2010

Kentucky Conference on the Scholarship of Teaching and Learning

Creativity and the Educated Person

Wednesday, May 26 – Thursday, May 27, 2010
Marriott Griffin Gate, Lexington, Kentucky

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Wednesday, May 26, 2010

10:00 AM	Conference Registration
Noon	Opening Session/Luncheon (Salon C/D/E) Welcome, Robert King, President, CPE KYVL Scholars Recognition *"Teaching the 21st Century Student"*, Aaron Thompson, Ph.D.
1:45 PM– 5:20 PM	Concurrent Sessions
5:30 PM	Reception/Poster Sessions, Bluegrass Pavilion
6:30 PM	Dinner (Salon C/D/E) "*Creativity R Us*", Hal Blythe & Charlie Sweet

Thursday, May 27, 2010

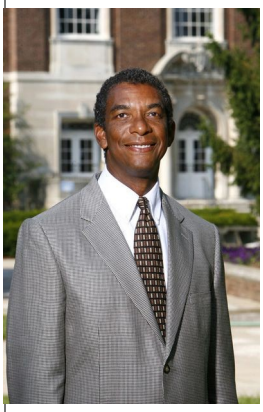
7:30 AM – 8:30 AM	Buffet Breakfast, Bluegrass Pavilion
8:30 AM – 12:30 PM	Concurrent Sessions
12:30 PM	Conference Concludes

SPECIAL GUESTS

Noon—1:30p.m. **Opening Session / Luncheon**
Salons C, D, E
Greetings: Robert L. King, President, CPE
Kentucky Learning Depot Scholars' Recognition

Teaching the 21st Century Student

Aaron Thompson, Ph.D.



Dr. Aaron Thompson came to the Council on Postsecondary Education from Eastern Kentucky University in 2009 to serve as interim vice president for academic affairs. At EKU he is a professor of sociology and holds a doctorate in sociology in areas of organizational behavior/ race and gender relations. At EKU, he previously served as the executive director of the Student Success Institute, associate vice president of academic affairs and university programs, and associate vice president of enrollment management. Dr. Thompson has researched, taught, or consulted in areas of educational attainment, assessment, diversity, leadership, ethics, research methodology and social statistics, multicultural families, race and ethnic relations, first-year students, retention, and organizational design. He is nationally recognized in the areas of educational attainment and academic success, African American fatherhood, divorce in the black family, and black and white differences in marital expectations. Dr. Thompson's research includes building culturally relevant models for student success, transition to college from high school, and persistence to graduation. Dr. Thompson has worked with KHC for many years. In addition, he is a long-time popular speaker in the KHC's speakers bureau.

6:30 p.m. **Dinner Session**
Salons C, D, E

Creativity R Us

Facilitated by Hal Blythe and Charlie Sweet
(The Not Ready for CPE Prime-time Players)

NRCPEPTP, an Enhanced Professional Learning Community from Eastern Kentucky University, has spent the past year researching the importance of creativity in academia. A narrow cross-section of campus alphas, the group consists of Hal Blythe (Co-Director, Teaching & Learning Center), Charlie Sweet (Co-Director, Teaching & Learning Center), Rusty Carpenter (Director, Noel Studio for Academic Creativity), Rick Mott (English & Theatre), Fred Kolloff (Director, Instructional Development Center), Mary Ann Kolloff (Curriculum & Instruction), Barbara Szubinska (English & Theatre), Dorie Combs (Chair, Curriculum & Instruction), Jeanie Goertz (Curriculum & Instruction), Marcel Robles (Management/Marketing/Administrative Communication), John Harley (Biological Sciences), Herb Goodman (Art & Design), and the incomparable Trenia (Noel Studio). NRCPEPTP's picture does not appear in a box because they are always thinking outside of it.

7:30 a.m.—8:30 a.m. (Thursday) **Breakfast Buffet**
Paddock Tent

2010 Kentucky Conference on the Scholarship of Teaching and Learning

FACULTY DEVELOPMENT WORKGROUP 2010 MEMBERS

J. Patrick Moynihan, Faculty Development Workgroup Chair
Northern Kentucky University

Eric Jerde
Morehead State University

Hal Blythe*
Eastern Kentucky University

William Burke
University of Kentucky

Carolyn Carter
Kentucky Community and Technical College System

Gale Rhodes*
University of Louisville

Sally Kuhlenschmidt
Western Kentucky University

Linda Linville*
Kentucky Council on Postsecondary Education

Charlie Sweet*
Eastern Kentucky University

Samuel Conn
Kentucky State University

Susan Weaver*
University of the Cumberlands
Association of Independent Kentucky Colleges and Universities

Enid Wohlstein
Kentucky Virtual Library
Kentucky Council on Postsecondary Education

Hal Rice
Murray State University

Paul Wirtz*
Northern Kentucky University
Kentucky Association for Colleges of Teacher Education

*Conference Planning Committee member

Conference Program

Wednesday, 5/26/2010

01:45pm

Calumet – General Education; Technology

Test Presentation Modes, Student Self-perceived Learning Preferences, and Student Performance on Conceptual and Applied Problems

This session addresses the assessment issue in a technology-rich formal education setting. Using data collected in two web-enhanced sections of an undergraduate core education course in spring 2008 and fall 2008, this session is to present the impact of test presentation modes (i.e., all at once, one at a time, and one at a time – no backtracking), coupled with student self-perceived ways of learning, on student achievement in two major types of test problems (i.e., conceptual, applied). This session will provide insight as to how the evolving technology in education affects student test performance.

Presenter: *Yuejin Xu, Murray State University,*

Wednesday, 5/26/2010

01:45pm

Darby Dan

Balancing Service-Learning with Research, Teaching and Service Expectations

Service-learning is a pedagogy that can be used across the curriculum, throughout one's teaching career, and at various types of institutions. Each situation is unique and different challenges must be addressed when designing curriculum, balancing time constraints, and preparing professional portfolios for career advancement. This panel will include a representative from Kentucky Campus Compact, and faculty from various types of institutions and career stages. The challenges of balancing service-learning with institutional expectations regarding research, teaching, and service will be explored. Panelist and participants will discuss issues relating to each career stage from graduate student to full professor.

Presenters: *Janet McCoy, Morehead State University, Gayle Hilleke, Kentucky Campus Compact*, *Randy Manis, Jeffrey Zutaut, & Faith Dement, Morehead State University, Joyce Carmouche, Abbey Poffenberger, & Myra Beth Bundy, Eastern Kentucky University, Kelly Rogers, Gina Winchester, & Emma Perkins, Morehead State University*

Wednesday, 5/26/2010

01:45pm

Dixiana

Do Pre/Post Test Results Tell Teachers Enough About Their Students?

