Agenda

8:30 Registration Check-in and Breakfast (Frick Center, Founders Lounge)

9:00 Opening Remarks
Alzada Tipton, Dean of the Faculty and Senior Vice President for Academic Affairs, *Elmhurst College*
Frick Center, Founders Lounge

9:10 Plenary: Digital Natives? Information, Students and the Unexpected Challenge
(Gerald) Dave Green, *Northeastern Illinois University*
Frick Center, Founders Lounge

> The Ethnographic Research in Illinois Academic Libraries (ERIAL) Project was a two year study of student research practices involving a collaborative effort of five Illinois universities. Using a mixed-methods approach that integrated nine qualitative research techniques and included over 600 participants, the ERIAL project sought to gain a better understanding of students' research processes based on first-hand accounts of how they obtained, evaluated, and managed information for their assignments. Dave Green, Associate Dean of Libraries at NEIU, wrote the grant for the ERIAL Project and was the project director. He will discuss some of the unexpected results of the study and their implications for colleges and universities.

9:50 Featured Flex Sessions (concurrent, see next page for details):

> **Poster Session**
> Frick Center, Founders Lounge
>
> **Tech Salon**
> Dave Basener, Instructional Technologist, Center for Scholarship and Teaching, *Elmhurst College*
> Frick Center, Blume Board Room
>
> **Constellation: Is an Institutional Repository Right for Your Campus?**
> Andy Meyer, *North Park University,* Caroline Sietmann, *Dominican University,* Aimee Walker, *North Central College,* Amy Weidner *and* Julie Wroblewski, *Benedictine University*
> Frick Center, Bryan Room

Coffee will be available in Founders Lounge and in the Blume Board Room
Adjourn to Circle Hall at 10:30

10:40 Concurrent Sessions
Circle Hall, Various Rooms

11:40 - 1:00 Light Lunch
Circle Hall, Atrium

12:00 Concurrent Sessions
Circle Hall, Various Rooms

1:10 Concurrent Sessions
Circle Hall, Various Rooms

9:50 - 10:30 Featured Flex Sessions (concurrent):

Frick Center. Coffee will be available in Founders Lounge and in the Blume Board Room

Constellation: Is an Institutional Repository Right for Your Campus?
Andy Meyer, *North Park University,* Caroline Sietmann, *Dominican University,* Aimee Walker, *North Central College,* Amy Weidner, *Benedictine University, and* Julie Wroblewski, *Benedictine University*

Frick Center, Bryan Room
Offered Twice: 9:50-10:10 and again 10:10-10:30

> Institutional repositories (IR) provide access to grey literature as well as faculty and student research. A group of LIBRAS librarians are working together to improve and grow the participation in Constellation, a shared institutional repository, by spreading the word about open access on their campuses, resolving challenges and issues of the existing IR, and making the launch and marketing on campuses across Illinois as simple as possible.

Tech Salon
Dave Basener, Instructional Technologist, Center for Scholarship and Teaching, Elmhurst College

Frick Center, Blume Board Room
Drop in any time between 9:50-10:30

- 5 or 10 minute sharing sessions

- You are invited to come in, sit down, share and learn.

- In the tech salon you can sit down in groups and hear what your colleagues are doing with technology, see their short demonstrations or give one yourself.

- If you have a technique or tool that you can demonstrate on your laptop to a small group, please join in and share it.

- Do you have an app on your smartphone or tablet that makes your life in the classroom easier? Sit down in a small group and show your colleagues.

- At the other end of the room, sit down and watch your colleagues show their ideas on "the big screen" - or join in there also.

- This session is both an opportunity to share your ideas and to see a Tech Salon in operation.

Posters

Frick Center, Founders Lounge

Stop by any time between 9:50-10:30. Presenters should be present 9:50-10:10.
Titles and abstract follow (next page)

Making the Most of Adjunct Faculty
Amy Miller, Benedictine University; Janice Palfenier, *Benedictine University*

Preparing and delivering engaging coursework for adult students present their own set of challenges. One way to address the needs and expectations of these non-traditional students is through the use of adjunct professors. Faculty with real-world experience can help students see the connection of learning goals to application. However, utilizing such a pool of instructors can also be tricky. Our poster will present a set of challenges to using adjunct faculty and solutions that help make the most of that mode of instruction.

