

COLLABORATION
for the advancement of college teaching & learning
THE

*Celebrating
our 25th
anniversary!*

Motivating Students for Better Retention, Learning, and Achievement

PROGRAM

*Sponsored by
The Collaboration for the Advancement
of College Teaching & Learning*

**NOVEMBER 17-18, 2006
SHERATON BLOOMINGTON HOTEL
BLOOMINGTON, MINNESOTA**

PROFESSIONAL *Development Conference*

PRECONFERENCE SESSIONS

Friday, 8:00-10:30 a.m. — Separate registration required.

A **ASSESSMENT AND MOTIVATION: USING STUDENT OUTPUT AS TEACHING AND LEARNING INPUT**

PLAZA 1

*Marilla Svinicki, Associate Professor, Department of Educational Psychology
University of Texas at Austin*

When one hears the term "assessment," it is natural to think about the final learning measure on which grades are based: that is, summative assessment. However, assessment can also be an important tool for providing feedback that fosters motivation during the learning: that is, formative assessment. This workshop will provide opportunities to consider an array of formative assessment strategies that can influence student motivation before, during, and after learning. Conference attendees will be asked to contribute examples of formative assessment strategies in addition to discussing the prototypes provided by the leader. Each participant should leave the workshop with an abundance of new assessment ideas and a process for using them effectively as learning tools.

B **CREATING SIGNIFICANT LEARNING EXPERIENCES THROUGH INTEGRATED COURSE DESIGN**

PLAZA 2

*Stewart Ross, Director, Center for Excellence in Teaching and Learning
Minnesota State University, Mankato*

Of the many ways in which faculty can improve teaching and learning for students, no area is more beneficial than creating significant learning experiences through integrated course design. This interactive workshop helps participants develop a template for creating courses in higher education that contain meaningful learning goals, active teaching strategies, and high quality assessment. By integrating these three components from the first to the last day of the course, faculty can transform the way they teach and students learn. This highly interactive workshop guides faculty through a systematic approach to course redesign that includes application exercises and small group work. The presenter works closely with Dr. Dee Fink, author of the book, *Creating Significant Learning Experiences*.

C **FOCUSING FACULTY DEVELOPMENT ON STUDENT LEARNING**

PLAZA 6

*Barbara Licklider, Professor, Educational Leadership and Policy Studies Department
Jan Wiersema, Associate Director of Project LEARN, Electrical and Computer Engineering Department
Iowa State University*

What approaches to faculty development most effectively help faculty critically question their own teaching to make informed choices about how to increase the potential for student learning? In this workshop participants will consider how to evaluate teaching techniques to determine whether a strategy is appropriate. After engaging participants in real feelings and experiences about student learning, the leaders discuss components of a learning-centered approach to faculty development at Iowa State University and Kansas State University. Participants will also reflect on strategies to encourage collegial collaboration, to help each other grow as educators at their campuses.

E **RETAINING STUDENTS OF COLOR: PRACTICAL STRATEGIES FOR INCREASING STUDENT SUCCESS**

PLAZA 5

*Quentin Hart, Associate Director of Retention
Hawkeye Community College*

In this interactive workshop, participants examine areas of disparity and consider factors that contribute to equitable learning environments. Drawing on national best practices, this session highlights specific strategies that promote success for all students. Through a simulation and vignettes, participants will consider issues that are most relevant to retention in their own situations and develop action plans to increase student success.

This preconference workshop is based on The Collaboration's Traveling Workshop "Retaining Students of Color: Practical Strategies for Increasing Student Success."

PLEASE NOTE: Preconference D, "Fostering College Access for High School Students: The role of a teacher educator," has been canceled.

NOTE

Please be considerate of your colleagues during plenary and concurrent sessions. Either turn cell phones off or set them to "no ring."

OPENING KEYNOTE SESSION

Friday, 10:45 a.m. - 12:15 p.m.

WELCOME AND INTRODUCTION

*Lesley K. Cafarelli, President and Chief Executive Officer
The Collaboration*

*Cheryl Medearis, Chair, Department of Education & Graduate Education
Sinte Gleska University*

KEYNOTE

TRANSLATING ACCESS INTO STUDENT SUCCESS IN COLLEGE

Vincent Tinto, Professor of Education and Sociology, Syracuse University

Although public policy continues to center on increasing access to higher education and closing the gap in access between different groups in society, gaps in completion rates between groups have remained unchanged; indeed some gaps have increased over the past decade. Drawing from studies of both student and institutional success, Vincent Tinto will speak to what we now know about what institutions are doing to increase student success, particularly among low-income and underserved student populations. In doing so, he will highlight what faculty and student affairs professionals in colleges and universities are now doing to reshape student classroom experience and more effectively connect support services to the classroom. In this context he will share the results of a just-completed national study of the impact of innovative developmental education learning communities on the success of academically underprepared low-income students.