This session will focus on interpreting pre/post test data to identify trends that show how and what students learn. Knowing students' learning styles, IEPs, and other demographics provide useful information that helps determine future instructional strategies, classroom activities, etc. The overall purpose of the session is to show that only numerical scores on pre/post tests do not always provide the best information.

Presenter: *Janette Ralston, Lindsey Wilson College*

Wednesday, 5/26/2010

01:45pm

Lanes End

Shred Those Worksheets! Make Learning Come Alive!

The days of assigning worksheets are over! Candidates in K-12 education programs need to learn how to bring the WOW into their classrooms. This session will include creative, innovative strategies involving technology, classroom management, simulations, and investigations that can be used in several content areas. Fun and meaningful applications for inquiry-based learning will be presented in an interdisciplinary constructivist format. Also, creative formative and summative assessments that will lead to improved student achievement will be modeled.

Presenters: *Peggy McGuire, Connie Hodge, & Peggy Petrilli, Eastern Kentucky University -Corbin*

Wednesday, 5/26/2010

01:45pm

Salon A/B

Inquire Within: Living on the Right Side of the Brain

It has always been important for students to be technically prepared and professionally competent. However, coming into the 21st century, it is even more important for them to be creatively prepared, to be able to go beyond the ideas of the present, to deal with the complex set of issues facing this century.

The future belongs to a very different kind of person with a very different kind of mind. We are now a part of a new world in which "right brain" qualities are essential. An effort must be made to introduce this type of thinking to students.

Presenter: *Ryan Hargrove, University of Kentucky*

Wednesday, 5/26/2010

01:45pm

Salon G/H

Teaching Students of Appalachian Culture

This presentation will attempt to highlight pedagogical methods and interventions that work well with students of Appalachian culture. Though there is great diversity in Appalachia, generalizations will be used that broadly address cultural values found by research to impact education for this population. Cultural traits to be addressed include strong family/community ties, loyalty to place, distrust of outsiders, social egalitarianism, collectivist but independent socialization, patriarchal gender set, indirect communication, effects of bias, and preference for blue collar careers. Among suggestions for working with these students are communication style changes, problem-based learning, and encouraging local education.

Presenters: *Kathryn Russ & Jennifer Williamson, Lindsey Wilson College*

Wednesday, 5/26/2010

01:45pm

Saxony

Involving the Campus and the Community to Create Revelent Classroom Learning

Student learning is maximized when they are fully engaged in the process of producing demonstrable outcomes. Student motivation for learning is increased when that outcome will be subjected to public scrutiny and is aggregated in to a larger product. Courses which incorporate student work into a peer and community reviewed outcome create a relevant, engaging learning experience, as well as a multi-faceted assessment process invovling student peers, campus-wide staff and faculty, and the off campus community.

Presenter: *David Donathan, St. Catharine College*

Wednesday, 5/26/2010

01:45pm

Terrace Ballroom

The 7 Habits of Highly Ineffective Teachers

The rules for successful teaching have changed due the impact of technology and the skills expected of graduates as they enter the workforce in the information age. Whereas Steven Covey's "7 Habits for Highly Effective People" identified effectual characteristics to be admired, this session will highlight common pitfalls that so easily entangle well-meaning faculty. Even perfect pontificators are invited to attend, if only to pass on the insights to your helpless colleagues when you get home. (You know who they are!) Come relax and enjoy this insightful and light-hearted presentation as we look at successful teaching from the reverse side.

Presenter: *Thad Crews, Western Kentucky University*

Wednesday, 5/26/2010

02:45pm

Calumet

Ready (or not) for College

This session examines how pre-service teachers in a foundations course at Eastern Kentucky University are introduced to the importance and use of curriculum standards through a personal examination of their own high school experience.

An integrated approach combines a survey of students' perceptions of their own educational experience, a personal reflection and an exploration of Kentucky's Learning Goals and Academic Expectations, to promote critical thinking and answer the question: "How well did my high school and I prepare me for college?" Participants will use Turning Point "clickers" to predict typical student responses over three semesters of data.

Presenters: *Richard Day & Jeannette Lovern, Eastern Kentucky University*

Wednesday, 5/26/2010

02:45pm

Darby Dan

Altering a Learner Population's Trajectory Using Student Epistemic Belief Data

This Student Success Track paper and presentation involves use of student epistemic belief data in curricula design and pedagogy to improve student academic success. Participants interact with the topic, fellow participants, and presenter via small group discussion and apply a methodology using sample student epistemic belief data and instructional design rubric for a domain specific course. Participants will benefit from: student epistemic belief data and its role in curricula design, relationships between epistemic beliefs and student success, and a methodology for improving student academic success via research-based instructional design. The intended audience includes K-12, adult, and post-secondary educators.

Presenter: *Samuel Conn, Kentucky State University*

Wednesday, 5/26/2010

02:45pm

Dixiana

Issues and Insights into the Collaborative Grant Process: Partnering with community coalitions.

This session will describe the process of developing a collaborative community health grant from the early stages of coalition building and needs assessments, through the middle stage of consensus building, and the final stage of decision-making and submission of the proposal. The focus is on the efforts of one rural community coalition to take advantage of the expertise of multiple constituents in creating a viable grant proposal. One important issue that will be addressed is how to pull in experts in an area, without alienating the local community coalitions who know the needs of their own communities best.

Presenters: *Jody Giles & Melody Nall, Murray State University*

Wednesday, 5/26/2010

02:45pm

Lanes End

Increasing Active Engagement through Graphic Organizers and Strategic Note-taking

As a participant in an Improving Educator Quality (IEQ) grant project with Northern Kentucky University, a high school science teacher focused an action research project on increasing student engagement by implementing specific approaches to note-taking to preview new content and a variety of graphic organizers to reinforce learning. In this session, presenters will share these strategies, and participants will evaluate and discuss which of these strategies would be useful in promoting their own students' engagement and quality of learning, and discuss the common characteristics of effective study aids.

Presenters: *Lenore Kinne, Northern Kentucky University, & Doug Kropp, Holmes High School*

Wednesday, 5/26/2010

02:45pm

Salon A/B

Promoting Student Engagement at the Postsecondary Level Using Technology

This session provides an overview of technology used to promote student engagement at the undergraduate level. The instructor used blogs, wikis, and interactive modules to increase student reflection and performance in the practicum setting. Results from instructor observations, student performance on assignments, and course evaluation instruments will be shared.