Chemistry Seminar: A Tool for Integrating Undergraduate Research into the Curriculum
Michelle S. Applebee, Ami D. Johanson, Kimberly A. Lawler-Sagarin, Eugene N. Losey and Colleen Munro-Leighton, *Elmhurst College*

Our department recently added a research requirement to the chemistry major. To support this change, we replaced our four-semester seminar requirement with a developmental series of courses. The developmental structure supports our research requirement by bracketing the research experience with preparatory assignments and culminating experiences. The new sequence also supports the structured development of professional skills such as oral communication, information literacy, scientific writing, and research ethics. These changes have had many positive benefits; students are more prepared for research when they enter the lab, they proactively seek out internships and other career development opportunities, and they pursue non-required research at a higher rate than before. All this has created a vibrant research culture among the students. Based on our experience, we believe our model may be a viable one for other small departments seeking to embed undergraduate research more firmly in the curriculum.

Engaging Undergraduates through Visual Literacy using Online Tools
Kimberly M. Harrison, *Elmhurst College*

What is visual literacy, and how does it fit within the 21st century classroom? What are some easy-to-use, cheap (or free!) tools that instructors can utilize to motivate students? How can students learn to better interpret visual images, and how can they use them to effectively communicate? This poster will summarize answers to these questions as well as give examples of student projects.

Using visual literacy tools in the classroom encourages active learning, is fun, and motivates even disengaged students (Frey & Fisher, 2008). Furthermore, visual literacy tools force students to engage with symbols, to reason logically, and to compare and contrast various ideas (Garner, 2007). Retention improves as students use both linguistic & nonlinguistic representations of the concept being studied (Marzano, Pickering, & Pllock, 2001). Skills such as verbal skills, self-expression, and ordering are also developed (Ausburn & Ausburn, 1978; Flynt & Brozo, 2010).

By using the strategies provided, instructors can employ these tactics into almost any subject matter. Students will be more engaged in the content use higher-level thinking skills. A list of resources for additional information will also be provided.

Offering School Work as Extra Credit vs. Homework Did Not Influence Test Performance
Matthew D. Rasmussen, *Saint Xavier University*

Researchers have found considerable benefits for the role that quizzes have on academic performance (Roediger & Karpicke, 2006). Furthermore, quizzes may be best suited for students when they are counted as extra credit (Wickline & Spekto, 2011). Similarly, school work has also been found to show benefits on academic performance (Cooper, Robinson, & Patall, 2006). The current project investigated how test performance was influenced by school work that was classified as either extra credit (sample of three classes) or homework (sample of two classes). The hypothesis was investigative; does the type of phrasing of school work influence test performance?

The school work consisted of material created by the professor to serve as critical thinking questions that supported each chapter. The variable of concern was the students' scores on four class tests. Prior to each test the students were provided with the school work phrased as either extra credit or homework (between classroom design) and was collected prior to each test. The school work was worth 10 points and graded as all or none.

Correlations between completion of school work and test scores were calculated for each test. Many statistical analyses were conducted, and overall there appeared to be no significant difference that phrasing of school work had on test performance. These findings are not very surprising as school work should increase test scores regardless of how the points are distributed. This project will also discuss how the phrasing of school work influences completion rates – "buy in" on students' part.

Professional Development of Oral Communication Skills Through the Use of Three-minute Slides
Michelle S. Applebee, Ami D. Johanson and Kimberly A. Lawler-Sagarin, *Elmhurst College*

Developing oral communication skills at the undergraduate level requires building confidence in a student's ability to speak extemporaneously without relying on notecards or reading verbatim from slides. Repeatedly throughout a two-year seminar course, students present three-minute slides on a variety of chemical topics. The three-minute slides are graphical slides containing chemical structures, diagrams, charts, or tables with no significant text. The student must talk about this slide for a minimum of three minutes. Through the use of these exercises we have noticed vast improvements in our students' ability to develop and deliver presentations. They speak more extemporaneously and their slides contain fewer words and more graphics. The students have also gained confidence in their ability to interpret graphs and explain chemical mechanisms using more technical terms, thus taking the first steps in their professional development.

