning grants and national collaborations, each presenter will discuss the development and structure of different projects and the degree of student engagement, in addition to each project's impact on educational experience, institutional ambassadorship and community partnership, from both student and faculty perspectives.

Integrated Community Engagement

Leonardo Snyman
University of Johannesburg, South Africa

The South African higher education system has struggled with the concept of community engagement since it was first proposed. One way of ensuring successful community engagement at a university is to better integrate it with research and teaching, as well as with learning activities. However, for this to happen the institution and academics need to be familiar with the benefits of community engagement. The following will be discussed in the conference paper.

■ Selling the benefits of community engagement

■ The importance of implementing service learning and community based research on community engagement sites

■ Research outputs; projects should act as sites of research and retaining current students by marketing project sites to graduate students for research

■ The need for projects to be aligned with the organisation's core business as well as to address the core values of the community engagement policy

■ Encourage symbiotic relationships; research findings by academics and students should go back to community to improve projects.

Community engagement at higher education institutions have become more strategic but may need to become more than that – CATALYTIC. Within a university environment, community engagement should be linked to academic activities such as research, teaching and learning, as well as graduate studies. A partnership between marketing and academic functions ensures that the marketing of a project is not just to generate positive PR for the organisation but also leads to more measurable aspects such as an increase of research output or an increase in graduate students. The partnership should benefit both the university and the community to ensure sustainability.

Abhimaan – An Institute Social Responsibility Initiative by SFIMAR – A Step for the 1,000 Miles Community Journey

G Ramesh Nair and Shilpa Peswani
St Francis Institute of Management and Research (SFIMAR), India

"Abhimaan" is a Corporate Social Responsibility Club of St. Francis Institute of Management & Research (SFIMAR) established in the year 2006 initiated by Prof G Ramesh under the guidance of Dr Thomas Mathew, the then Director of SFIMAR. It is to have pride in oneself to have achieved something or done something that has led to satisfaction of oneself. For different people it has a different meaning. For some it is an act to showcase one's talent, for another it could be to help those who need their support, while for another it could be an act to do something constructive that would enhance their self-esteem in the society.

Vision Statement:

Foster a better Community through effective Contribution by Management Students.

Mission:

Abhimann is committed to carry out various activities that fosters and enhances the community where all of us live and its social value which is endorsed in the statement "EACH ONE MUST REACH ATLEAST ONE"

Objectives

Abhimaan Main Objectives:

a. To Develop Management Students into socially responsible citizen.

b. To induce social sensitiveness and its ground reality in the minds of the students who are potential managers.

Abhimaan Credo:

In a world where "EACH ONE MUST REACH ATLEAST ONE" in order to enable one another to function effectively and efficiently, it is a requisite to empower and enable the other person to be self – sufficient in order to sustain himself/herself. This is the mission of the club to reach out to target those aspects and sections of the society which needs development and support. Everyone is blessed with talents and abilities and it needs a channel to be used in the right direction to bring out the right results. Hence we must all join hands in this endeavor to build a progressive society. We are responsible for our own actions, if we work together we can grow, we have to have a unified goal thereby bringing PRIDE AND GLORY to our nation!!!

Scaling Up Community Engagement: EPIC Learning at Wentworth

Charles Hotchkiss
Wentworth Institute of Technology, USA

With a longstanding cooperative education program and an active Center for Community and Learning Partnerships, Wentworth Institute of Technology, located in Boston's Mission Hill neighborhood, has a solid track record of community engagement in multiple forms. Still, faculty and staff were concerned when Provost Russ Pinizzotto announced in August, 2013, that, effective in August, 2015, every undergraduate day student at Wentworth would spend half a day per week working with students in other majors on projects involving a partner or client outside the Institute. That initiative, subsequently branded as EPIC Learning (for Externally-collaborative, Project-based, Interdisciplinary Curricula for Learning), has become the focus of curriculum change in subsequent months. This presentation begins by describing the implementation process now underway, drawing extensively on the work of John Kotter (2005) on organizational change. The presenter will identify key implementation issues and Wentworth's strategies for addressing them. While numerous incremental changes are necessary, the more challenging questions concern the years-long process of cultural change leading to a large-scale program of purposeful, integrated, symbiotic, and meaningful community engagement. The paper also includes examples of successful initiatives and "short-term wins" including initiatives with the local YMCA, museums, state agencies such as the Department of Transportation, Housing Authority, and Water Resources Authority, local governments, public schools, and neighborhood agencies and residents.