Presenter: *Kristina Krampe, Eastern Kentucky University*

Wednesday, 5/26/2010

02:45pm

Salon G/H

Incorporating Inquiry Strategies in Science Classrooms

Three vignettes of experienced science teachers' action research projects and an encompassing professional development experience illustrate how inquiry strategies can be incorporated into science instruction. A description of the professional development experience highlights how education researchers can help practicing teachers understand inquiry instruction and encourage inclusion of inquiry methods in their classrooms. Three science teachers report on the implementation and outcomes of their efforts to change their practice. Results from this project can be used as examples for others to include more inquiry methods in their instruction.

Presenters: *Steven Kerlin, Northern Kentucky University, Chris Lorentz, Thomas More College*, *Deborah Haggard, Andrea Conley, and Lori Graham, IEQ*

Wednesday, 5/26/2010

02:45pm

Saxony

The University of Louisville's Response to New Common Core Standards

This panel discussion will feature leadership from the University of Louisville and the College of Education and Human Development and will focus on the University's efforts to provide professional development to faculty members about the new common core standards and to ensure the integration of the standards into the entire preparation program. Members of the panel will share an update of the standards process and report on the status of U of L's efforts to address the provisions of Senate Bill 1.

Presenters: *Starr Lewis, Shirley Willihnganz, Blake Haselton, Bill Bush, Kevin Noland, & Ann Larson, University of Louisville, & Carolyn Whit Jones, New Cities Institute*

Wednesday, 5/26/2010

02:45pm

Terrace Ballroom

Serious Games and Deep Learning: Is it Possible?

Have you watched video game players, wishing that level of persistence and enjoyment was directed to your discipline? What can teachers learn from games? How does technology make it possible to infuse games more easily and consciously into learning? What is best practice? Participants will learn about the theory of serious games, be able to discuss advantages and challenges of using serious games, and learn about resources that teachers can use to create simple games for their classes, from vocabulary challenges to Jeopardy-type games to decision making simulations.

Presenter: *Sally Kuhlenschmidt, Western Kentucky University*

Wednesday, 5/26/2010

03:45pm

Calumet

Video Tutorials: A Sustainable Method for Campus Technology Training

At WKU, we have refocused our campus technology training program to emphasize self-service online user training through use of video tutorials. Used to illustrate "how-do-I" technology tasks, video tutorials are short, Flash-based animated sequences of screenshots with voiceover narration. This change created significant savings of space, time, equipment, and other resources. The session will examine guidelines we use to produce our tutorials, how they are managed and indexed, how the Help Desk uses them, and how they support new technology initiatives. ***Presenter:*** *John Bowers, Western Kentucky University*

Wednesday, 5/26/2010

03:45pm

Darby Dan

Pinochle Poker: Active Learning for Counting and Probability

Understanding counting rules can be challenging for students; in particular they struggle knowing when and how to implement them. We will present an active learning component – using the ideas of poker and pinochle – designed to help students learn to use counting techniques in the computation of probabilities. While this activity has been used in a college level course, we believe it would also be applicable in a high school discrete mathematics or probability course. During this session, the learning outcomes, rationale, and assessment will be explained, and participants will experience the activity in a hands-on format. Calculators are recommended.

Presenters: *Jacqueline Wroughton & Joseph Nolan, Northern Kentucky University*

Wednesday, 5/26/2010

03:45pm

Dixiana

Carroll's Learning Model: Varying Time, Content in Graduate Teacher Education

This presentation describes the new master's in teacher leadership at Western Kentucky University. The program represents a conceptual
breakthrough in teacher education. Rather than assuming differences in student aptitude necessitate differential content coverage and pacing (as in traditional ability grouping and tracking), Carroll's Model of School Learning and Bloom's Mastery Learning (ML) posit time to learn as the key variable, enabling essentially all students to master the same objectives. To date ML has been developed at the classroom level. Western Kentucky University extends ML to the programmatic level,varying time, coursework, and mastery within the context of university
credits. Details, implications are provided.

Presenters: *Stephen Miller, Lynn Hines, & Janet Applin, Western Kentucky University, Jay Fiene, California State University at San Bernardin, Lisa Murley & Sam Evans, Western Kentucky University*

Wednesday, 5/26/2010

03:45pm

Lanes End

Developing Culturally Responsive Pre-Service Teachers

The United States is a nation built from the richness of many cultures, languages, traditions and beliefs. This unique mixture has encouraged circumstances where awareness, tolerance and appreciation are appropriate, as well as necessary for the purposes of strengthening and unifying the nation (Valentin, 2006). Banks & Banks (2004) indicated that even though our nation's student population is more diverse, the majority of teachers continue to be primarily white (87%), females (74%) and middle-class. This creates a disparity between student and teacher backgrounds, perspectives, and cultural incongruence, which can significantly impact student achievement (Milner, Flowers, Moore & Moore, 2003). This session will examine the intersection of pre-service teachers and cultural responsiveness.

Presenters: *Roger Cleveland & Rose Skepple, Eastern Kentucky University*

Wednesday, 5/26/2010

03:45pm

Salon A/B

Digital Texts: Is academia ready?

This presentation describes the findings of a university focus group dedicated to investigating applications of digital readers and digital texts in higher education. The year-long study looks at digital texts, digital formats, and digital readers in an effort to understand the changing technology of reading matter in electronic form and the implications these changes have for teaching and learning in post-secondary education.

Presenters: *Mary Sroda & Hal Rice, Murray State University*

Wednesday, 5/26/2010

03:45pm

Salon G/H

New Directions for Academic Creativity: Developing an Integrated Learning Space

This session will offer specific methods for academic creativity derived from the Paul and Elder model for critical and creative thinking. Through this presentation, attendees will gain strategies for integrating critical and creative thinking into their academic spaces. These strategies are based on Student Learning Outcomes (SLOs) and methods developed for use by all students from across the curriculum in a new, innovative academic space. These methods will also help instructors to develop more informed, critical, and creative thinkers who communicate effectively. Thus, the methods for critical and creative thinking discussed in this session will be widely applicable. http://studio.eku.edu/

Presenters: *Russell Carpenter & Trenia Napier, Eastern Kentucky University*

Wednesday, 5/26/2010

03:45pm

Saxony

Content Vocabulary: See It - Use It - Own It

The goals of the presentation are to provide pre-service and elementary/middle school teachers hands-on experiences in teaching content vocabulary. The presenters will provide authentic examples of content materials including age appropriate vocabulary. Research based examples of best practice will be shared in this session that incorporate differentiated instruction, dialogue journals, semantic mapping, instructional conversations, and collaborative learning.