Using an Inquiry Based Approach to Engage Students in the Microbiology Laboratory
Marne J. Bailey, *Lewis University* and Jeannette M. Pifer, *Lewis University*

Traditionally, students in Microbiology lab are provided with a tube containing one or more "unknown" microorganisms and are instructed to utilize a "cook-book" approach to identify the unknown(s). In the past, this approach has taken the focus off of the process of science for the students and has placed much emphasis on getting the identity correct. So much so that students often cannot successfully communicate their results in an end of semester writing assignment. The link between the process of science used to identify the microbe and the actual identity seems to have been broken. Here, we describe a less traditional approach to the unknown identification project by allowing students to sample their own cell phones in order to isolate and identify at least two microorganisms. This approach has created a low stakes assignment in that there is no "correct" answer to focus on. Instead, this approach returns the focus to the process of science as it is used to teach basic microbiological laboratory techniques in order to identify microbes. Results from a CURE survey indicate student engagement and a better understanding of the process of science. Grades on end of semester writing assignments suggest increased ability to communicate results.

Using Peer Teaching to Engage Today's Human Anatomy Students
Robert McCarthy, *Benedictine University*

I am the course director for BIOL 203 Human Anatomy, a 200-level course that is required for all Health Science majors at Benedictine University. Four different instructors teach the course using one of two formats. In one format, lecture and lab are combined, and students meet for two three-hour sessions/week. In the second format, students meet twice/week for lecture and three hours for lab. All students take four lecture exams and four lab practical exams. In general, students find it helpful to review structures on cadavers, models, and charts in lab. Over the last two years I have attempted to leverage this active learning by expanding the role of undergraduate teaching assistants in Anatomy open labs. To study the effect of this peer teaching pedagogy, I tracked the amount of time students spent in open lab by keeping an open lab time sheet. Preliminary data indicate that time spent in open lab correlates with lab practical grades but not with lecture exam grades. I am currently testing the effect of class format, instructor, and TA on lecture and lab practical grades using a multi-way ANOVA design. Results from this study will be used to evaluate the effectiveness of peer teaching in Human Anatomy lab and to plan future resource allocations.

10:40 - 11:40 Concurrent Sessions

Session A: Circle Hall 013

10:40-11:10: Assessing the Critical Thinking Skills of Biology Students

Daniel Schwert and Jacqueline Wittke-Thompson, *University of St. Francis*

The purpose of this study was to assess improvements in the critical thinking abilities of biology and environmental science students over the course of their time at the University of St. Francis. It was hypothesized that the critical thinking abilities of the students will increase from their freshmen year to their senior year, as they are exposed to the scientific ways of thinking and provided with opportunities to exercise their skills. Students were given the Assessment of Critical Thinking Ability (ACTA) test. Results of three years of test administration will be discussed.

11:10-11:40 Mu Sigma Pi, Pre-Health Professions Service Learning Club

Johnny K. Lloyd, *Aurora University*

Mu Sigma Pi is a (grass-rooted) Pre-Health Professions Service Learning Club which promotes mental, physical, and spiritual health throughout the community. Members also establish relationships with individuals with physical and cognitive disabilities and senior citizens. Leadership, collaborative, and communication skills can be developed or enhanced. Service learning activities include volunteering at local food pantry; sponsoring a 3 K walk for stress relief; promoting blood drives; holiday celebrations at local long term care facilities; being chaperons for special needs individuals at campus plays and music concerts; organizing and implementing a basketball game between members and a Special Olympics team. Numerous post-graduate health professional schools are recommending or requiring pre-health professions undergraduates to have exposure (human contact) in the health care field. Members obtain valuable experience working / interacting with special populations (autism spectrum and aging "baby boomers") which appear to be growing and need assistance in care giving. In addition, the Faculty Advisor has an opportunity to be a mentor to the students.

Session B: Circle Hall 014

10:40-11:00 Transforming future crime fighting media bred cops into empathetic criminal justice students.

