



May 30-June 1
2014
Boston, MA

THE
Teaching
PROFESSOR
CONFERENCE
www.teachingprofessor.com



**EDUCATE
ENGAGE
INSPIRE**





For those who are passionate about the art and science of teaching, *The Teaching Professor* Conference, now in its eleventh year, is a three-day conference dedicated to excellence in pedagogy.

It brings together hundreds of faculty members from campuses nationally and internationally to:

- Explore the newest ideas in teaching and learning
- Hear the latest research
- Discuss the state of today's changing classroom
- Network with likeminded individuals who care about teaching and learning

This conference does not focus on a specific discipline. Instead it is a gathering of teachers who are excited about teaching. The content is hands-on, practical, and applicable, so that you can implement what you learn right away.

“Loved the topics. Loved the enthusiasm. Loved the common theme of wanting to be better teachers. We love what we do, all of us, let's get better at it and learn from each other. Think this is a wonderful conference and great group of people. This conference met its goal to Educate, Engage and Inspire.”
— A.K., Wayne State University

TOP 7 Reasons You Should Attend

- 1. Reflect and Recharge**
Uncover ways to refresh, reenergize, and reinvigorate your teaching.
- 2. Rub Elbows with Thought Leaders**
Learn from nationally recognized teaching and learning experts who are selected by our advisory board in a blind review.
- 3. Connect with Colleagues**
Share successes, challenges, strategies, and questions with others who are equally committed to teaching and learning excellence.
- 4. Discover New Teaching and Learning Resources**
Evaluate and improve your skills in critical areas, including assessment, teaching with technology, student engagement, classroom management, and course design (just to name a few).
- 5. Take it to the Next Level**
Participate in interdisciplinary programming and networking that incorporates the latest research, trends, and pedagogical practices to take your teaching to new heights.
- 6. The Price Is Right**
Enjoy top presenters, programming, meals, poster sessions, plenary sessions, and early-bird and multiple-attendee discounts.
- 7. Build a Personalized Learning Agenda**
With multiple concurrent sessions, you choose which sessions and topics are right for you.

Meet the 2014 *Teaching Professor* Conference Advisory Board who review, rate, and select session proposals.

The Teaching Professor Conference Advisory Board Members



**Conference Chair
Nicki Monahan**
Faculty Facilitator
George Brown College



Maryellen Weimer
Editor, *The Teaching Professor* newsletter
Professor Emerita,
Penn State Berks



**Past Conference Chair
Donna Qualters**
Director, Center for the
Enhancement of Learning
and Teaching
Tufts University



Christopher Price
Director, Center for
Excellence in Learning
and Teaching
The College at Brockport,
State University of New York



**Conference Advisor
Ken Alford**
Associate Professor
Brigham Young University



Lolita Paff
Associate Professor of
Business and Economics,
Business Program
Coordinator
Penn State Berks



Linda Shadiow
Professor Emeritus
Northern Arizona
University



Teri Stein
Professor – School of
Leadership and Business
Judson University



Mary Bart
Editor
Faculty Focus

“The practical nature of the sessions was greatly appreciated. I was inspired by the knowledge presented, so much so that I will change the way I teach. A transformational conference on many levels. Thanks so much for a great experience.”
— A.E., Booth University College

Follow
The Teaching Professor



FRIDAY
MAY 30

7:00 a.m. – 8:30 a.m. Registration open for morning pre-conference workshop attendees only
8:30 a.m. – 8:00 p.m. Registration open for all participants
10:00 a.m. – 8:00 p.m. Exhibit displays open

Pre-conference Workshops (Additional Fee)

8:00 a.m. – Noon Flip a Lesson: Enhance Student Learning and Engagement
8:00 a.m. – Noon Tools for Managing Student Teams: The Team-Maker and CATME Systems (and Why They Work)
1:00 p.m. – 4:30 p.m. Turning Your Teaching into Scholarship
1:00 p.m. – 4:30 p.m. Ten Approaches to Managing Disruptive and Dangerous Behavior in the Classroom
1:00 p.m. – 4:30 p.m. Multimedia Learning in the Online, Blended, and Face-to-Face Classroom: Designing and Selecting Learning Objects That Work

Conference

1:30 p.m. – 3:00 p.m. Poster Sessions
5:00 p.m. – 5:15 p.m. Conference Welcome
5:15 p.m. – 6:30 p.m. Opening Plenary Session: Becoming a Skillful Teacher
6:30 p.m. – 8:00 p.m. Reception & Poster Session: Meet & Greet colleagues, presenters, exhibitors, and peruse many interactive poster sessions
8:00 p.m. Dinner and evening on your own*