Presenters: *Lori Henderson, Kera Ackerman, & Alison Critchfield, Midway College*

Wednesday, 5/26/2010

03:45pm

Terrace Ballroom

I can hear you, but I am not listening!

How can we engage students if they are not listening? This presentation will introduce participants to two creative and engaging classroom activities highlighting the importance of active listening. After attending this session, participants will be able to convey to students the difference between passive and active listening, how to avoid barriers to listening and the importance of participation and feedback. Come prepared to laugh and learn as we explore listening using an activity appropriate for ages 10-adult.

Presenters: *Katie Griffis & Tony Strawn, Henderson Community College*

Wednesday, 5/26/2010

04:45pm

Calumet

Lesson Study: Increasing Student Understanding through Effective Professional Learning Communities

Lesson study is an innovative way to organize a professional learning community that offers educators an engaging professional development experience focused on student learning. In lesson study, teachers collaborate to plan, implement and revise a lesson based on data collected from observations. Participants will understand the purpose and process of lesson study, how it can positively impact student learning and how to organize a lesson study professional learning community. Attendees will participate in group discussions and activities as they learn about lesson study and will leave with an understanding of how lesson study can be tailored to meet their needs.

Presenters: *Natalie Bolton, Donna Shouse, & Emma Thacker, University of Louisville*

Wednesday, 5/26/2010

04:45pm

Dixiana

Fostering Student Resiliency through School-University Collaboration

Participants will learn about a variety of classroom teachers' projects designed to increase at-risk students' success in school. The presenters were part of the YWriting Project's inquiry into research on resiliency, which focused especially on the work of Bonnie Benard. Each teacher applied the findings to her own classroom context, designing and implementing a project that will be shared in station-format during this session. Elementary and secondary/University.

Presenters: *Jean Wolph, University of Louisville, & Sandra Hogue, Tracy McClellan, Regina Puryear, Sandy Wisdom, Mary Kenzer, Beth White, Rebecca Pittman, Jackie Nelson, Telina Henson, Irina McGrath, & Jeronika Breed, Jefferson County Public Schools*

Wednesday, 5/26/2010

04:45pm

Darby Dan

Teaching Creatively: A Pedagogical Approach for Integrating Creativity and Interdisciplinarity

This presentation will explore the interconnection between creativity and interdisciplinarity by presenting an introductory Interdisciplinary Studies foundation course – Inquiry, Discovery, and Practice. Through a small group discussion and presentation of course syllabi and research assignments, I will describe how this team taught course introduces students to interdisciplinary methods and practices by integrating the disciplines of art, philosophy, history, sociology, anthropology, linguistics, literature, and religious studies, focusing on an annual theme such as "the environment" and "gender and power." This presentation is intended for Humanities and Social Science instructors interested in interdisciplinary teaching and learning activities.

Presenter: *Pattie Dillon, Spalding University*

Wednesday, 5/26/2010

04:45pm

Lanes End

Innovative Teaching Approches That Stimulate Active Student Learning

This session will focus on research findings and best practices of how professors create effective approaches to teaching essential skills and content in ways that fuel active learning in the classroom. The presenters will examine successful methods of engaging student learners and incorporating students in meaningful learning experiences. The presenters will discuss their techniques of classroom delivery to promote effective classroom learning activities for structuring interactive student discussions. The presenters will share workable teaching strategies using ten examples from best practices captured from the literature and from their own teaching experience to demonstrate optimal stimulation of active student learning.

Presenters: *Sherwood Thompson, Roger Cleveland, & Norman Powell, Eastern Kentucky Univesity*

Wednesday, 5/26/2010

04:45pm

Salon A/B

Using Clickers to Wikis to "Build a Boy"

This program will focus on a class project that promoted critical thinking by combining the use of classroom Clickers and Wikis. The presentation will present a project using developmental psychology as an example in which students "Built a Boy" as a method of learning about the complexity of the nature/nurture interaction. This presentation is appropriate for middle school teachers to university lecturers who have access to classroom technology and present complex concepts to students.

Presenters: *Dan Florell & Steffen Wilson, Eastern Kentucky University*

Wednesday, 5/26/2010

04:45pm

Salon G/H

The Digital Story: A Multi-purposeTechnological Tool

This session will focus on digital stories and their use in an undergraduate elementary language arts methods course to: 1) help students see themselves as writers, 2) train students on Windows Moviemaker for use in their classrooms, and 3) develop a classroom community. During the session, the presenter will share sample digital stories, demonstrate the Windows Movie Maker software (a free program), and discuss the impact of the project and potential uses in the classroom for creative technology. The primary audience will be postsecondary educators although the session may be useful for all in attendance.

Presenter: *Angie Madden, Eastern Kentucky University*

Wednesday, 5/26/2010

04:45pm

Saxony – Critical and Creative Thinking and/or Communication, Quantitative Reasoning

Developing Student Critical Thinking Skills in Teacher Education: Methods, Experiences and Results

Eight College of Education faculty members participated in a professional learning community (PLC) during the 2009-2010 school year at Eastern Kentucky University. The goal for this community was to implement and document the methods, experiences and results of applying one or more components of the Nosich and/or the Paul and Elder model as a means of developing student critical thinking skills. As a result of this PLC, the members have documented their methods and experiences. The results (best practices) will be summarized in this session. All participants will receive a summary handout and access to additional critical thinking resources and lesson plans.

Presenters: *Paula Jones, Debbie Haydon, Diana Porter, Delinda Lybrand, Karen Maloley, Nina Coyer, Tammy Cranfill, & Sue Mahanna-Boden, Eastern Kentucky University,*

Wednesday, 5/26/2010

04:45pm

Terrace Ballroom

Fostering Critical and Creative Thinking in Online Learning Environments

This session will discuss ways to incorporate activities that encourage critical and creative thinking in online courses. These activities evolved from information gained by consultation with an instructional designer, feedback from student evaluations and faculty personal reflection. You will leave this session with new ideas on how to integrate critical thinking in your assignments. You can apply these ideas immediately in your online classroom. The target audience for this session is anyone who teaches in an online classroom environment or works with instructional design. This session will be conducted in presentation and discussion format.