A Board of Comparative Study of Central Secondary Education (CBSE) and Board of Secondary Education Madhya Pradesh BHOPAL (BSEMPB) Hindi Text Books of Class-VI

Shrikrishna Mishra Mishra
Davv Indore, India

Proficient persons should be involved in formulation of the structure of the textbooks so that the topics selected in the Hindi textbooks for Class VII should contribute towards linguistic and literary development of the child and the language of the textbook matches the comprehension

level of the student. The topics of tile textbooks should provide good illustrations and suitable exercises. Topics of variety of taste can be included in There could be abstracts/hints at the beginning of each lesson. Meanings for difficult words must be given at the end of each topic for convenience of the parents and children as most of them find it difficult and time consuming to use Hindi dictionary. Exercises should be relevant covering the whole topic and the difficulty level should match the maturity level of the students in respect of CBSE Board. The textbook to satisfy the inquisitive children.

What is the Purpose of Higher Education?: A Comparison of Institutional and Student Perspectives on the Goals and Purposes of Completing a Bachelor's Degree in The 21st century

Roy Y. Chan
Boston College, USA

Society expects that degree-granting institutions will ensure that college students develop discipline-specific competences (e.g. knowledge, attribute, responsibility) as well as generic skills (e.g. communication, written, oral) and dispositions (e.g. attitudes, beliefs, curiosity) at the completion of a bachelor's degree. Current research suggests that undergraduate education is not just about discipline specific knowledge; instead, dispositions and generic skills that enable graduates to be effective citizens are also valued outcomes for students completing a college degree. Utilizing Critical Interpretive Synthesis (CIS), this paper reviews the purposes and aims of undergraduate education from the perspective of (a) higher education institutions and (b) undergraduate students. More specifically, this article aims to address two research questions: (a) What are the differences between students' and institutional aims, expectations, goals, outcomes, and purposes with regards to generic skills and dispositional outcomes of a college degree and (b) Is there a consensus as to what the goals of a college degree are in terms of core competencies. To answer such questions, a comprehensive search of the literature identified approximately 30 peer-reviewed articles, twelve books, five magazines/newspaper articles, and three policy briefs published between 2000 and 2014. Nine domains of the purposes and goals were found and while there was some agreement between institutions and students on the "non-economic" benefits of higher education, the review was characterized by a significant misalignment. This paper calls for significant "Tuning" in higher education to define what a college student should know and be able to do at the completion of higher education.

Student Engagement and Institutional Change

Colin Potts
Georgia Institute of Technology, USA

At Georgia Tech we are enhancing student engagement through several pilot programs and new organizational initiatives that soften the distinction between the curricular, co-curricular, and non-curricular. In this presentation, we will present several initiatives at Tech in which interdisciplinary intellectual engagement is being brought to bear on affairs beyond the classroom and campus. These all cross organizational boundaries and are addressing systemic issues.

1. By merging our coop and internship organization with our career services organization, and making the resulting center a hub within Academic Affairs for coordinating experiential education, pre-professional advising, and entrepreneurial experiments, we are helping students think in new ways about how their learning affects their professional development, and vice versa. We want students neither to obsess about jobs nor to pretend that career concerns will take care of themselves in their senior year, but rather to experience professional life "on training wheels" and to internalize the conviction that they are embarking on a process of life-long professional development

2. Our freshman year reading program has become the community-building and activity-oriented "Project One." Previously, students and faculty dutifully read and discussed

thought-provoking long-form non-fiction works, but there was seldom a spark of excitement, a sense that this marked the transition from high-school to higher education. This year we have introduced a short-form on-line futuristic novella as a springboard for online activities led by students around the theme "Digital Lives"

3. Every ten years, most academic institutions in the southern states devise a five-year or more strategic program, a Quality Enhancement Plan (QEP). Our 2015-20 QEP is in the area of service learning and sustainability. Both sub-areas were part of the institute's 25-year strategic plan but one was focused on community engagement, while the other was intended to drive research. By bringing them together, especially in the context of new undergraduate programs and credentials, and by involving students extensively in the development of the plan, we are enabling students to integrate their academic pursuits with their social concerns.

Global Education – Transformational Faculty Programming Toward Community Engagement

John Anchan
University of Winnipeg, Canada

Key theme: A University's Role in Community Engagement. From local to global: Faculty and students in Service Learning, Access programs (WEC and CATEP), and international practicums.

SUMMARY: The Faculty of Education at the University of Winnipeg, Canada is actively involved in community engagement – both, at the local and international levels. "Community engagement" can involve purposeful and directed activities in partnership with the community. This is the essence of "community development". According to Frank & Smith, community development is "…the planned evolution of all aspects of community well-being (economic, social, environmental and cultural)." The process entails, collective action to generate solutions to common problems and usually encourage grassroots movement. Being collectively responsible in organizing and planning to develop healthy options toward empowering themselves, true community initiatives address social inequalities by the creation of stronger and vibrant future for all participants. It allows achievement of social, economic, cultural, and environmental goals. This panel presentation will highlight some tangible examples of how the faculty and students have translated the idea of a responsible citizenship in Marshall McLuhan's Global Village. The discussion will highlight the successes achieved through local and global community engagement initiatives.

2015 International Higher Education Teaching & Learning Conference

Reaching the Summit: Explorations in Meaningful Learning through Community Engagement

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