SATURDAY
MAY 31

7:30 a.m. – 5:00 p.m. Registration open
8:00 a.m. – 5:00 p.m. Exhibit displays open
7:30 a.m. – 8:30 a.m. Continental breakfast
8:30 a.m. – 9:30 a.m. Breakfast Plenary Session: ‘Here We Are Now, Entertain Us.’ Strategies for Teaching Unprepared Students
9:45 a.m. – 11:00 a.m. 11 Concurrent Sessions
11:15 a.m. – 12:30 p.m. 11 Concurrent Sessions
12:30 p.m. – 1:30 p.m. Lunch
1:30 p.m. – 1:45 p.m. Award Ceremony Maryellen Weimer Scholarly Work on Teaching and Learning
2:15 p.m. – 3:00 p.m. 11 Concurrent Sessions
3:15 p.m. – 4:00 p.m. 11 Concurrent Sessions
4:15 p.m. – 5:00 p.m. 11 Concurrent Sessions
5:00 p.m. Dinner and evening on your own*

SUNDAY
JUNE 1

7:30 a.m. – Noon Registration open
7:30 a.m. – 8:30 a.m. Continental breakfast
8:30 a.m. – 9:30 a.m. Breakfast Plenary Session: Answers about Questions and Questions about Answers
9:45 a.m. – 11:00 a.m. 11 Concurrent Sessions
11:15 a.m. – Noon 11 Concurrent Sessions
Noon – 1:00 p.m. Lunch
1:00 p.m. Conference ends

*Enjoy Dinner With Your Peers!

Near the conference registration desk there will be a sign-up sheet where you can plan dinner with other attendees at a variety of restaurants. Continue the conversations you started, begin new ones, and meet other motivated teaching professionals.



Opening Plenary Session

FRI. May 30 | 5:15 – 6:30 p.m.

Becoming a Skillful Teacher

Presenter: Stephen D. Brookfield, Ph.D., John Ireland Endowed Chair, University of St. Thomas

Teaching skillfully requires a constant openness and flexibility to experimenting with approaches that help students learn. We need to build the critically reflective habit so that we can be as sure that the teaching actions we take are based on valid and accurate assumptions about how students learn. We need to know how students understand material, experience classroom activities, read meaning into our teaching actions, and make progress as learners. Dr. Brookfield will draw on his own experiences of teaching and learning to illustrate the core assumptions of skillful teaching.

Breakfast Plenary Session

SAT. May 31 | 8:30 – 9:30 a.m.

‘Here We Are Now, Entertain Us.’ Strategies for Teaching Unprepared Students

Presenter: Ken Alford, Ph.D., associate professor, Brigham Young University

Students often are unprepared. How can we motivate students to catch up (if they arrived at college unprepared) or stay caught up (if they’re not staying current with day-to-day requirements)? How can you increase student “buy-in”? How important is it to clearly demonstrate the relevance of your course to students? Should you provide students with “just-in-time” learning opportunities? If so, how? We will engage each of these questions utilizing a review of the research to identify ways to structure your course to maximize student preparation and performance.

Breakfast Plenary Session

SUN. June 1 | 8:30 – 9:30 a.m.

Answers about Questions and Questions about Answers

Presenter: Maryellen Weimer, Ph.D., professor emerita, Penn State Berks and editor of *The Teaching Professor*

Do students ask teachers good questions? Do teachers ask students good questions? What kinds of questions arouse interest, stimulate thinking, and cultivate the love of learning? These are good questions with interesting answers that merit review and consideration. Too often we take questions and answers for granted, forgetting that they are the teaching tool we most often grab. Consider what there might be to learn about questions and answers as we interrogate each.

“I like that I met a lot of people who shared my passion for teaching and learning and who were not shy about responding in workshops or starting conversations. I like that workshops had to be teaching-focused and not discipline specific. I enjoyed every session I attended – the wonderful spirit of the participants, all eager to learn and share their wisdom. These faculty all love teaching, no joke.”
– M.K., Eastern Nazarene College



The *Teaching Professor* Conference offers more than 75 sessions for you to choose from. We invite top-ranked presenters from the previous year's conference so more attendees can learn from them. We also invite experts who possess recognized knowledge about an instructional area.