Vincent Tinto is Distinguished University Professor at Syracuse University and chair of the higher education program. He has carried out research and written extensively on higher education, particularly on student retention and the impact of learning communities on student growth and attainment. Tinto received his Ph.D. in education and sociology from The University of Chicago. He chaired the national panel responsible for awarding \$5 million to establish the first national center for research on teaching and learning in higher education and served as Associate Director of the National Center on Postsecondary Teaching, Learning, and Assessment funded by the U.S. Office of Education. As a member of the Pathways to College Network, he is currently engaged in a national effort to increase access to college. His current research, funded by grants from the Lumina Foundation for Education and the William and Flora Hewlett Foundation, focuses on the impact of learning communities on the academic achievements of underprepared college students in urban colleges.

GRAND BALLROOM CENTER

LUNCH

12:30-1:30 P.M.

GARDEN COURT

CONCURRENT SESSION 1

Friday, 1:45-3:00 p.m.

1A Achieving Greater Expectations: Preparing Students for Life Beyond College

*Henry Borne, Director of Center for Faculty Development
William Mangan, Vice President for Academic Affairs
Holy Cross College*

PLAZA 5

The AAC&U Greater Expectations report laid out a vision of preparing students for a more globally connected world that is more economically competitive and culturally charged. This session explores one institution's efforts to realize this vision. The liberal studies program at Holy Cross College incorporates a multi- and interdisciplinary curriculum, compulsory international experiences, internships, service-learning, and a senior capstone experience. Through group discussion and interactive learning, session participants will develop academic maps that connect curriculum, experiential learning, and assessment for a program of interest.

CONCURRENT SESSION 1, cont'd

Friday, 1:45-3:00 p.m.

1B BUILDING MOTIVATION: Do You Have the Tools?

*Connie Evenson, Assistant Professor, Department of Nursing
Michelle Gierach, Assistant Professor, Department of Nursing
University of South Dakota*

PLAZA 6

What are your favorite teaching methods? How do they fit with your students' learning needs? Whether the classroom is traditional or online, research shows that instructional methods faculty prefer may not always motivate students. In fact, a mismatch between faculty teaching strategies and student learning styles creates an environment that many students report as boring and uninspiring. Understanding learning styles helps faculty create dynamic academic environments that challenge and motivate individuals with a variety of learning preferences. Tools provided equip faculty to assess learning style preferences on the dimensions of sensing/intuitive, visual/verbal, active/reflective, and sequential/global (Felder and Spurlin, 2005) and select the appropriate methods to meet learners' differing needs.

1C BUT CAN THEY DO IT? High-Tech Real-Time Performance Evaluation

*Rich Edwards, Professor, Learning Services
Kirkwood Community College*

PLAZA 3

Using the eLumen Tool and a tablet PC or laptop, faculty can conduct paperless, real-time, standards-based, authentic performance evaluations whenever students are asked to demonstrate mastery of cognitive or psychomotor skills. This session provides the opportunity to learn more about this innovative evaluation tool and try it out. In this hands-on session, participants will observe a step-by-step demonstration using an example that focuses on health science real-time clinic performance evaluations in local hospitals and medical offices. Participants will then utilize eLumen as volunteers from the session perform a collaborative task while participants evaluate their performance using eLumen technology. Participants will discuss the capacities of eLumen and consider its usefulness in their settings.

1D CHANGING THE CULTURE OF FIRST-YEAR ADVISING: The "Wow" Factor of Having Caring Professional and Peer Mentors

*Pat Beu, Director of Retention and Testing, Academic and Enrollment Services
Barb Dolan, Coordinator of Academic Support Development
Carter Kerk, Associate Professor, Industrial Engineering Department
Joy McClure, Fourth-year student, Materials and Metallurgical Engineering
South Dakota School of Mines and Technology*

PLAZA 1

This session focuses on the first-year experience mentoring program at a regional engineering and science technology university. The program connects first-year students with informed and nurturing faculty and caring peer advisors. It helps first-year students overcome academic challenges and gives students a foundation for succeeding in rigorous academic programs. The presentation provides an overview of the program's history, philosophy, and methods. Participants will discuss strategies for recruiting and training mentors and consider guidelines for designing meaningful academic and social activities. They will learn about formats for assessing the success of the mentoring program and review evidence of its impact on first-year student engagement. The session concludes with an assessment of strengths and weaknesses of this program and a discussion of factors to consider when implementing similar programs on other campuses.

1E A LEARNING COMMUNITY'S REFLECTION: Creating Learner-Centered Classrooms

*Kris Bransford, Assistant Professor, Department of Psychology
Matt Mauch, Term Professor, Department of English
Karen Moroz, Associate Professor, Education
Angela Nippert, Assistant Professor, Department of Kinesiology
Concordia University-St. Paul*

PLAZA 4

Learner-centered classrooms provide an arena for learners of varying abilities and motivation levels to interact with content in new ways, deepening understanding. In this session, presenters share how a learning community focused on effective instruction was formed by instructors representing five different disciplines, and how it has impacted instructors and students. Participants will leave the session with the tools to replicate this type of learning community at their own institutions among faculty who desire to learn more about effective teaching strategies. They will also be prepared to begin using several student-centered learning activities immediately within their classrooms.

CONCURRENT SESSION 1, cont'd

Friday, 1:45-3:00 p.m.