Dennis Connelly and Robert Rice, *Trinity Christian College*

Through volunteer work with inmates at the Day Reporting Section of Cook County Jail, college students are learning the vastly different backgrounds and obstacles inmates must overcome to succeed in society. The idea of clearly defined good and evil was soon challenged. The program began in 2011 at Trinity Christian College in Palos Heights, Illinois, as a group of volunteers who went every other Friday during the school year to work with inmates. The work was originally

set to consist of presenting a website and some handouts on the subject of applying for college and financial aid opportunities. Interestedly enough, most of the volunteers, were young men and women who had been spoon fed the idea that police officers where the Blue Knights depicted in traditional shoot-em up, cops and robbers television series and films battling it out with evil criminals with no redeeming qualities, who took the easy path rather than working hard at an honest job. However, upon working with the inmates, the students learned that the criminal justice system is not all black and white, but many shades of gray. Several criminal justice majors even switched career paths from law enforcement officers to that of counselors for recently released offenders and social work positions.

11:00-11:30 Active Learning: Implementation Strategies for Student Engagement

Lynn A. Tovar, *Lewis University*

This presentation explores active learning techniques in an undergraduate course on Disaster Response Management. The course relates to actual situations of the application of the general disaster response management concepts with an emphasis on the student's role as active members of the University community and potential careers in the field of disaster management. Students relate actual situations of the application, with an emphasis on prevention and preparedness though scenario experiential learning. Student engagement techniques were vital for the success of the course. The students were all seniors, which allowed for an advanced level of critical reflection and active participation.

Session C: Circle Hall 131

10:40-11:10 Writing To Think in the College Classroom

Mark Peters, *Trinity Christian College*

The conventional view in college courses focuses on writing as a means to convey information: through the term paper or essay, a student demonstrates their knowledge of course content. Writing is thought of primarily as an end product, a final step in the learning process. But writing offers far greater possibilities in our courses, especially when considered as a means to engage students in the classroom.

This session presents a variety of ways to incorporate writing more fully and creatively in the classroom, focusing particularly on uses of informal writing in class meetings and ways in which such writing facilitates students' processing and discussing course content. Through a case study of in-class writing in an introductory general education music history course, the session offers guidelines for using informal writing in class, as well as examples of writing tasks. The session demonstrates in-class writing tasks that fulfill a number of different purposes for students, including: 1) exploring a personal connection with, or reaction to, a topic or piece of music; 2) engaging a piece of music when hearing it for the first time; 3) reacting to or describing one particular aspect of a piece; 4) brainstorming about a topic or question; 5) conveying understanding of a concept; 6) asking questions; 7) providing self-reflection. The session will finally address both the benefits and possible challenges of incorporating writing more fully in the classroom.

11:10-11:40 Scholarly Practice: Implications for Students

Nancy Falciani-White, *Wheaton College* and Christian Hauser, *Concordia University*

The phrase "scholarly practice" describes all the work that scholars do during the course of their research. It includes expected activities such as information seeking, retrieval, and organization, but it also includes social engagement with others within the discipline and in the broader community, teaching, and the dissemination of research. These additional components of scholarly practice are vital to the continued growth and development of scholarship. Faculty members and established researchers typically have a community within their discipline that supports scholarly practice in its entirety. Students, particularly undergraduates, often have much more limited access to the full range of scholarly opportunities. This gives students a narrow view of research and academic work.

The library has a vital role to play in helping students understand the scholarly context in which they are operating, as well as in providing space and opportunities for the community and social aspects of scholarly practice.

This paper will briefly outline scholarly practice as it was defined and identified in my dissertation research, explore why understanding scholarly practice is important for working with students, and discuss some of the ways in which academic libraries can use this understanding to improve student research.

Session D: Circle Hall 133

10:40-11:10 Use of a Course Portfolio to Document and Assess Student Learning in First-Year Latino Studies Course

Eva Serrano, *Aurora University*

The purpose of this presentation will be to share findings from my participation in a Course Portfolio Project at my home institution from 2012-2013. I enrolled in this year-long faculty development opportunity as a way to learn how to examine student learning in a systematic and evidence-based manner. I chose to examine my effectiveness as a teacher in an Introduction to Latino Cultural Studies course I have taught for the last several years to first-year, full-time undergraduate students.

11:10-11:40 Changing Student Motivations for Studying Spanish at the University Level

Terri Schroth, *Aurora University*

University students' motivation to study Spanish includes a number of external or extrinsic factors (i.e., ease in finding gainful employment and desire to travel) and internal or intrinsic factors (i.e., personal growth and using Spanish to communicate with family and friends). In the years following the recent economic recession, as unemployment numbers increased while viable, well-paying jobs for new college graduates decreased, has students' motivation for taking Spanish in the United States changed? In addition, has the growth in population of Spanish speakers as well as the increased influence of the language and Latino culture in the U.S. affected students' motivation to learn the language in American colleges and universities?