Here are the invited presenters for the 2014 conference:

Dealing with Academic Dishonesty and Promoting Academic Integrity in the 21st Century



Presenter: Christopher Price, The College at Brockport, State University of New York

During this session, we will discuss the ways in which the participants have been challenged by cases of academic dishonesty in their courses. Following this discussion, we will talk about the 21st century variables (online learning, mobile devices, mashup culture, etc.) that influence how students and instructors approach academic integrity. The session will conclude with practical strategies that you can use to promote academic integrity in your courses.

“What I liked most was hearing about common challenges for teaching professors across the country. I realized that the challenges that I face with some students are not local; they are nationwide. I also enjoyed hearing about possible solutions to some of these challenges from some innovative and talented professors.”

— J.R., Saint Paul College

Keeping the Garage Door Open: Implications of Neuroscience and Learning



Presenter: Leslie Myers, Chestnut Hill College

This session provides information about recent findings in neuroscience and their implications for teaching and learning. Participants will have the opportunity to engage in several metacognitive strategies that they can utilize within the higher education classroom to enhance student learning and engagement. We will model effective methods of interaction and delivery as a part of the structure of the session.

Let's Talk About It! Incorporating Discussion in Technical Courses



Presenter: Lolita Paff, Penn State Berks

Technical courses tend to place a strong emphasis on procedures, processes, and computations—often at the expense of student participation, peer discussion, and group interaction. Yet employers consistently report effective oral and written communication among the key skills they seek. Getting students to discuss content is just as important in STEM courses as it is in the social sciences. This session will include a technical activity that promotes discussion.

Keeping Introverts in Mind in Your Active Learning Classroom



Presenter: Nicki Monahan, George Brown College

Susan Cain's *New York Times* best seller *Quiet: The Power of Introverts in a World That Can't Stop Talking* reignited interest in Carl Jung's categorization of human temperament into two categories: extroverts and introverts. For educators, her work raises interesting questions about the experiences of introverted students in active learning classrooms. In this session, we'll engage in reflection and dialogue to explore how we can meet the needs of all learners. Introverts and extroverts welcome!

Our Responses to Changing Classrooms: Insights and Implications for Teaching



Presenter: Linda K. Shadiow, Northern Arizona University

Instead of assessing students' prior knowledge and generational characteristics, we'll turn those lenses on ourselves and our teaching techniques in order to gain useful insights into our classroom practices and our expectations for student learning. The critical reflection initiated in this session will enable you to gain insight into your personal meaning of “faculty vitality.” After reviewing session propositions and resource literature with introductory examples, you will be engaged in a series of activities.

Serving Our Dual Enrollment Students



Presenter: Rob Jenkins, Georgia Perimeter College

Dual enrollment programs, which allow qualified high school students to take college courses, are becoming increasingly popular in many states and on many college campuses. Dual enrollment students come with their own set of needs, expectations, strengths, and weaknesses, so serving them appropriately—whether at the high school or on the college campus—can present certain challenges. As an experienced dual enrollment instructor and administrator, I will examine these challenges and share my strategies for helping dual enrollment students succeed and thrive in college.

“Wow! Great presenters. Excellent information. It was one of the best conferences informational wise that I've been to in a while. Great job!”

— T.W., North Central Missouri College



For a complete list of presenters and sessions, visit
www.teachingprofessor.com



FRIDAY
MAY 30

\$185 each

Flip a Lesson: Enhance Student Learning and Engagement

8:00 a.m. - Noon



Presenter: Barbi Honeycutt, North Carolina State University and Flip It Consulting

In this interactive workshop, you will put your lesson planning skills to the test when you create a flipped lesson from start to finish. You will analyze current definitions and models of the flipped class, experience a variety of flipped strategies, and design your own flipped

lesson. This pre-conference workshop will be packed with flipped strategies so you can experience this dynamic learning environment for yourself.

Tools for Managing Student Teams: The Team-Maker and CATME Systems (and Why They Work)

8:00 a.m. - Noon



Presenters: Richard A. Layton, Purdue University; Misty L. Loughry, Georgia Southern University; and Matthew W. Ohland, Purdue University

This workshop is for instructors from any discipline who use student teams in their courses. The goal is to help you manage teamwork in your classes more effectively and efficiently. We will review some of the factors to consider when

assigning students to teams and when administering self- and peer-evaluations. Then you will conduct interactive, hands-on activities using free, web-based systems, called the CATME/Team-Maker systems. These tools allow you to assign students to teams based on criteria and weights that you specify.