1F LEARNING GAMES: Creating Cooperative Competition

John Chilton, Graduate Teaching Assistant, Computer Science and Engineering
Maria Gini, Professor, Computer Science and Engineering
Shana Watters, Graduate Student, Computer Science and Engineering
University of Minnesota-Twin Cities

PLAZA 2

How do you make cooperation competitive? Competition provides students with motivation and focus; cooperation has been shown to improve student learning outcomes. How can you best combine the two? In this session, participants explore a classroom framework in which students cooperate within groups and compete between groups—an approach that has the potential to maximize the benefits of each kind of structure. One example demonstrates how to help students practice learning otherwise dull material in the framework of a common quizzing game. In another instance, participants investigate how contests invigorate group assignments and prod students who tend not to work well in groups to enjoy working collaboratively. At the bedrock of these activities is a practice that is highly adaptable to many disciplines, one which calls upon the best of cooperative learning and the motivational energy of academic competition.

1G SERVICE-LEARNING AS INSTRUCTIONAL METHODOLOGY: How to Make it Work!

Noreen Buhmann, Director of Community Service/Service Learning, Community Service Department
Debra Pitton, Associate Professor, Education Department
Gustavus Adolphus College

ATRIUM 1

Service-learning methodology can provide college students with experiential learning that is meaningful, relevant, and motivating. The challenges and benefits of meeting course expectations through service-learning are identified in this session. Descriptions of student work, reflections, curriculum, and partnership development methods will be shared along with the planning process used successfully in an upper-level course. Participants engage in a step-by-step planning process and receive guidance for implementing a project for a course they teach. Participants in this session will be prepared to take the initial steps to develop relevant and integrated service-learning projects.

1H TALKING ABOUT STUDENT RETENTION: A Conversation with Vincent Tinto

Vincent Tinto, Professor of Education and Sociology, School of Education
Syracuse University

Facilitator: *Jay Barnes, Executive Vice President and Provost*
Bethel University

GRAND BALLROOM CENTER

Join keynoter, Vincent Tinto, for an informal discussion of issues and ideas raised in his keynote address. This is an opportunity to raise questions, consult on retention issues, engage in conversation with colleagues, and share stories related to student retention in higher education.

1I Using Communication Strategies in Various Contexts of Learning

Denise Peterson, Associate Professor of Educational Leadership, Educational Leadership
Loye Romereim-Holmes, Professor, Educational Leadership Department
South Dakota State University

ATRIUM 8

What is it about the culture or climate of a particular learning environment that gets students to interact with content, teacher, and other students? Factors such as interpersonal dynamics, physical environment, and class size play a part in establishing student motivation and shaping student communication. Context plays a huge role in student learning. This session focuses on the role of communication in learning and how the context of learning (both physical and psychological) can influence student engagement. In this session, participants explore their current perceptions of the role of communication in learning contexts in order to develop and use strategies to enhance student learning. Many of the strategies discussed in the presentation focus on verbal and nonverbal communication.

BREAK

3:00-3:30 P.M.

PLAZA MALL

BOOKSTORE

A bookstore, operated by the University of St. Thomas, will have texts related to the conference theme as well as other topics available for purchase during the conference.

PLENARY SESSION

Friday, 3:30-4:45 p.m.

INTRODUCTION

*Jack Rossmann, Professor, Department of Psychology
Macalester College*

AT THE INTERSECTION OF LEARNING AND MOTIVATION: Theory and Practice Combined

*Marilla Svinicki, Associate Professor of Educational Psychology
University of Texas at Austin*

GRAND BALLROOM CENTER

*A drawing for copies of Marilla's
book, Learning and Motivation
in the Postsecondary Classroom,
will be held during this session.*

Many instructors understand that an important key to teaching and learning is motivation, although they may not be sure how to foster it in some of their students. In an effort to understand what practices influence student motivation, it helps to have a conceptual framework to guide one's thinking. Although there is no one motivation theory that has been accepted as definitive, the theories that are currently being studied have much utility for teaching and learning. In this plenary session, the current theories of self-determination, self-efficacy, and goal orientation will be interwoven into a set of guidelines participants can apply to their own instructional systems. For example, the presenter will share how an instructor can influence student motivation by providing students with choices and control over their own learning, by helping students develop self-efficacy about their ability to learn, and by encouraging students to adopt the kinds of goals that focus on learning as opposed to grades. The session will alternate between descriptions of motivational theories and examples of instructional practice derived from each theory.

Marilla Svinicki began her professional life teaching at Macalester College in St. Paul, Minnesota, after graduating with a Ph.D. in experimental psychology from The University of Colorado. She then began a thirty-year journey developing the Center for Teaching Effectiveness at the University of Texas. In August of 2004, she retired from the Center and became a full-time faculty member in Educational Psychology, where she teaches undergraduate and graduate courses in instructional psychology, learning, cognition, and motivation. She is the editor-in-chief of the journal New Directions for Teaching and Learning (Jossey-Bass), co-editor of McKeachie's Teaching Tips 12th ed. (Houghton Mifflin, 2006), and author of Learning and Motivation in the Postsecondary Classroom (Anker Publishing, 2004).

25TH ANNIVERSARY CELEBRATION & RECEPTION

Friday, 5:00-6:30 p.m.