To better understand students' current motivation to study Spanish in light of economic conditions and due to the increased contact between Spanish and English in the U.S. in recent years, this study analyzed data collected from university students of lower-division Spanish-language courses from college students from two different geographical regions of the United States (Midwest and South). These participants completed questionnaires that sought to determine their motivation for studying Spanish. The results were compared with previous research to examine previous vs. current motivational trends.

Session E: Circle Hall 203

10:40-11:40 Using Technology to Engage and Retain Non-Traditional Students

Kimberly Harrison and Jen Propp*, Elmhurst College*

Join us in an interactive, fun session regarding how to easily incorporate technical tools into your classroom and make it engaging and safe for your students ages 25 and older. National Center for Education Statistics (NCES) data indicate that 38 percent of the 2007 enrollment of more than eighteen million college students were 25 years of age or older (NCES, 2010). These numbers are expected to remain stable or grow during the current decade (Hussar and Bailey, 2009). However, non-traditional students may struggle with educational technology (Calvin & Freeburg, 2010). Knowing this, it is imperative for educators to use the tools at their disposal to engage and, ultimately, to retain adult learners. We will illustrate various tools to help educators achieve these goals in both online and onground courses. We encourage you to bring you own student engagement techniques and ideas to share!

Session F: Circle Hall 204

10:40-11:40 Problem-based learning, OERs, and the creation of an open-textbook wiki

Ardelle Pate, *Concordia University Chicago*

When open-source content, Creative Commons licensing, and problem-based learning are combined, learning becomes collaborative, student-centered, and enhanced by self and peer assessment. Through the creation of a wiki, participants will be introduced to an instructional design model that utilizes the social media and open-source materials to create a problem-based assignment applicable to many disciplines. This presentation focuses on the cooperative/collaborative learning theory.

12:00 – 1:00 Concurrent Sessions

Session A: Circle Hall 013

12:00-12:20 Reflections on Teaching an Online Course

Ellen Ziliak, *Benedictine University*

Many institutions have been encouraging the development of online courses. These courses allow students more flexibility, and the ability to take charge of their own learning. As more and more courses of this type have been developed, some best practices have developed. After studying what has been at other institutions, this past summer I developed and taught a Calculus I course which was presented in an online format. In this presentation, I will discuss some of the common best practices most of which apply to any online course, and I will reflect on my own experience.

12:20-12:40 Virtual Instruction: Get Started

Julie James, *Elmhurst College*

Virtual instruction has gained acceptance as a legitimate form of education, yet many educators are not confident in their ability to provide it. Learn how to plan interactive virtual classes, without having to call the tech department. We will discuss strategies for different types of instruction and pedagogical needs, how to accommodate diverse learners, and how not to break the budget.

12:40-1:00 Using YouTubes to Enhance Accounting Courses

Sharon Borowicz, *Benedictine University*

Over the last few years I have heard students' talking during class breaks indicating that "I'll look that up on YouTube" when there are concepts they don't understand. YouTubeEDU is devoted to academic content and features lectures from hundreds of colleges and universities, including Stanford, Harvard, and the Massachusetts Institute of Technology (MIT). Since the students are willing to use YouTubes for educational purposes, I wondered if I could use YouTube to enhance learning in a financial accounting course, and allow for more in-class applied learning. I further wondered if concept-specific YouTubes could reinforce accounting concepts and improve the performance of students in their final project. This presentation offers a model of how to introduce educational YouTubes in coursework and provides preliminary findings with regards to student performance before and after the use of educational YouTubes.

Session B: Circle Hall 014

12:00-12:30 Edugagement

Christian Hauser, *Concordia University*

The ideology of edugagement centers on the belief that students learn optimally when they are actively involved in the educational process. Edugagement encourages student participation with their "whole selves," thus reaching their individualized learning styles: visual, auditory and kinesthetic. Engagement with learning is important because it activates the senses and establishes connections to learning. As students engage their senses through learning activities

and stimuli, they establish connections to previous schema and build new memories (Le Tellier, 2007).

