

Learning & the Mind



The Power of Deep Learning

**Fredonia's 10th
Annual Teaching &
Learning Conference**

Monday, August 15th

**8:30am-4:30pm
Williams Center
#PDCTL16**

Greetings

On behalf of the Fredonia Professional Development Center and its Advisory Board, welcome to the 10th Annual Teaching & Learning Conference.

Higher education is undergoing monumental change, including shifting student demographics, opportunities for embedding meaningful technology use, and challenges in ensuring high-quality, affordable educational opportunities. The conference focuses on cultivating learning environments that strengthen student engagement and motivation.

The conference has organized presentations in a variety of themes, from learning strategies to learning venues, as well as assessment for learning, and technology/media supports to optimize outcomes. Guided by action-provoking messages from both our keynote speaker and our session presenters, we are certain that you will be able to elaborate on your own student-focused teaching and support work.

This year's keynote speaker is Dr. Michelle Miller, Professor, Psychological Sciences and Director, First Year Learning Initiative Northern Arizona University. She is the author of *Minds Online: Teaching Effectively with Technology* (Harvard University Press, 2014), and has written about evidence-based pedagogy in scholarly as well as general-interest publications including *College Teaching*, *Change: The Magazine of Higher Learning*, and *The Conversation*. Dr. Miller's current work focuses on using psychological principles to help instructors create more effective and engaging learning experiences, and to help students become more effective learners.

Special thanks are extended to both Fredonia's President, Dr. Virginia Horvath, and Provost, Dr. Terry Brown, for their ongoing support of this conference; to Fredonia's Faculty Student Association for awarding a grant to supplement conference costs; and to the members of the PDC Advisory Board for their review of the conference proposals, planning, and logistics support for today's events.

We look forward to an exciting day of exchange among Fredonia faculty and staff, along with regional guests and our exciting keynote speaker. Please let us know how we can help you maximize your experience at the conference. Welcome!

Sincerely,



Dawn Eckenrode
Professional Development Center Director

Overview of Schedule

8:00 am - 9:00 am	Sign-in & Refreshments	Multi-purpose Room, Williams Center
9:00 am - 10:15 am	Welcome & Keynote	Multi-purpose Room, Williams Center
10:30 - 12:20 pm	Concurrent Sessions	S204A-E, 103B-C Williams Center
12:20 pm- 1:30 pm	Lunch	Multi-purpose Room, Williams Center
1:30 pm - 2:20 pm	Concurrent Sessions	S204A-E, 103B-C Williams Center
2:30 pm - 3:30 pm	Closing Plenary	Multi-purpose Room, Williams Center

Welcome

9:00 am *Opening Remarks: Multi-purpose Room, Williams Center*

Welcome by Dr. Virginia Horvath, President, Fredonia

*Dr. Terry Brown, Provost and Vice President of Academic Affairs,
Fredonia*

Keynote Address: Dr. Michelle Miller

Keynote Address with Dr. Michelle Miller

Focus, Remember, Motivate: Setting the Stage for Deep Learning

9:00 – 10:15 am

Williams Center Multipurpose Room

How can we help all students gain a solid foundation of knowledge, while also teaching them how to think? How do working memory and attention factor in to the learning process? And how do we keep students motivated to put in the effort that's necessary to accomplish deep learning? These questions are some of the most challenging ones we face as we design and teach our courses. Fortunately, findings from cognitive psychology and related disciplines tell us a lot about how to address them, offering design principles that we can use in blended, face-to-face, and online modalities.

About the Keynote Speaker



**Professor, Psychological Sciences and Director, First Year Learning Initiative
Northern Arizona University**

**Author, *Minds Online: Teaching Effectively with Technology*
Harvard University Press, 2014**

Michelle D. Miller is Director of the First Year Learning Initiative, Professor of Psychological Sciences, and President's Distinguished Teaching Fellow at Northern Arizona University. Dr. Miller's academic background is in cognitive psychology; her research interests include memory, attention, psychological impacts of technology, and student success in the early college career. Dr. Miller co-created the First Year Learning Initiative at Northern Arizona University and is active in course redesign, serving as a Redesign Scholar for the National Center for Academic Transformation. She is the author of *Minds Online: Teaching Effectively with Technology* (Harvard University Press, 2014), and has written about evidence-based pedagogy in scholarly as well as general-interest publications including *College Teaching*, *Change: The Magazine of Higher Learning*, and *The Conversation*. Dr. Miller's current work focuses on using psychological principles to help instructors create more effective and engaging learning experiences, and to help students become more effective learners.