“The diversity of faculty represented was by far the most positive aspect of the conference. Seeing how ideas from one field work / don’t work in other disciplines is very relevant.”
– S.D., Ohio University Lancaster

Turning Your Teaching into Scholarship

1:00 p.m. – 4:30 p.m.



Presenters: Donna Qualters and Annie Soisson, Tufts University

Publishing is the “coin of the realm” in higher education. Many teachers feel that they do not do anything that is unique; that conceiving, designing, conducting, and publishing is either too overwhelming or too time-consuming; or that they do not have the resources to conduct research. None of these beliefs are true. Work with like-minded colleagues to identify an area of research from your teaching and discuss the various methodologies of

SoTL (Scholarship of Teaching and Learning) research. You will develop preliminary steps and time lines, review institutional research procedures and ethical considerations, discover available resources, and explore the challenges involved in classroom research.

Ten Approaches to Managing Disruptive and Dangerous Behavior in the Classroom

1:00 p.m. – 4:30 p.m.



Presenters: Brian Van Brunt and W. Scott Lewis, National Center for Higher Education Risk Management

Learn clear and innovative approaches to one of the biggest problems facing educators today: managing disruptive and dangerous behavior in the classroom. Activities include demonstrations and discussions of responses to rude, entitled, unmotivated, odd, and disrespectful behavior. Understand the warning signs and explore creative solutions for talking with students who are having a mental health crisis. You will also discuss ways to

consult with the campus Behavioral Intervention Teams (BITs) to better collaborate and intervene.

Multimedia Learning in the Online, Blended, and Face-to-Face Classroom: Designing and Selecting Learning Objects That Work

1:00 p.m. – 4:30 p.m.



Presenters: Ike Shibley, Penn State Berks; Tim Wilson, University of Western Ontario; and Ollie Dreon, Millersville University

As institutions expand ways to incorporate multimedia into their classroom experiences, the challenge becomes determining what makes an effective learning object. Too often, the focus is solely on whether the content being taught is accurate and aligns with course objectives. While content accuracy is a necessity, the methods of presentation are also critical. In this workshop, we will examine the

growing body of cognitive science research and its impact on the selection and design of effective instructional materials.

Poster Sessions

Faculty members will display a visual representation highlighting content of a model or strategy for teaching and learning. A first round of poster sessions will be on display the afternoon of the opening day and a second round will be showcased in conjunction with the opening night reception.



Selected Presenters

This year the call for proposals generated more than 450 proposed sessions. Less than 25% were selected for the conference program via a blind review by the advisory board using a rubric posted on *The Teaching Professor* Conference website. Our goal is to provide interactive sessions on topics important and relevant to teaching professors.



Maryellen Weimer Scholarly Work on Teaching and Learning Award

Magna Publications and *The Teaching Professor* will announce the winner of this prestigious award during the Saturday luncheon. Now in its sixth year, the award recognizes an exemplary scholarly article on teaching and learning.

“This stimulated a lot of thought, and I came home with practical ideas that I can implement right away. For me, that’s the most important thing.”
— 2012 *Teaching Professor* Conference Attendee

“It is energizing to meet teachers from such a range of disciplines and geographic locales.”

— L.T., Siena Heights University



Location

The host city for the 2014 *Teaching Professor* Conference is Boston, MA. This vibrant, thriving city is renowned for its cultural facilities, world-class educational institutions, champion sports franchises, as well as its place at the very forefront of American history.

Hotel

The Westin Boston Waterfront
425 Summer Street · Boston, MA 02210
888-627-7115

The Westin Boston Waterfront Hotel is a AAA Four Diamond award-winner and is less than three miles from Logan Airport. It is in the heart of Boston’s Financial District and offers easy access to the city’s newest neighborhood, The Boston Waterfront, and dozens of restaurants.



Boston



Teaching Professor Conference Room
Rate: \$219 for single/double occupancy, \$259 for triple/quadruple occupancy. Rates do not include applicable state and local taxes, currently 14.45%.

- Reservations must be made before 5 p.m. Eastern time on Saturday, May 3 to receive the reduced rate.
- Reduced rates are available three days before and after the conference dates, based on availability.
- To make your reservation, call the hotel at 888-627-7115 and tell them you’re attending *The Teaching Professor* Conference to receive the reduced rate.

Travel

Airport Information:

The closest airport for this conference is Boston Logan International Airport (BOS).

Transportation to the Hotel

By Subway: The “T”

The hotel is located on the MBTA Silver Line at the World Trade Center stop. The Silver Line is accessed via the Red Line at South Station. Fare costs average between \$1.70 – \$2.00 per ride.