GARDEN COURT

This year, The Collaboration celebrates its 25th anniversary by recognizing those who have made significant contributions to our growth and achievement as an independent nonprofit organization providing leadership and service to higher education. Join us at this gathering to help honor the Bush Foundation, the Minnesota Private College Research Foundation, and Lesley K. Cafarelli, President & Chief Executive Officer of The Collaboration. You'll also learn about the inauguration of an important new Collaboration award. Following the short program, you'll have the opportunity to network with colleagues over a sumptuous buffet reception to the soothing jazz of the Steve Blake Trio.

Watch for news of The Collaboration's continuing anniversary celebration during our February 16-17, 2007 conference on "Transforming Student Learning for a Global Society."

FACULTY DEVELOPERS' BREAKFAST SESSION

Saturday, 7:45-9:30 a.m. — Separate registration required

**WHAT FACULTY NEED
TO KNOW TO
HELP UNDERPREPARED
STUDENTS SUCCEED**

PLAZA 1

Jeanne Higbee, Professor and Senior Adviser for Research at the Center for Research on Developmental Education and Urban Literacy
David Langley, Director of the Center for Teaching and Learning Services
University of Minnesota-Twin Cities

Join your colleagues for an informal discussion on improving the retention, learning, and achievement of today's underprepared college students. Learn more about who they are and what their learning needs are. Explore strategies that faculty can use to help students meet their goals for learning and success. This session will also include time to share your own experiences and develop next steps that best meet your campus needs.

This session is part of The Collaboration's year-round Faculty Developers' Network and is intended specifically for those who develop, manage, and deliver faculty development programming.

The Collaboration would like to express our gratitude to the University of Minnesota for their generous donation of the book, *The General College Vision: Integrating Intellectual Growth, Multicultural Perspectives, and Student Development* (University of Minnesota, 2005), for all conference participants.

CONCURRENT SESSION 2

Saturday, 8:15-9:30 a.m.

**2A
CIVIC ENGAGEMENT AS A
STRATEGY FOR STUDENT
SUCCESS**

ATRIUM 8

Brooke Hanson, Program Director
Minnesota Campus Compact

Lisa Loegering, Assistant Director of Service-Learning and Coordinator of the Crookston VolunTEAM
University of Minnesota-Crookston

Tracy Blackmon, Fourth-year student, Strategic Communication and Journalism, Minor Communication and African American Studies
Jessica Niemi, Second-year student, Nursing Program
Jean Strommer, Associate Director, Multicultural Center for Academic Excellence
University of Minnesota-Twin Cities

Civic engagement is an effective way to develop students' thoughtful commitment to social justice and personal perceptions of their roles as civic actors. Involving first-generation college students, low-income students, and students of color in well-designed service-learning projects can help these students thrive. This session features a program that asks cohorts of students to perform 300 hours of community service, attend weekly supportive meetings, and conduct an inquiry project into the barriers to student success on their campus. Results provide insight into ways higher education institutions must change to help more students of color and low-income students graduate. This workshop may be of particular interest for faculty and staff who are already involved in service-learning or civic engagement initiatives and wish to take them to a new level.

CONCURRENT SESSION 2, cont'd

Saturday, 8:15-9:30 a.m.

2B DEBATE THIS! Critical Thinking and Content Mastery via In-Class Mini-Debates (Part 1)

*Dean Pape, Assistant Professor of Communication
Ripon College*

Active engagement with students in the learning process involves professors, administrators, and staff who know how to extend their classrooms and meetings beyond the lecture or standard group discussion model. Learn how to create and conduct mini-debates in your classrooms and other student environments on campus that motivate students to put forth their best efforts for others to see. Some of you will participate in your own mini-debate during this session. Don't worry, the focus is on critical thinking and content mastery with this workshop, not who wins! Set up mini-debates tomorrow on your campus. Find out how to instruct your students to test and analyze web-based evidence. The session will conclude with discipline-specific methods for employing mini-debates. With many roles for everyone, even shy students in larger classes learn from your classroom mini-debates!

PLAZA 4

2C Demonstrating Career Success During the First-Year Experience

*Mindy Deardurff, Associate Program Director of the Undergraduate Program
Mary Maus Kosir, Assistant Dean of the Undergraduate Program
Linda Millington, Freshman Coordinator of the Undergraduate Program
Brent Opall, Assistant Director of Student Development, Undergraduate Program
Carlson School of Management, University of Minnesota-Twin Cities*

ATRIUM 1

Current trends in higher education indicate an ever-increasing parent involvement in college decisions directly impacting recruitment and retention. In addition, high-achieving students who are admitted to multiple institutions are asking questions about placement rates, career exploration, and the "benefit" of attending one institution over another. It is important for institutions to provide career exploration to students early and share the successes of doing so with parents and prospective students. Attendees will learn effective ways to incorporate career exploration into extracurricular activities with first-year students. Creative and successful ideas on sharing these experiences with prospective students and parents will be provided. By the end of the session, participants will have created their own action plan for their home institutions.