The need to engage students in the classroom is hardly a novel concept (Marks, 2002; Yair, 2000). According to Le Tellier (2007), students who participate (with every means possible) in their learning process enhance their ability to store information into long term memory; the more connections students attach to new information the more it solidifies the concept (Marks, 2002).

This presentation will explore how the ideology of educagement (utilizing visual, auditory, and kinesthetic modalities) applies to the field of music education, as well as explore its application to other disciplines.

12:30-1:00 No Syllabus on Syllabus Day?: Engaging Students on the First Day of Class
                                     Bill Boerman-Cornell and Mark Peters, *Trinity Christian College*

Going over the syllabus on the first day of class and establishing rules, expectations, and schedules is a standard unquestioned practice for professors and students. But the first day of class is the ideal time to grab student interest and imagination and set expectations of engagement that will make the most of their excitement and curiosity and frame the direction of the course.   Going over the syllabus can kill that excitement and make the second day of class a struggle to engage interest.

In this session we will describe and demonstrate activities that galvanize student engagement in a general education music history course and a fine arts in education course. We will discuss what makes such activities effective in terms of framing concepts for the course, encouraging student commitment to the subject matter, and helping them make connections to each other and the subject matter. We will also explain how we do eventually cover the salient points of the syllabus.

Session C: Circle Hall 131

12:00-12:30 Three Tech Tools to Engage Millennial Learners In and Out of the Classroom
                                     Chetna Patel, Pamela A. Wicks, Stephanie A. Whitus, *Aurora University*

Inasmuch as today's students respond best to interactive teaching methods, educators are in constant search for new ways to actively engage students in the learning process. Many instructors have integrated technology into their courses to increase student engagement and learning both in and out of the classroom. In this session, participants will learn about three technology-based tools that can be used to: 1) connect with students within the classroom setting during the delivery of content (Bamboo tablet); 2) add questions and comments to videos to direct students' attention and ascertain their understanding of specific concepts (EDPuzzle); and, 3) facilitate and inspire student learning by empowering students for completing assignments and activities outside of the classroom (Pixlr). A demonstration of these tools will be provided, along with instructions for using them to quickly create and deliver content interactively.

12:30-1:00 Educreations iPad App: An Engaging Form of Assessment

Meghan Sleezer, *Concordia University Chicago*

Bring your iPad to this presentation! The speaker will introduce the Educreations iPad app as an engaging form of assessment for today's student. The presenter will also show how the app can be used for instruction in online courses. Excerpts of instructor and student videos will be shown, and participants with an iPad will have the opportunity to experience the app as a student would.

Session D: Circle Hall 133

12:00-1:00 Excellence in Teaching through Community Service Learning Initiatives

Erika G Rakas, *Aurora University*

Excellent teachers should conduct each class as an experience, an opportunity for students to engage with the material. Instructors are expected to see students understanding concepts as measured via examinations and assignments but are distinguished when students apply concepts outside the classroom. This is why I work to achieve a high impact pedagogy, developing not only capable students, but likewise, conscious students who become active members of the community. Facilitating students to become conscious learners and involved in their communities is the first step to achieving the goal of service learning initiatives. We must utilize the influence we have on students so we can channel it for positive outcomes in our communities.

Session E: Circle Hall 203

12:00-12:30 Faculty-Student Scholarship Collaboration after a Semester Abroad: The Many Ways to Compostela

Olga Vilella, Rebecca Rychel, *Saint Xavier University*

The semester abroad is a common experience for college and university students, increasingly so even in small colleges and universities. Upon their return, students often report great sources of personal satisfaction and academic achievement, particularly for language majors, but the experience seems to retreat in the distance once college/university life is resumed. This presentation details briefly the experience of a student along the Way to the ancient medieval city of Santiago de Compostela, Spain and the myriad ways the experience resulted in new ways to engage with faculty-student scholarship and research.

12:30-12:50 An application of COEUR guidelines to a liberal arts college

Kathy Sexton-Radek, *Elmhurst College*

The Council for Undergraduate Research designed a working document called "Characteristics of Excellence in Undergraduate Research". Factors such as campus culture, administrative support, external funding and curriculum were carefully examined to determine precise descriptors of what would constitute a level of excellence. A survey was designed in this study to examine faculty members' perception of the college in terms of these factors of excellence. Results from this survey from faculty members across disciplines will be described. Discussion of the findings and the COEUR guidelines will be encouraged in this presentation.