Presenters: *Lynda Donathan & Misty Hanks, Morehead State University*

Wednesday, 5/26/2010

05:30pm

Poster Session

There's Room on Homeplace Farm for Reseach and Service

A small farm has become an outdoor classroom for 25 LWC faculty and nearly 300 students during the last two years. Homeplace on Green River is in the early stages of development as an education center and has welcomed the reseach, service learning and service activities provided by Lindsey Wilson College faculty and students. This poster presentation will identify examples of projects developed in multiple disciplines at LWC, and illustrate some advantages and barriers resulting from collaborating with community organizations.

Presenter: *Lori Sargent, Lindsey Wilson College*

Wednesday, 5/26/2010

05:30pm

Poster Session

In the Creative Corner: Metaphors for Encapsulating Teaching and Learning

Metaphors, similes and analogies typically reveal underlying similarities between different realms at an abstract level. The ability to develop abstractions and to visualize similarities, as well as the differences, can be tremendously helpful while solving problems. In the session examples drawn from different fields of study will be used to demonstrate how educators can use metaphors to engage students' attention. When students are able to identify personal metaphors, and explain how these fit the given scenario, their creative and communications skills are strengthened. Participants of the session will be invited to discuss metaphors regarding philosophies of teaching and learning.

Presenter: *Vigs Chandra, Eastern Kentucky University*

Wednesday, 5/26/2010

05:30pm

Poster Session

Contemporary Perceptions of Secondary Teachers on Student Work Ethic

This exploratory study examined the perceptions of present-day secondary public school teachers (grades 9-12) in regard to the quality of the "work ethic" of their students. Teachers in multiple schools and subjects were sampled, and were asked to convey their thoughts on the barriers that impede student work ethic, the shortcomings of students in this pursuit, as well as exemplary student work-ethic traits.

Attendees at this session will engage in a dialogue on the perceived active level of student work ethic in their own institutions, and will attempt to generate positive outcomes for future research in this area.

Presenter: *Doug Feldmann, Northern Kentucky University*

Wednesday, 5/26/2010

05:30pm

Poster Session

E-Mentoring 4 A Purpose

A quote from Fortune Magazine says "the number one indicator of success for a child is a good relationship with a caring adult." Presenters will share how Eastern Kentucky University and GEAR UP Kentucky II are developing partnerships throughout the state, to mentor at-risk middle and high school students regarding college/career awareness and money skills for college. Using various mentoring models, we have found that whether face-to-face or e-mentoring, both can be strong, influential communication tools. In addition, sustainability and replication efforts will be shared. This is an excellent example of Senate Bill 1 in action.
http://www.education.eku.edu/gearup

Presenters: *Susan Young & Lydia Carol Gabbard, Eastern Kentucky University*

Wednesday, 5/26/2010

05:30pm

Poster Session

Finding one's self through working with others: Establishing the need for service learning in the interpersonal communication classroom

Objective: To provide understanding and utility for developing interpersonal communication skills and relationships; to understand how interpersonal communication skills are developed from service learning, application, and theory; to understand how culture shapes human interaction; to critically evaluate communication issues surrounding human interaction in various contexts.

Presenters: *Molly Reynolds, Deanna Sellnow, & Jami Warren, University of Kentucky*

Wednesday, 5/26/2010

05:30pm

Poster Session

Schools to Watch: A School Improvement Program

What is Schools to Watch (STW)? Who started it? Why is it important? How has it been implemented and used in Kentucky? How can teacher preparation programs benefit from and be involved in this initiative for middle level schools? These questions will be answered and other information regarding this program will be shared.
http://www.middleschoolhouse.eku.edu/cmsaa/stw/

Presenters: *Fran Salyers & Laura Weitkamp, Eastern Kentucky University*

Wednesday, 5/26/2010

05:30pm

Poster Session

Themes, Music, and Immersion in the Elementary Classroom

This workshop is targeted towards elementary teachers. It will discuss some research related to effective classroom teaching. It will incorporate findings of the research into creative ways to theme and provide activities for the elementary classroom. Attendees will participate in a simulated classroom in which there will be music and themed activities that will reinforce various academic concepts. Participants will come away from the session with some concrete ideas and activities to use in their classrooms, along with general concepts about using themes and creative activities to enhance learning.

Presenters: *Charise Lindsay, Florida Gulf Coast University & Auburn Lindsay, Regency Christian Academy*

Wednesday, 5/26/2010

05:30pm

Poster Session

Writing the Work World: Nurturing Creative Thinking for Academic Success

Of interest to both secondary and post-secondary faculty charged with addressing the problem of college remediation, this session will share the challenges and successes of a pilot one-credit hour writing workshop course designed to facilitate underprepared students' acquisition of research university writing skills while focusing on the theme of meaningful work. Participants will learn about the course rationale and curriculum and less costly alternatives to traditional developmental writing courses. To re-create the academic readiness classroom dynamic of inquiry and self-discovery, attendees will work with case studies, participate in sample classroom activities, and workshop ideas for bridge writing courses.

Presenters: *Deborah Kirkman, Alison Caldwell, & Mary Kathryn Tri, University of Kentucky*

Wednesday, 5/26/2010

05:30pm

Poster Session

Web Presence: Have Your Students Checked Theirs Lately?

Education Candidates are aware that school districts check social networking sites such as Facebook before interviews. However, can they be sure that their "common sense" of what to post is foolproof? This presentation will help education professors to advise students in monitoring their web presence, specifically on Facebook. However, the focus will not be on eliminating objectionable material, but how Facebook can promote outstanding education candidates. Participants will identify key areas of concern in Facebook Postings through an interactive PowerPoint presentation. With materials to take with them, professors will be able to share vital information with their students.

Presenters: *June Hyndman, Dominic McCarnish, Jenni Prater, & Jordan Roush, Eastern Kentucky University*

Wednesday, 5/26/2010

05:30pm

Poster Session

We are One: Lessons from the Inaugural Statewide Black High School Summit

On May 15-16, 2009, 100 Black high school youth from across Kentucky and 80 adults who accompanied them attended the first Black High School Education Summit at the University of Louisville. This poster session will provide an overview of the planning process as well as a summary of the events, and the feedback and responses from the students and families in attendance.

Presenters: *Shelley Thomas & Fashaad Crawford, University of Louisville*

Thursday, 5/27/2010

08:30am

Calumet

Increase Your Majors Using a Faculty-Student Collaborative Effort

If you are interested in increasing the number of majors in your department, this faculty-student collaborative effort is a must-see. In this session, one faculty member and three student presenters will demonstrate their methods for growing the Communication Studies major at Eastern Kentucky University. Presenters will facilitate a small-group brainstorming session and ask participants to discuss practices they believe should continue, cease or be implemented. A general discussion will follow to allow participants to analyze issues they believe are most important. Particular focus will be given to the Elaboration Likelihood Model.