2D EMBODIED LEARNING: Motivating Students Through Movement and Imagination

*William Daddario, Graduate Student Teaching Assistant, Theater Arts and Dance
Heidi Geier, Instructor, Theater Arts and Dance
University of Minnesota-Twin Cities*

ATRIUM 3

Where's the "action" in active learning? It's found in the kinesthetic experience. This session demonstrates the usefulness of in-class physical exercises to link abstract ideas to concrete physical experience. These exercises accompany an overall learning approach geared toward enabling students to form connections between their personal everyday experiences and concepts that are foreign to them. Through small and large group exercises, knowledge probes, simple movement experiences, and narrative construction, participants will both engage in and come to understand "embodied learning." Attendees will come away with ideas of how to construct practical movement activities to scaffold learning in their disciplines. Find out how to put the body back into embodied learning.

2E MOTIVATING STUDENTS FOR BETTER LEARNING: A SERVICE-LEARNING PARTNERSHIP

*Corina Bernstein, Fourth-year student, English and Studio Art
Argie Manolis, Grants Project Director
Sandra Olson-Loy, Vice Chancellor for Student Affairs
University of Minnesota-Morris*

ATRIUM 7

What if our students were able to weave course projects in multiple academic disciplines with related student leadership experiences, all designed to meet a compelling community need? Consider the possibilities for student learning. In an integrated, campus-wide approach to learning, a service-learning program fosters student learning and development; meets high-priority community needs; and advances the mission, vision, and core work of the university. This session explores how a successful academic and student affairs service-learning partnership model motivates students and supports deeper learning at the University of Minnesota, Morris. As session participants, faculty, student affairs staff, and administrators will consider a service-learning partnership "web" for their own campus and community.

CONCURRENT SESSION 2, cont'd

Saturday, 8:15-9:30 a.m.

2F MYTH BUSTERS: Students' Use of Informational Interviews in an Intro Course

Dean Beckman, Assistant Professor and Coordinator, Media Communications Program
Amy Kalina, Media Communications Student
Steven Schild, Associate Professor, Media Communications Program
Maddie Smith, Third-year student, English and Media Communications
Saint Mary's University of Minnesota

PLAZA 3

Requiring first- or second-year students to conduct an informational interview is more than a class assignment—it's an actual project that students construct and carry out to get a glimpse into the day-to-day work lives of professionals in the students' field of study. This session puts students center-stage, highlighting their perceptions of their chosen field before and after the interview. These real-life stories demonstrate that learning can go far beyond the textbook and the classroom when students are given the freedom and the responsibility to explore firsthand a profession they've chosen to study but know little about.

2G PARTNERING FOR ACADEMIC SUCCESS: Continuum of Support for Identified "Underprepared and At-Risk" Students

Heather Angelle, Coordinator, Students with Disabilities
Melissa Britton, First-Year Development Program Advisor, Academic Advisement
Dory Pohl, Student Support Services Counselor
Tiffany Snider, Assistant Director, Student Support Services
Jason Berve, Second-year student, Nursing
Ashley Engkjer, Second-year student, Psychology
Lauren Polk, Third-year student, Elementary Education
College of St. Scholastica

PLAZA 2

The First-Year Development Program (FYDP) at the College of St. Scholastica creates an array of supports for first-year students who are academically underprepared or at risk. One of the most successful pieces to the FYDP program is the seamless partnership with other student affairs service areas such as Student Support Services and Disability Services. Participants will hear from the representatives of each of these areas and students on how FYDP assesses student needs, intervenes early with the BRIDGE program, coordinates academic support programming, and retains students. Ideas on how to create a similar program on other college campuses will be discussed.

2H THE ROAD TO EXCELLENCE: Creating Positive Learning Environments

Heidi Johnson-Anderson, Assistant Professor, Department of Nursing
Susan Reinhart, Assistant Professor, Department of Nursing
Dawn Warren, Assistant Professor, Department of Nursing
University of South Dakota

PLAZA 6

Faculty at the University of South Dakota's Department of Nursing have implemented a variety of methods for creating positive learning environments both in the classroom and online. This interactive presentation shares some of those strategies. Participants will discover ways to use technology to simplify, rather than complicate learning. Examples include methods to increase faculty approachability and use of "Email Communication Commandments." Presenters will discuss the affect that communication style and tone have on student learning motivation and the implementation of the affective domain in email communication and online discussion rooms. Participants will also work in small groups to review email responses and examine potential student interpretations.

2I USING SIMULATED CASE STUDY GAMES TO TRANSFORM THE UNDERGRADUATE CLASSROOM

Kelly McMichael, Senior Instructional Consultant, Center for Distributed Learning
Philip Turner, Vice Provost, Learning Enhancement
University of North Texas

PLAZA 5

Case study games can lead to improved critical thinking, writing, and presentation skills, along with increased success and retention rates and greater student motivation. The presenters will demonstrate the potential for counter-factual simulated case study "games" to radically transform undergraduate classes from passive, lecture-based settings to active, learning-centered environments. Educational gaming represents a creative means for faculty to enhance instruction through technology. This presentation highlights a course-specific approach and includes advice on implementing transformative changes institution-wide.

Note: Hotel checkout time is 11:00 a.m.

CONCURRENT SESSION 3

Saturday, 10:00-11:15 a.m.