Morning Schedule at a Glance:

Keynote Address: 9:00 – 10:15, Williams Center Multipurpose Room

Focus, Remember, Motivate: Setting the Stage for Deep Learning with Dr. Michelle Miller

Concurrent Sessions: 10:30 – 11:20

Room:	103B	S204A	S204C	S204E
10:30 – 11:20	Google-proofing Assignments: Google Tools to the Rescue!	Not Another Research Paper: Strategies for Finding Every Student's Inner Writer	Funk the War Protest: What Is the Truth?	Using the LMS for Face-To-Face Courses: Going Beyond Uploading Files

Concurrent Sessions: 11:30 – 12:20

Room:	103B	S204A	S204C	S204E
11:30 – 12:20	Engaging Students with Economic Theory: Virtual Visits and Q&A with Local Businesses	Using Technology to Amplify Student Voice and Check for Understanding	Motivating Probation Students to Improve Hard Skills	Intercultural Engagement in Online Learning

Afternoon Schedule at a Glance:

Concurrent Sessions: 1:30 – 2:20

Room:	103B	S204A	S204C	S204E
1:30 – 2:20	Engaging Online Students with Gamification	"First Seek to Understand" Engaging Students Through Meaningful Experiential Learning	Flipped Classroom: study of the quality instructional design elements needed	Bringing Context to Content

Closing Plenary: 2:30 – 3:30, Williams Center Multipurpose Room

We Know What to Do – So Why Don't We? Moving Over, Through and Around Barriers to Change on Campus with Dr. Michelle Miller

Concurrent Sessions: 10:30 – 11:20

Google-proofing Assignments: Google Tools to the Rescue! (Room 103B)

Kathleen Gradel, Professor, College of Education, Fredonia

We know that “Googling it” is both a blessing and curse, when it comes to resource access. But how do we capitalize on Google to incorporate deeper learning into course assignments? This session features core Google Apps for Education (GAFE)-supported real course assignment exemplars that push student skills beyond “Googling it” (apps that are in the Fredonia Google suite). We’ll navigate strategies to amp up rigor as inroads to students’ applied thinking using mobile and desktop solutions for online, f2f, flipped, and blended venues.

Not Another Research Paper: Strategies for Finding Every Student’s Inner Writer (Room S204A)

*Allison Flesher, Full-time Faculty, English and Communications, Bryant & Stratton
Kathryn Falzareno, Academic Advisor, Academics, Bryant & Stratton*

We don’t write to fill pages; we write because we have something to say. Traditional research paper assignments encourage beginning writers towards academia, rather than developing voice and sensitivity to language. Stressing objectivity in academic writing often alienates first-semester college students. From 2011-2015, I piloted Bryant & Stratton College’s partnership with Lancaster High School. Their administration found anecdotal evidence from prior graduates that its seniors were unprepared for career and college-level writing. My Lancaster students exhibited the same detachment from their written word as my first-semester college students. Often, research paper assignments emphasize academic structure to the detriment of student comfort with language. Flexible prompts, however, encourage language facility while maintaining necessary scaffolding. Participants will learn that a flexible, personalized approach to research paper writing engages diverse student populations, boosts metacognition, and increases retention by fostering personal connection to course outcomes. We will brainstorm issues encountered with beginning writers, invent strategies for helping students connect their own experiences to academic discourse, and examine research paper assignments from a first-semester college student’s perspective.

Funk the War Protest: What Is the Truth? (Room S204C)

Dale Hartnett, Interim Director, Center for Excellence in Learning & Teaching, College at Brockport

How do students deal with conflicting evidence? How do they set aside their preconceived attitudes to seek the truth? What are the questions that must be addressed to stimulate critical thinking? This interactive presentation will invite participants to examine a case study that uses conflicting media reports on a real life situation. From that, they will debate the facts surrounding the actual incident and learn techniques to

develop thought-provoking questions that will both aid critical thinking and foster further inquiry. Participants will play the role of students and will learn techniques that lead to higher level thinking exemplified in Bloom's Taxonomy. Participants will also develop the kind of probing questions that would lead to stronger student papers. These techniques can be easily replicated in nearly any classroom. The result is deep learning that transcends the kind of superficial "remember" and "understand" learning that typifies so many of our other commonly used teaching materials, including most text books.

Using the LMS for Face-To-Face Courses: Going Beyond Uploading Files (Room S204E)
Lisa Melohusky, Office of Online Learning, State University of New York at Fredonia

Many of us use the LMS on campus to share files and communicate with our students, but what else should we be using it for? This workshop will look at ways to add collaboration and check points to increase student engagement and depth of learning.