By Bus:

The Number 7 Bus on the MBTA Bus Line stops outside the hotel on Summer Street. The cost is \$1.50 per trip.

By Taxi:

Taxis are available outside of baggage claim and the average fare to The Westin Boston Waterfront hotel is \$20-25. No advance reservations are required—service is on a first-come, first-served basis.

REGISTER EARLY AND SAVE!

(Please copy this form for additional participants)

Conference per-person registration fees

(All registrations from an institution must be submitted together to qualify for discounts.)

Prepayment required on all international registrations.

| Postmarked on or before: | 2/28/14 | 5/9/14 | Registrations received after 5/9/14 will be billed at on-site rate of \$639 |
|--------------------------|-----------|-----------|---|
| 1 person | \$589 | \$609 | |
| 2 to 4 people | \$569 ea. | \$589 ea. | |
| 5 or more people | \$549 ea. | \$569 ea. | |

On-site registration: \$639 On-site registrations are limited! Call in advance.

Registration Fee\$ _____

Optional Pre-conference Workshops (Cost: \$185 each)

- A: Flip a Lesson: Enhance Student Learning and Engagement 8 a.m. – Noon\$ _____
- B: Tools for Managing Student Teams 8 a.m. – Noon\$ _____
- C: Turning Your Teaching into Scholarship 1 – 4:30 p.m.\$ _____
- D: Ten Approaches to Managing Disruptive and Dangerous Behavior in the Classroom 1 – 4:30 p.m.\$ _____
- E: Multimedia Learning in the Online, Blended, and Face-to-Face Classroom 1 – 4:30 p.m.\$ _____

Registration Fee Total in U.S. Dollars.....\$ _____

(Please Print)

First Name: _____

Last Name: _____

Title/Dept.: _____

Institution: _____

Dept./Organization Address: _____

City: _____ State: _____ ZIP: _____

Dept. Phone: _____

Dept. E-mail Address*: _____

(*Required for each individual conference attendee to receive confirmation and updates.)

Nametag Name: _____

Special Needs: If you need accessibility or accommodations that meet the regulations of the Americans with Disabilities Act, please specify:

Note: All special accommodation requests must be submitted in writing at least 4 weeks prior to start date of conference.

Please inform us in advance if you require vegetarian meals: Yes

Payment Method

(All registrations not paid by conference date are subject to a 1.5% service fee per month, 18% per annum.)

Please send the invoice/confirmation to the attention of:

(All information for the group will be mailed together)

- Check enclosed (made payable to Magna Publications, Inc.)
- Bill Me (Federal ID # 39-1286980): _____
- Charge my credit card: MC Visa American Ex Discover
- Credit Card #: _____
- Expiration Date: _____
- Signature (required on all credit card registrations): _____

Conference fee includes plenary and concurrent sessions, poster sessions, exhibits, an opening night reception, two breakfasts, and two lunches.

I have read all the conditions of this registration form and accept the terms.

X Signature: _____
(required to process registration) I agree to the terms outlined at right



Address Service Requested

The Teaching Professor Conference
2718 Dryden Drive
Madison, WI 53704



HOW TO REGISTER
By Web: www.teachingprofessor.com
By FAX: Complete this form and fax to 888-936-4400
By E-mail: Send the requested information to: support@magna-pubs.com
By Mail: Magna Publications, 2718 Dryden Drive, Madison, WI 53704

Please Read and Sign
 The "Conference Management" (Magna Publications, Inc., its officers, directors, agents, and employees) shall not have any responsibility or liability for personal injury en route to and from *The Teaching Professor Conference* or at any time on the site. The "Conference Management" shall not have responsibility of liability for unsafe or illegal acts of the hotels, suppliers, entertainers, tour operators, and airlines that are directly or indirectly involved with the conference. Attendees who purchase non-refundable airline tickets do so at their own risk. I agree that any photographs or videotapes taken of me may be used for conference promotional purposes or resale. The total amount of any liability of the "Conference Management" will be limited to a refund of the attendance fee.

Cancellation Policy
All cancellations must be received in writing.
 Full refunds will be given for cancellations received by February 28, 2014. Cancellations received after this date are subject to a \$150 service charge per person. Cancellations made after the final cut-off date (May 9, 2014) will result in full registration fee. Persons who sign up for the conference, but do not attend will be charged the full registration price. Substitutions or name changes can be made at any time. For more information, contact Customer Service: at support@teachingprofessor.com or 800-433-0499 ext. 2.