3A
BRIDGING THE CHASM:
Collaboration Between
Secondary and Post-
Secondary Educators

Zala Fashant, Program Director, Center for Teaching and Learning
Martin Springborg, Faculty Development Coordinator, Center for Teaching and Learning
Minnesota State Colleges and Universities System

Students in two- and four-year institutions often struggle in their transition from high school to college environments. College instructors, especially those teaching in open-access institutions, are faced with increasing challenges due to the lack of preparation of their students. This session features interactive discussions on the ways in which college faculty can partner with K-12 instructors toward more successful student transitions from high school to college. Session activities aim to create an understanding of the contemporary roles of high school and college instructors. In addition, session participants will work interactively on exercises in partnership building and course design that strengthen student retention and success in their courses and at their institutions.

PLAZA 6

3B
CAN WE EVALUATE
DIFFERENTLY? Creative,
Engaging, and Self-
Motivating Work for
the Classroom

Brent Dockter, Third-year student, Music
Jeffrey Meyer, Assistant Professor, Department of Music
Joseph Sund, Third-year student, Music
Concordia College-Moorhead

By replacing traditional evaluation methods in a course with student work that emphasizes engagement, creativity, and self-motivation, faculty can help students achieve greater satisfaction and increased learning. This session examines and evaluates two types of student work designed to supplement or replace traditional evaluation methods: written responses to assigned reading and study activities that elicit creativity and synthesis while also evaluating student mastery over material and student-chosen unit projects that articulate depth of understanding and demonstrate fluency with discipline-appropriate communication. Session participants will see examples of such work from a music history course, participate in their own creative response, assess the value to learning and evaluation of such work, and consider applications in their own classrooms.

PLAZA 5

3C
DEBATE THIS! Critical
Thinking and Content
Mastery (Part 2)

Dean Pape, Assistant Professor of Communication
Ripon College

See session description on page 8.

PLAZA 3

3D
DEEP LEARNING ACROSS
THE DISCIPLINES

Mark Harstad, Professor, Department of Religious Studies and Humanities
Lars Johnson, Assistant Professor, Communications and Humanities
Peter Kjeer, Professor, Department of Physics
Eric Woller, Assistant Professor, Chemistry
Bethany Lutheran College

PLAZA 2

This session illustrates the characteristics of Deep Learning posited by John Tagg in his book, *The Learning Paradigm College*. Participants select two pedagogies from the disciplines of humanities, mathematics, or science. Each pedagogy presentation emphasizes the ways in which intrinsically rewarding goals are promoted; the requirement of frequent, continual, connected, and authentic student performances; consistent, continual, and interactive feedback to students; a long time-horizon for learning; the creation of purposeful communities of practice; and the aligning of activities around the mission of producing student learning. These characteristics will be considered in light of the prophet Isaiah, colonial American literature, the synthesis of complex organic molecules, and the physics of designing and building a musical instrument.

CONCURRENT SESSION 3, cont'd

Saturday, 10:00-11:15 a.m.

3E
FEEDING CAUGHT FISH:
Enrollment Management
Strategies for Increased
Persistence and Retention

Lecia Berven, Accounting Instructor
Eileen Kadow, Math Instructor
Nancy Schendel, Math Instructor
Iowa Lakes Community College

Iowa Lakes Community College has experienced a marked increase in persistence and retention. Various enrollment management strategies implemented by this community college appear to have affected the persistence and retention statistics positively. Some of the specific changes include implementation of mandatory Noel Levitz testing, incorporation of learning style assessment, and development of a college-wide enrollment management team. Come hear about these and other changes that have improved retention at Iowa Lakes Community College. Participants in this session will develop a list of possible changes to implement at their colleges to increase retention and persistence.

PLAZA 4

3F
FRESHMAN BUSINESS
SMORGASBORD: Major
Career Exploration plus
Service-Learning

Douglas Livermore, Professor & Department Chair, Department of Business Administration & Economics
Pam Mickelson, Professor, Business Administration and Economics
Molly Williams, Professor, Business Administration
Morningside College

This session highlights the development of a freshman business course that explores the areas of management, marketing, accounting, finance, human resources, and international business. It shows how — through the use of speakers, group activities, service-learning, and a variety of teaching styles — students are allowed to explore without feeling threatened. The presenters discuss a popular course that has helped to build retention and interest in a popular major and has helped freshmen students with their decision-making. Participants will have the opportunity to brainstorm the development of a similar course for their discipline at their institution.

ATRIUM 7

3G
GREATER ENGAGEMENT AND
STUDENT LEARNING: Active
Participation Methods

Petre Ghenciu, Assistant Professor, Math and Computer Science
Evan Sveum, Lecturer, Apparel and Communications Technology
University of Wisconsin-Stout

Teaching students to create and present mathematically correct proofs of theorems can be dry stuff. Yet there are ways to make even the driest content engaging. Participants in this session will learn about two such methods. In Accomplish the Objectives, collaborative work teams, facilitated by the instructor, interpret selected course objectives and create their own means to the end. General steps include: planning process, learning contract, formative and summative evaluation, and a clearly defined artifact. The Discovery Method is, in essence, a Socratic method that encourages students to solve problems using critical analysis and creativity. It works well in math courses, but is also applicable in a variety of other disciplines. For each of these methods, presenters will give an overview of what it is and how to do it, and then provide an opportunity for reflection and discussion, including realities of classroom application.