Presenters: *Karen Rudick, Christopher Fields, Lacy Griffith, & Rachael Daubenmire, Eastern Kentucky University*

Thursday, 5/27/2010

08:30am

Darby Dan

Connecting to Children of the New Milllennium

The new era of students have been sometimes labeled Generation Y, Indigo Children, Millennials, and the 911 Generation. Some of these students have serious difficulties with authority, hyperactivity and focusing. On the bright side, they are also empathetic, intuitive, creative and technologically savvy.

These students are often required to reframe dispositional attributes in order to meet employer expectations. Thus, a transformation in how we regard students and how we teach them may allow such reframing to occur. The presenters will share unique information regarding ways to meet the needs of these students.

Presenters: *Ann Andaloro, Ann Rathbun, Ritta Abell, & Martha Decker, Morehead State University*

Thursday, 5/27/2010

08:30am

Dixiana - SESSION CANCELLED

SMART Program; Helping Kids Make Smart Choices

This session will focus on demonstrating the SMART program as a collaboration between a university and a public school to provide valuable after school programming to youth in a low socio-economic school. The SMART program benefits to university students as a service learning opportunity will be explored as well. Participants will engage in experiential exercise, nutrition and social skills training as a part of the demonstration. Research concerning the use of exercise, nutrition and social skills training to promote overall child well being will be shared with participants.

Presenters: *Sharon Simmons, Glenna Bower, & Renee Frimming, University of Southern Indiana*

Thursday, 5/27/2010

08:30am

Lanes End

K-9 Transition Initiative Pilot Program

The EKU Math Education Team has been working with regional teachers in a Pilot Program initiative that combines a comprehensive basic skills initiative centered on automaticity, numeracy and mathematics fluency and a comprehensive diagnostic and remediation program. Automaticity diagnoses and remediation are the first steps in the Pilot Initiative. This ongoing initiative [Year 2] has shown promising initial results with phase two instituted. The Pilot Program has expanded to other selected schools and schools districts in the EKU service region. Professional development sessions for participating in this initiative have begun and are on-going. Currently, 31 Districts are participating.

Presenters: *Robert Thomas, & Cheryll Crowe, Eastern Kentucky University, Nancy Blue Williams, Kentucky Center for Mathematics/Eastern Kentucky University, & Dave Cox, Corbin Independent Schools*

Thursday, 5/27/2010

08:30am

Salon D

Small-Group Learning Outcomes, Assignments, and Assessments

As instructors, we may have no problem devising group assignments for our students. However, we may be less able to state the specific competencies to be learned from those experiences and tell how to teach and assess them. The overall purpose of this session is for participants to obtain a clear understanding of specific group-related learning outcomes, along with some ideas for assignments and assessments. Participants in this session will work in groups to analyze several group assignments and generate learning outcomes. The presenter will also provide information and facilitate discussion among the entire group.

Presenter: *Lawrence Albert, Morehead State*

Thursday, 5/27/2010

08:30am

Salon E

Using mp4 Technology to Increase Vegetable Identification and Preparation

Poor nutrition is a key culprit to the rising obesity epidemic. Consuming a variety of fruits and vegetables daily is a recommended strategy for weight loss or maintenance. Walking the isles of a supermarket can be overwhelming to individuals who are not familiar with fruit and vegetable identification and preparation. The purpose of this instructional strategy is to prepare health educators to incorporate mp4 technology into their nutrition education programming. Session attendees will learn to 1. capture video with a digital camera, 2. edit video and audio, 3. convert files and upload to mp4 player. All materials will be provided.

Presenters: *Kristi King, University of Louisville, & Gina Blunt, Morehead State University*

Thursday, 5/27/2010

08:30am

Saxony

Critical Thinking, Quality Matters, Delphi U...oh My!

What was once called "Camp Delphi" has now evolved into "Delphi U" – a focused, four-day workshop created to aid faculty in designing, developing, delivering, and assessing online learning at the University of Louisville. The program has grown and found sharpened focus by using Paul and Elder's model for critical thinking and by utilizing the Quality Matters rubric as its overarching theme. Through an engaging presentation, those responsible for faculty development will discover not only the process used to find Delphi U's focus but also learn how the QM rubric helped to shape the structure, intent, and purpose of the program.

Presenters: *Steve Dwinnells, Deb Hatfield, & Linda Leake, University of Louisville*

Thursday, 5/27/2010

08:30am

Terrace Ballroom

Critical Thinking in Introductory College Courses

An approach used for assessing general education learning outcomes in introductory biology college courses will be presented. Small group discussions will focus on understanding "critical thinking" terminology and student application of these concepts. Three years of learning outcome assessments are shown, including a rubric which was reviewed by the Southern Association of Colleges and Schools (SACS) Visiting Team in fall 2007. This rubric will be shared and can easily be adapted and used to suit the needs of different high school and college courses. http://ie.westkentucky.kctcs.edu/rubrics/

Presenter: *Bobby Lee, Kentucky Community & Technical College System*

Thursday, 5/27/2010

09:30am

Calumet

Writing Skills: Four In-class Exercises to Improve Writing Competencies

Teaching the improvement of writing skills challenges instructors and students alike. This presentation provides four strategies for competency building in the classroom: short lecture; an in-class individual exercise; critiquing in pairs, the anonymous writing of non-participants; group discussion of further instructional suggestions.

Presenter: *Elizabeth Rompf, University of Kentucky*

Thursday, 5/27/2010

09:30am

Darby Dan

Proactively Addressing the Minority Teacher Crisis

This stimulating, interactive and timely session is designed to engage teachers, professors and administrators (pre-K through university) in creating arteries to increase the minority teaching force. The nation's public school population is growing tremendously in its racial/ethnic, cultural, and linguistic diversity, but the teaching force is not. Participants in this session will address: What are we doing to encourage African American students to enter the teaching profession? What are the colleges and universities doing to recruit, retain and graduate certified teachers of color? What are the school systems doing to aggressively recruit and promote teachers and administrators of color?

Presenter: *Lohelen Hambrick, University of Louisville*

Thursday, 5/27/2010

09:30am

Dixiana

Expanding Instruction through Technology

The purpose of this session is to introduce effective non – traditional strategies and techniques to engage pre -service and experienced teachers in active learning utilizing existing and emergent technologies. Participants will gain knowledge of technological classroom strategies with student response systems, educational dance mat, school pad, blogging, web 2.0 tools and on-line learning communities. The audience will participate in an open discussion session.