Concurrent Sessions: 11:30 – 12:20

Engaging Students with Economic Theory: Virtual Visits and Q&A with Local Businesses (Room 103B)

Paul Ratka, Instructor, Economics, Niagara County Community College

Economic theories are typically abstract, taught with charts, diagrams, and mathematics, and are difficult for students to relate to and understand. I have tried to overcome this disconnect by taking students to actual businesses to question owners about how economic theory applies to their businesses. Students have found this approach very helpful. Unfortunately it is difficult for many students to attend these outings, limiting their access to these opportunities. To address this problem I created five videos teaching key micro and macro economic principles taught in the traditional classroom manner. Then in five additional videos, local business owners discussed how the various topics impacts or relates to their business. In fall 2016 semester, student will be able to watch both sets of videos and interact with the business owners via email. Conference attendees will have the opportunity during the session to explore and discuss ways in which this video technique could be used in their own courses to improve student learning and engagement.

Using Technology to Amplify Student Voice and Check for Understanding (Room S204A)

Brendan Keiser, Staff Specialist, Instructional Support Services, Cattaraugus- Allegany BOCES

Formatively assessing students during a lesson is pivotal to ensuring student success. However, delivering engaging assessments, receiving real-time accurate data, making in-the-moment instructional decisions, and varying the types of assessments can be a daunting task. This presentation will showcase two technology tools that can lessen the

burden for educators and actually make this best practice attainable, while promoting student voice in the classroom. Socrative is a tool that provides real-time data to teachers, whether it's through an online quiz or in-the-moment questions. Recap allows teachers to watch student videos that answer questions or demonstrate a task, and then provide feedback on those videos. Participants will leave with a better understanding of the value of formative assessments, strategies on how to use these two tools to check for understanding, and ideas on how these tools can provide ways for diverse learners to share their voice.

Motivating Probation Students to Improve Hard Skills (Room S204C)

Casey Cowburn, Coordinator of Tutoring Services, Student Success, Alfred State

Retention of college students has become a large focus of higher education institutions across the country. Many institutions are focusing on the “at-risk” students to ensure they will persist from year to year keeping enrollment at their target number. Unfortunately, many of these at-risk students struggle due to insufficient academic skills. Through the use of differentiated instruction and project-based learning, students can increase study skill abilities as well as increase their ability to persist. This presentation will illustrate the use of a pretest and posttest driven intervention that engages a class of probation students, required to enroll based on their academic standing, in a course which empowers students to improve their growth areas with accountability measures in place to keep them on track.

Intercultural Engagement in Online Learning (Room S204E)

Bond Benton, Associate Professor, Communication, Fredonia

One specific advantage online courses provide, is the ability to easily connect with students around the globe, whether it be for the duration of an entire class, or for a short-term collaborative project. A significant area of consideration related to the issue of online engagement is culture. This session will explore the challenges associated with multicultural online classrooms. Specific attention will be focused on SUNY Fredonia's COIL project with the Izmir School of Economics in Turkey. This collaboration focused on creating online classroom spaces for American and Turkish students. Exploration and application of this project will be the basis for collaboration and discussion with attendees.

Concurrent Sessions: 1:30 – 2:20

Engaging Online Students with Gamification (Room 103B)

Stephanie Huffnagle, Full-time Faculty, Bryant & Stratton College – Online

This session looks at how gamification can improve student engagement in a virtual classroom. Specifically, we will discuss the use of badges in a learning management system (Blackboard) to increase student involvement in an online academic environment. Discussion will center around the definition of gamification and how it is

used in both the business and academic worlds to increase participation, enthusiasm, and commitment of employees and students. We will also explore how gamification tactics are currently used in our everyday lives and may not even know it. Gamification strategies will be employed throughout the session to keep participants on their toes! At the end of the session, participants will be able to define gamification, employ simple gamification strategies in their online classrooms using Blackboard badges, and increase active participation from their online students overall.

"First Seek to Understand" Engaging Students Through Meaningful, Life Changing Experiential Learning Inside and Outside of the Classroom (Room S204A)

Steven Harvey, Executive Director, WNY Consortium of Higher Education, and Adjunct Professor, Executive Leadership and Change Program, Daemen College

Today's traditional college age students are at a distinct learning disadvantage after 13 or more years of passive pedagogy that did not engage them, cultivate a passion for learning, or develop the habits of success necessary to succeed in today's college and professional environments. This educational condition is not America's alone to address but a global issue caused by the intense velocity of change in the knowledge economy and educational systems across the globe failing to keep up. This session will begin with an exploration of the brutal facts facing higher education today; an overview of the educational world that fails to prepare high school students for academic success; the academic and cultural gaps that, even when students graduate, leave them far short of readiness for the world of work; and the "disruptive" practices that college faculty must adopt in order to change what has now become the single biggest threat to our nation's future. The session will conclude with examples from 22 years of teaching, concrete strategies to effect positive results in the learning capacity and motivation of students, and, perhaps most importantly, disruptive pedagogical innovations that prepare students for personal and professional success.