1:10 – 2:00 Concurrent Sessions

Session A: Circle Hall 131

1:10-1:55 Connecting With LGBTQ Students: The EC Experience

Michael Lindberg and Christine Grenier, *Elmhurst College*

When Elmhurst College became the first institution of higher education to include a question on its admission form which allowed students to voluntarily self identity as part of the LGBTQ community, it sent a very clear message that EC is an inclusive, affirming and welcoming environment for such students. But what does Elmhurst offer this particular group of students? How does the college support LGBTQ students academically and co-curricularly. Has Elmhurst College lived up to its reputation and vision of being a truly welcoming and supportive learning and social environment for this specific group of students? This presentation will examine the institutional, academic and co-curricular initiatives, structures and policies designed to support and enhance the educational, residential and co-curricular experiences of LGBTQ students at Elmhurst College. Relevant course offerings, faculty and curriculum development initiatives, Academic and Student Affairs programming and actual student experiences will be highlighted.

Session B: Circle Hall 133

1:10-1:40 A Study of Interns' Perception and Satisfaction

Timothy J. Moran*, Aurora University*

The purpose of this study was to explore and analyze the factors that influence interns' perceptions of and satisfaction with experiential learning during the internship process. The result of this research study adds new empirical evidence on internships, suggesting answers to some questions related to the use of internships in higher education, while contributing to the body of evidence supporting internships as a valuable tool in higher education.

The problem relating to college internship programs is that while such programs have existed for over 100 years and are used extensively in higher education, particularly in business schools, there is very little evidence to support the effectiveness of the experiential learning (integral to the internship process) or even interns' perceptions of learning during the internship experience. There appears to be a disconnect between the use of internships and the educational theories upon which the usage of internship are predicated.

This study has generated greatly needed empirical evidence about interns' perceptions of learning during the internship process suggesting, that both Kolb's (1984) experiential learning cycle, and Vygotsky (1978) zone of proximal development, function during the internship experience as theorists have speculated.

Session C: Circle Hall 014

1:10-2:00 Making a Big Class Small: Active Learning, Accountability, and Assessment in the General Education Survey.

James Halverson and Robert E. Wallace*, Judson University*

In 2012-2013, Judson University "right-sized". As a result, sections of the required general education surveys grew and faculty teaching the courses had more total students each semester. In order to preserve higher-order learning objectives in the face of this demographic pressure, we redesigned our courses. While similar to "flipping" a classroom, we prefer to think about our redesign as "shrinking" the classroom, bringing the pedagogy of the small class to a larger one. Using a variety of technologies such as Socrative, YouTube, Moodle, and adaptive eBooks, we were able to both move content delivery outside the classroom, and more importantly, effectively and efficiently hold students accountable for the content. We restructured the assessment system to be based more on a "save your progress" video game model that allowed students to "level-up" during the semester. In this system, students had to demonstrate content mastery before progressing to higher-order assessments. In this presentation, we will share some of our active learning techniques, how we use various technologies to ensure students come prepared to participate in those activities, and how our assessment system measures the extent to which students are learning from those activities.

Session D: Circle Hall 013

1:10-1:30 Are They Who We Think They Are?

Wallace A. Ross, *Lewis University*

A growing body of research on several fronts is compelling the conclusion that the blithe assumptions educators have been making about the cognitive maturity of our students are largely wrong. A new paradigm of student development is being birthed. There is a new stage in adolescence, a third stage that only begins about age 18 and which doesn't usually end until age 25. As educators we need to be aware that our notion that college age students are intellectually ready for almost anything is no longer tenable. This should force us to rethink a great many things we teach, from writing assignments that presume far too much general knowledge and world experience, to the whole notion of when students are ready for self-aware exercises such as rhetorical analyses, or doing critical thinking before they have much information on a subject to think about it at all.

1:30-1:50 Virtual Instruction: Get Started

Julie James, *Elmhurst College*

Virtual instruction has gained acceptance as a legitimate form of education, yet many educators are not confident in their ability to provide it. Learn how to plan interactive virtual classes, without having to call the tech department. We will discuss strategies for different types of instruction and pedagogical needs, how to accommodate diverse learners, and how not to break the budget.   (This is a second offering of this presentation.)