Presenters: *Jeanie Goertz & Krista Althauser, Eastern Kentucky University, & Tina Barrett, Madison County Schools*

Thursday, 5/27/2010

09:30am

Lanes End

Can Online Professional Development Have an Impact on Student Learning?

This presentation will present the results of a case study of an online professional development course offered through the E-Learning Kentucky online professional development courses. The impact of the course on teacher knowledge and attitudes toward the content will be shared. In addition, the impact on student content knowledge and attitudes will be discussed.

Presenter: *Kimberly Clayton-Code, Northern Kentucky University*

Thursday, 5/27/2010

09:30am

Salon E

Team-Based Learning Enriches Active & Long-Term Critical Learning

Participants will:

1. Learn about fundamentals of Team-Based Learning(TBL)
2. Experience the process of TBL
3. Apply TBL critical thinking in learning assessment

This session will describe the principles of TBL which fosters active learning as a compliment to individual study. The presenter will demonstrate TBL methods within the session by having participants work in teams to solve questions on various topics. Participants will then be asked to demonstrate their problem solving skills on an individual basis. Comparison of “before” TBL with “after” are anticipated to illustrate critical thinking skills.
All educators will benefit from this session.

Presenter: *Jeff Falcone, University of Louisville*

Thursday, 5/27/2010

09:30am

Salon D

The Thinking Cap: Helping Students Develop Critical and Creative Thinking Skills

Teaching students to think about improving their thinking is a skill identified by the American Association of Colleges and Universities as a "high impact" practice. It is not, however, a skill that can or should be assumed in college. Participants will have the opportunity to see methods by which critical thinking skills for first-semester college students at Western Kentucky University were increased by 28%. Instructional materials will be available for review as well as samples of assessment instruments with their resulting data. Small group exercises will facilitate full group discussion. Teachers from varying grade levels and disciplines will benefit.
http://www.everyonethinks.org

Presenters: *Sharon Buzzard, Steve Wiegenstein, Cort Basham, Paula Trafton, & Sara McCaslin, Western Kentucky University*

Thursday, 5/27/2010

09:30am

Saxony

Dynamic Song Performance – Skill Collides with Critical and Creative Thinking

Artistic skill-based activities such as singing are not usually associated with Critical Thinking; however, a systematic approach to teaching vocal performance skills provides singers of any age with the ability to create an insightful performance. The structure and concepts presented here for the singer may also be applied to other traditional creative arts. Vocal technique is the toolbox for the sound of the voice; the brain, using critical and creative thinking skills, is the toolbox for an imaginative presentation. This session presents a successful process of teaching students to use these skills to create dynamic performance of art song.

Presenter: *Joyce Wolf, Eastern Kentucky University*

Thursday, 5/27/2010

09:30am

Terrace Ballroom

Why should I believe that? Argument Mapping for Critical-Thinking Skills

Educators are concerned and increasingly aware of the need to help students to develop their critical thinking skills. Yet, evidence seems to suggest that while educators believe that it is very important to teach critical thinking skills, few actually devote time to teaching students how to think critically. Argument Mapping is a way to visually represent the logical structure of an argument. Participants will be fully engaged in this workshop through discussions, demonstrations, and handouts. Participants will be given information on free downloads so they can use some software items available at no-cost.

Presenters: *Caroline Reid & Paula Jones, Eastern Kentucky University*

Thursday, 5/27/2010

10:30am

Calumet

Teaching Multicultural Education Through Creative Thinking Activities

Multicultural education is a strategy for meeting the needs of diverse students in the school setting. Multicultural education is more than teaching about race. It includes incorporating themes, topics and programs from different social groups in the curriculum. The aim of multicultural education is to challenge the age-old Eurocentric and patriarchal world view that has dominated teaching and learning since the dawn of history. Participants in this presentation will be given West African Adinkra symbols to create their own beautiful patterns to express their feelings, aspirations, or ideas about nature.

Presenter: *Kwabena Ofori-Attah, Northern Kentucky University*

Thursday, 5/27/2010

10:30am

Darby Dan

Interactivity and the Effect on Student Learning Outcome

The use of online learning applications have seen considerable acceptance, yet there remains some question of the measurable value delivered by these interactive technologies. While teachers and students alike enjoy Web-based instruction, it is not clear whether, how and to what degree these efforts lead to actual cognitive learning by students.

This interesting presentation describes an empirical study measuring the impact of interactivity on student learning outcomes, specifically knowledge acquisition (or actual cognitive learning) and satisfaction. The results are surprising, and practical implications of the findings will be addressed in small group discussions.

Presenter: *James Gleason, Eastern Kentucky University*

Thursday, 5/27/2010

10:30am

Dixiana

Failing Citizens: Civic Education and Liberal Education

In this session, we describe the civic education and leadership curriculum and pedagogy we developed for the YouthBuild program at Morehead State University. This pedagogy and curriculum develops a framework for incorporating liberal and civic education into vocational or adult education programs, with a view to fulfilling one of the primary goals of public education. We engage the audience by demonstrating our pedagogy with video clips, internet text and images and small group discussion, as well as soliciting audience critique and input into our methods through a written feedback form. This session is designed for those interested in student and civic success.

Presenters: *Timothy Simpson & Stephen Lange, Morehead State University*

Thursday, 5/27/2010

10:30am

Lanes End

What Works in Professional Development for Teachers

Through research and practice, the Murray State University Teacher Quality Institute (TQI) has provided focused professional development for area teachers for several years. TQI will share what has been most successful and what has been learned through their grants, projects, and programs. The presentation is designed for anyone involved in professional development for teachers. The presenters will use charts, graphs, student and teacher data, and evaluation results to demonstrate successful strategies. The audience will review information that was used to determine areas of need and will be engaged by the use of "clickers" which are used in several projects.

Presenters: *W.A. Franklin, Cindy Thresher, & Joseph Griggs, Murray State University*

Thursday, 5/27/2010

10:30am

Salon D

Turning Election 2010 into a Service-Learning Experience

An interactive session for college professors and high school teachers interested in civic literacy and engagement who wish to turn Election 2010 into a service-learning experience for their students. The presenter will begin with a case study of young voters who organized a Fall '09 public forum inviting nine candidates in the U.S. Senate race in Kentucky. The students kept weekly journals of their "coming to public judgment" about which candidate to support and after the forum voted in a mock election using a real voting booth. Participants will gain ideas about how to enliven their classrooms in Fall 2010.