Flipped Classroom: study of the quality instructional design elements needed (Room S204C)

Michele Messenger, Online Instructional Designer, Center for Educational Innovation, University at Buffalo

Many studies exist discussing the benefits of flipped learning, but none define design elements nor discusses a framework for teaching and learning in a quality flipped classroom. A gap in the research on instructional design elements that best support the flipped learning model exists. My study begins to identify promising instructional design practices for the flipped higher ed classroom. Research results from the modified Delphi study will be shared and discussed.

Bring Context to Content (Room S204E)

Michael Jabot, Professor, Science Education, Curriculum & Instruction, Fredonia

As we consider how to best prepare students to be "global citizens" we are often faced with the challenge of placing context to the content we are sharing. This presentation will

share novel ways in which content and context can be merged in helping to develop global citizenry. The approaches shared are part of the presenters' work in Education for Sustainability (EfS) where interdisciplinary approaches are most necessary. These approaches allow students to develop their knowledge and appreciation for global issues through the lens of their individual content, bringing together the uniqueness that varied disciplines offer for analyzing and solving global challenges. In addition to sharing this approach, future directions for this program will be discussed.

Closing Plenary with Dr. Michelle Miller

We Know What to Do – So Why Don't We? Moving Over, Through and Around Barriers to Change on Campus

2:30 – 3:30 pm

Williams Center Multipurpose Room

We Know What to Do – So Why Don't We? Moving Over, Through and Around Barriers to Change on Campus

Our era has seen barriers to higher education fall: More people are getting to learn, in more times and more places, than ever before. We also know more than ever about the science of learning, which allows us to design better and more compelling educational experiences for our students. And yet, there remain significant gaps between what we know and what happens in practice. Administrative obstacles, unclear objectives and goals, even philosophical differences can all get in the way of creating positive change that lasts. This plenary session focuses on common barriers we face in our push to promote deep learning, and practical ways to overcome them.



FREDONIA

STATE UNIVERSITY OF NEW YORK

ACADEMIC AND ADMINISTRATIVE

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| <ul style="list-style-type: none"> 1 Fenner House
Office of Admissions 2 President's Home 3 Foundation House
Fredonia College
Foundation
Public Relations 4 Alumni House and
Conference Center 5 Thompson Hall
College of Education
Media Center
School of Business
Social Sciences 6 Fenton Hall
Classrooms
Lifelong Learning
Offices
President's Office 7 Houghton Hall Sciences 8 Science Center 9 Carnahan-Jackson Center
Learning Center | <ul style="list-style-type: none"> 10 Reed Library 11 Maytum Hall
Academic Affairs
Accounting/Accounts Payable
Budget
Computing Center
Engagement and Economic
Development
Finance and Administration
Financial Aid
Graduate Studies
Human Resources
Internal Control
Payroll
Purchasing
Student Affairs 12 McEwen Hall
Classrooms
Fredonia Radio
Systems 13 Jewett Hall Sciences 14 Mason Hall
School of Music
Diets Recital Hall | <ul style="list-style-type: none"> 15 Juliet J. Rosch Recital Hall 16 Robert and Marilyn Maytum
Music Rehearsal Halls 17 King Concert Hall 18 Michael C. Rockefeller
Arts Center 19 Dods Hall
Athletics and Recreation 20 Steele Hall Fieldhouse 21 Natatorium 22 Williams Center
Campus Life Office
Centre Pointe Lounge
Credit Union
Horizon Room
Ticket Office
Tim Hortons
Volunteer Services 23 University Commons
Bookstore
Convenience Store
Cranston Marché
Starbucks Coffee | <ul style="list-style-type: none"> 24 LoGrasso Hall
Counseling Center
Health Center
International Education 25 Erie Hall 26 Campus and Community
Children's Center 27 University Stadium 28 Park and Ride 29 Administrative Office Complex
Environmental
Health and Safety
Mailroom
Property Control
University Services
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Clock Tower and Carillon |
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Career Development
Faculty Student Association
Residence Life
University Police 38 Kasling Hall Residence 39 Grissom Hall Residence 40 Kirkland Complex Residence 41 Disney Hall Residence | <ul style="list-style-type: none"> 42 Eisenhower Hall Residence 43 Schulz Hall Residence 44 Hemingway Hall Residence 45 Andrews Complex Residence 46 Hendrix Hall Residence
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