PLAZA 1

3H
MAKING CONNECTIONS: Fueling
the Desire to Teach and Learn

Jackie MacPherson, Instructor, Department of Psychology
Melissa Weidendorf, Second-year student, Psychology
Itasca Community College

Ann Amaral, Third-year student, Psychology
Teressa Haubrich, Third-year student, Psychology
Amber Serfling, Third-year student, Social Work
Bemidji State University

ATRIUM 1

Katie Brenden, Third-year student, Psychology
University of North Dakota

How do you motivate and inspire students? How do you get them hungry for learning? This session focuses on making connections, which is a central to engaging students and promoting learning that lasts. Faculty and student presenters will share their experiences of the transformational role that connections play (between students and faculty, students and the college community, and students and course content) in enhancing the teaching and learning process. Participants will learn about building a learning community, establishing community-campus connections, and fueling the desire to teach and learn. They will identify challenges to making connections and discover strategies and resources to help overcome those challenges. Participants will leave with a plan for implementing the recommendations discussed to make connections with students, learning material, and the community.

CONCURRENT SESSION 3, cont'd

Saturday, 10:00-11:15 a.m.

31
TARGETing Student
Motivation: Creating
Adaptive Motivational
Climates

TRIUM 8

*Jessica Daw, Associate Professor, Department of Health & Physical Education
Northern State University*

This session addresses contemporary motivation theory using Nicholls' achievement goal theory as a foundation. Session participants will develop an understanding of contemporary motivation, with special focus on personal understandings of success, effort, and ability in fostering motivation. Particular attention is given to how instructors can create motivational climates using TARGET principles that enhance adaptive motivation patterns (as evidenced by a desire to learn, improve existing skills, enhance current knowledge, and persist when challenged) in students of all levels, thereby increasing opportunities for success. Additionally, through scenarios and role play, participants will have the opportunity to put TARGET principles into action.

LUNCH & CLOSING PLENARY SESSION

Saturday, 11:30 a.m.-2:00 p.m.

INTRODUCTION

*Michele Neaton, Active Learning Advocate, Center for Teaching & Learning
Century College*

CLOSING KEYNOTE SESSION

Kathleen Cushman, Writer, What Kids Can Do, Inc./Next Generation Press

**FIRST IN THE FAMILY:
FIRST-GENERATION
STUDENTS TALK ABOUT
COLLEGE ACCESS
AND SUCCESS**

*Lisa Short, Second-year student, Carleton College
Erin Makowski, Second-year student, College of St. Catherine
George Otradovec, Second-year student, College of Menominee Nation
Jimmy Longun, Third-year student, Macalester College*

GRAND BALLROOM CENTER

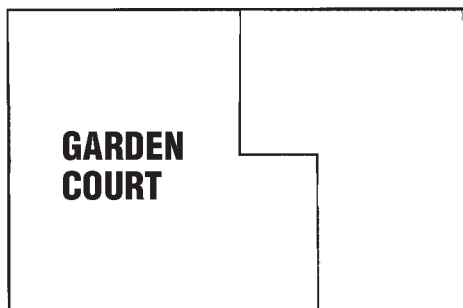
How do students put college within their reach, if their families have not gone before them? How do they defy stereotypes and low expectations about their future? How do they advocate for themselves academically, find the information they need, keep their emotional and social balance? Kathleen Cushman interviewed first-generation students enrolled at colleges across the country, collecting their answers to these and other questions in her book, *First in the Family: Advice About College from First-Generation Students*. In this presentation she will describe how their challenges and insights can help students following in their footsteps and the teachers, counselors, and other adults whose support means so much. As part of this plenary session, a panel of first-generation college students will share their experiences, and participants will be given opportunity to discuss implications for their institutions.

*Copies of Kathleen's book,
First in the Family, are included
with your registration packet.*

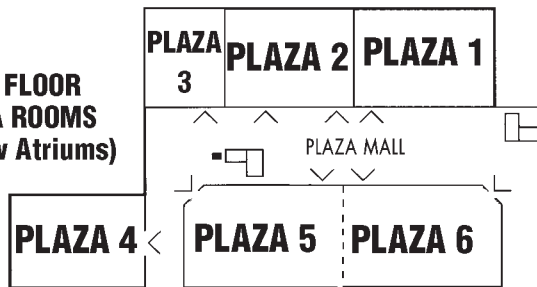
Kathleen Cushman writes for a national audience about the lives and learning of adolescents. In 2000 she helped start What Kids Can Do, Inc., a nonprofit organization in Providence, Rhode Island, which aims to make public the work and voices of adolescents. Her work there has resulted in many books, the latest of which is First in the Family: Advice about College from First-Generation Students (Next Generation Press, 2005). Her articles about education have appeared in Educational Leadership, Phi Delta Kappan, American Educator, and many other magazines.