Presenters: *Buck Ryan, William Baldon, Sam Forman, Dean Johnson, Sarah Jones, Brooks Laimbeer, Taylor Moak, & Jimmie Welch, University of Kentucky*

Thursday, 5/27/2010

10:30am

Salon E

Knowing What Students Know: Identifying and Implementing High-Quality Formative Assessment

Among the most important attributes of formative assessment (FA) are information gained about student learning and resultant changes in instruction to meet identified needs. Without reliably knowing what students know, however, instructors have little evidence on which to base instructional decisions. In this session, participants will experience the application of a novel framework for interpreting FA practice in secondary and post-secondary classroom settings. Examples from actual teacher practice will be used to highlight components of high-quality FA, including the use of rich instructional tasks and deep questioning through whole-class discourse. Implications for instructional improvement and professional development will be addressed.

Presenter: *Melissa Shirley, University of Louisville*

Thursday, 5/27/2010

10:30am

Saxony

Teaching Philosophy: More Than Just a Statement

This workshop demonstrates how to develop a comprehensive teaching philosophy from articulation through implementation to evaluation. Using literature and teaching-learning experiences, we provide models and tools for using a teaching philosophy to inform, engage, and evaluate teaching-learning in meaningful ways through pragmatic steps. In a dialogical format, we discuss the value of a teaching philosophy for evidence-based practice in teaching-learning, and how to achieve that aim.

Presenters: *Larry Owens, University of St. Francis, & Erlene Grise-Owens, Spalding University*

Thursday, 5/27/2010

10:30am

Terrace Ballroom

Thinking Critically through Cooperative Learning: Creating Connections that Work!

This presentation describes and demonstrates a series of card-sort activities combining critical thinking, creative thinking, cooperative problem solving, and reaching consensus. These high-interest activities promote academic achievement for diverse student groupings, and are easily adaptable for different age/developmental levels. Participants learn how to create and implement these critical, cooperative strategies.

Presenter: *John Huss, Northern Kentucky University*

Thursday, 5/27/2010

11:30am

Calumet

Online Education in Kentucky: Who Are We Now and What Do We Want to Become?

In this session participants will engage in an open dialog about the rapid growth of online instruction both nationally and in the Commonwealth of Kentucky. Nationally, online college-level classes grew 17% last year with Kentucky's growth approaching 25%. Adoption of online classes has been slower for Kentucky's K12 institutions, yet Kentucky ranks 14th nationally in online instruction at the K12 level. As increasing pressure is put on institutions to offer online course, we need to engage in discussions concerning the suitability of online instruction both at the K12 and post-secondary level. Is online instruction effective? Do we wish to remake ourselves in the image of for profit institutions? How do we train faculty and provide support for online classes?

Presenter: *Brent Jones, Morehead State University*

Thursday, 5/27/2010

11:30am

Dixiana

Improving Retention and Student Success: Identification of At-Risk Students

Retention and student success are issues of great importance and of common concern to educators. In a Spring 2010 study, the Northern Kentucky University Department of Accountancy explored the accuracy and efficacy of identifying at-risk students early in the semester through the administration of three diagnostic tests. Session participants will complete and critique the three instruments used to identify at-risk students. Participants will be provided with the results generated by the Spring 2010 study and will be able to modify the methods used in the study to identify at-risk students in a variety of disciplines and institutional settings.

Presenters: *Catherine Neal, Carol Lawrence, Robert Russ, Sonia Wasan, & Lorraine Ruh, Northern Kentucky University*

Thursday, 5/27/2010

11:30am

Lanes End

Strategies for Addressing Communication Apprehension in the Classroom

Communication Apprehension (CA) consistently interferes with the quality of speech delivery. Research generally supports that CA is communibiological in nature; but what does this mean for the future of communication education? (Infante, Rancer and Avtgis, 2010). In other words, what other possibilities, besides pharmaceuticals, do we have? With this in mind, this small group discussion, encouraging an interdisciplinary approach, will include the following: (1) group discussion participants' current techniques for reducing speech anxiety; (2) possible techniques from the field of Energy Psychology (EFT, TFT, TAT, PEAT); and (3) a demonstration of Primordial Energy Activation and Transcendence (PEAT).

Presenters: *John Fitch III & Karen Rudick, Eastern Kentucky University*

Thursday, 5/27/2010

11:30am

Salon D

Active Learning--ESSENTIAL in the New Era: It's No Longer Just a Good Idea!

How can you teach a college course with no tests, keep it rigorous, and ensure learning goes into long term memory? This is the story of a professor and a librarian who teamed up to do just that by using the PROJECT APPROACH. Participants will learn concrete examples of the power of collaboration, active learning AND authentic assessment techniques used in the context of a children's literature class. A rich resource guide will be provided and opportunity to discover how ANY class may address the multiple intelligences and abilities of all learners. SURPRISE: Session includes active learning!

Presenters: *Mattie Decke & Jennifer Little, Morehead State University*

Thursday, 5/27/2010

11:30am

Salon E

Designing Creative Assignments to Develop Critical Thinking and Leadership Development Skills

As educators, we strive to move our students beyond rudimentary knowledge to developing critical thinking and leadership development skills that are assets when venturing beyond the classroom. During this interactive workshop, participants will engage in simulated projects designed to refine and evidence students' skill sets in critical thinking and leadership development through cooperative learning methods. Using the tenets of the constructivist theories of learning, participants will be challenged to create and adapt relevant and meaningful course assignments.

Presenters: *Jennifer Jewell & Shannon Cambron, Spalding University*

Thursday, 5/27/2010

11:30am

Saxony

Teaching Methods in the Harry Potter Saga

I will present various teaching methods in the Harry Potter stories. I will focus on Professors Binns and Snape as examples of poor teachers and Professors McGonnagall and Dumbledore as examples of good teachers. I will ask audience members to reminisce as to favorite and not so favorite teacher from the past. Teaching methods will be noted.

Presenter: *David Wallace, St. Catharine College*

Thursday, 5/27/2010

11:30am

Terrace Ballroom

Teaching Strategies: Infusing Diversity in Learning and Facilitating Uncomfortable Discussions

This interactive session is geared towards high school and post secondary educators though it may be adapted for younger students as well. The election of President Obama has spawned a 'post racial' attitude, yet data continues to suggest that race relations (and sexual orientation, religion, class, etc.) remains a tense subject. Students should be prepared to be to discuss topics that make them uncomfortable, be respectful listeners, critical thinkers, and open to varying perspectives. This session will give participants specific teaching strategies to infuse these topics into their curriculum and offer suggestions for turning combative conversations into constructive discourse.

Presenter: *Leesha Thrower, Northern Kentucky University*