SHERATON BLOOMINGTON HOTEL MEETING SPACE

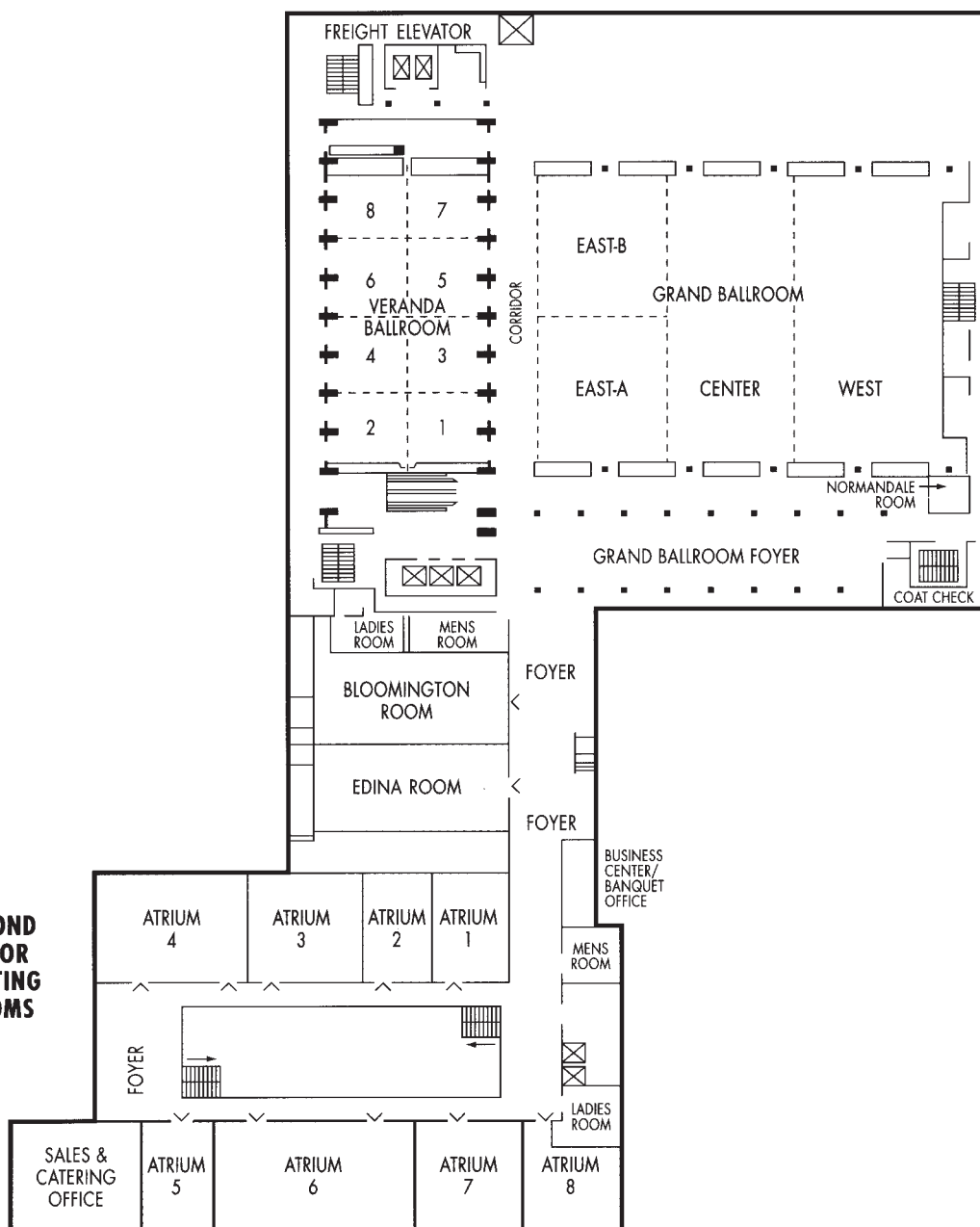
**GARDEN COURT,
FIRST FLOOR (off hotel lobby)**



**FIRST FLOOR
PLAZA ROOMS
(below Atriums)**



**SECOND
FLOOR
MEETING
ROOMS**



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FINAL EVALUATION

Feedback about your experience at this conference will help The Collaboration plan future programs and services. In place of a written overall evaluation, we will be conducting an online evaluation of the conference. Please watch for an email from us following the conference, asking for your feedback. You may also go to www.collab.org to complete the evaluation. If you would prefer a print version, please contact us at (651) 646-6166 or collab@collab.org.

We ask all participants to complete short written evaluations of individual sessions so we can provide presenters with immediate feedback. Presenters will also be asked to complete a separate online evaluation about their experience in this role. Thanks for taking a few minutes to help us with this important evaluation effort.

Thanks to the following for their contributions to this event

- Anker Press
- Bush Foundation
- Next Generation Press
- Sheraton Bloomington Hotel
- University of Minnesota
- The Collaboration's 104 member institutions
- And our many conference presenters and volunteers!

THE COLLABORATION for the Advancement of College Teaching & Learning is an alliance of public, private, and tribally-affiliated colleges and universities that supports and promotes outstanding college teaching and learning. Colleges, universities, higher education system offices, and other nonprofit organizations are eligible for membership.

For more information, contact The Collaboration at (651) 646-6166, collab@collab.org, or see our website at www.collab.org.

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