

## **CONCURRENT SESSION ONE**

**10:45-11:45**

### ***1.1 THE CONVERSATION CONTINUES***

Interested in pursuing the conversation with our keynote speaker, Dr. Tyronne Hayes? Remain in Constitution Hall for an enlightening exchange of ideas and Q & A in a smaller setting. **CONSTITUTION HALL**

### ***1.2 "WE AREN'T JUST TAKING A TOUR!" USING THE LIBRARY'S RESOURCES TO TEACH SPECIFIC RESEARCH SKILLS TO UNDERGRAD AND GRAD STUDENTS***

*Janette C. Wetsel* Curriculum & Instruction  
*Tonya Holt* References & Instruction Librarian

Participants in this session will explore ways the library staff can assist you teaching specific research skills related to undergraduate and graduate students' work. Specific skills related to assignments in classes that have been enhanced by a library class session include:

1. Determining the difference between a peer-reviewed journals article and a popular culture resource.
2. Learning how to find current federal and state laws related to a topic of interest.
3. Constructing a *pathfinder*, an online catalog of numerous scholarly resources related to a topic.
4. Conducting an exhaustive literature review.

**CHAMBERS LIBRARY 226**

### ***1.3 FACILITATING TRANSFORMATIVE LEARNING EXPERIENCES: BUILDING A COMMUNITY OF PRACTICE.***

*Merry Buchanan* Mass Communication

What is the role of the educator and student in transformative learning? How do professors incorporate civic engagement principles in their existing coursework? Grounded in transformative learning theory (Mezirow, 1997), this interactive panel will focus on effective instructional strategies (King, 2005) educators can use to facilitate transformative learning and civic engagement in the classroom and other contexts. Students will share innovative experiences from their Workshop Organization and Leadership 4013 course. We invite participants' Q & A and their ideas! Collectively, we will engage in a lively and inspiring session focused on the constructivist approach (Fostnot, 1996) to teaching and learning

**HERITAGE ROOM**

### ***1.4 WIKIS IN THE CLASSROOM***

*Darren Denham* Office of IT  
*Mitchell Green* Office of IT

If you have heard talk of wikis, and are wondering why everyone has suddenly become interested, this session is for you. Wikis are fast becoming a popular tool for faculty to use in conjunction with traditional learning methods. One of the favorite features is the transparent collaboration that takes place in a wiki. In a wiki, you can see what has changed and revert to previously saved pages easily. While wikis may not work for every class, they have more to offer in a classroom environment than many realize. Combined with WebCT, a wiki can enhance the learning experience, especially in the areas of collaboration and group research.

**LILLARD ADMIN BUILDING 101A**

### ***1.5 INNOVATIVE TEACHING METHODOLOGIES FOR THE VISUAL LEARNER***

*Amy Johnson* Graphic Design  
*Rukmini Ravikumar* Graphic Design  
*Keith Webb* Graphic Design

This panel will consist of three presentations to explore innovative teaching methodologies using technology in the classroom to appeal to the nature and characteristics of the contemporary adult learner and assist design educators. Interactive discussion will include using Facebook as an effective forum for design conceptualization and dispensation of information to illustration students; video documentation of student presentation for assessment, analysis and transformative learning; and the development and results of implementing forced observational tasks within class-exercises, project requirements and critique processes to heighten critical thinking in design classrooms.

**NUC 201**

**1.6 EDUCATING FOR DEMOCRACY: EFFECTIVE TEACHING AND LEARNING STRATEGIES FOR RESPONSIBLE POLITICAL ENGAGEMENT**

Randy Jones *Political Science*  
Jennifer Barger Johnson *Legal Studies*  
Brett Sharp *Political Science*  
Josh Krawczyk *Volunteer & Service Learning Center*  
Patti Loughlin *History & Geography*

“*Educating for Democracy: Effective Teaching and Learning Strategies for Responsible Political Engagement*,” offers a brief summary of the key findings of a new book by the Carnegie Foundation for the Advancement of Teaching, *Educating for Democracy* (2007), and suggests ways we can infuse student civic engagement in UCO’s curricular and co-curricular programs. Drawing from their own teaching and learning strategies, panelists will discuss the significance of the book in their respective disciplines. **NUC 202**

**1.7 INNOVATIVE TECHNOLOGICAL TOOLS FOR E-TEACHING IN THE 21ST CENTURY VIRTUAL CLASSROOM**

Joselina Cheng *Information Systems & Operation Management*

The knowledge-based global economy and advances in technology have presented new opportunities for faculty to teach online or hybrid courses. However, incorporating innovative technology to develop quality learning modules that address students’ auditory, visual, and kinesthetic learning styles in the digital learning environment can also present faculty members with technological and pedagogical challenges. The focus of this presentation is to help faculty members overcome these challenges by providing an overview on how to use innovative technology to design multimedia-based learning modules that enhance teaching and learning effectiveness in the 21st century virtual classrooms. . **NUC 320B**

**NOTES:**

# **CONCURRENT SESSION TWO**

**1:00-1:45**

## **2.1 USING COMPETITION AND OTHER EXPERIENTIAL EXERCISES TO ENGAGE ACTIVE STUDENT LEARNING**

*Kelly Moyers* Management  
*Suzanne Clinton* Management

This presentation will focus on how educators can use competitions and other experiential exercises to engage students in active transformational learning. The presenters will share personal experiences associated with designing, implementing, and assessing transformational learning activities, including class activities and participation in state and national competitions, to emphasize the benefits and challenges associated with getting students involved in their own learning experiences.

**NUC 312**

## **2.2 COURSE WORK INTEGRATION RELATED TO HEALTH & WELLNESS**

*James Allen* Wellness Center  
*Danielle Dill* Wellness Center  
*Melissa Powers* Kinesiology & Health Studies  
*Christy Vincent* Mass Communication

The presenters will illustrate multiple avenues for integrating health and wellness messages into course curriculum as part of the Transformative Learning process. The classroom-tested examples provided by faculty during this session illustrate how it is possible to address health and wellness concepts without deviation from coursework objectives of instructional methods. Indeed, health and wellness can be used to facilitate the very application of core concepts ranging from statistical analysis to organizational practice. This results in knowledge gain in both the original course content and in specific facets of health through a seamless process.

**NUC 202**

## **2.3 ZOTERO! THE NEXT GENERATION IN RESEARCH TOOLS!**

*Jason Cimock* Chambers Library  
*Ona Britton* Chambers Library  
*Amanda Lemon* Chambers Library

Are you still using notecards to organize research? Have you ever wondered if there is another better way to keep track of all the books, articles, and web sites you've read?

Join the Chambers Library Instruction team in the library's electronic classroom to learn about *Zotero*, the latest tool in bibliographic and citation management. *Zotero* allows you to organize and manage your research more efficiently and effectively by capturing and *saving citation information from different web sites and databases with a single click*. *Zotero* is compatible with many of today's most popular research tools, such as the full suite of Ebscohost databases, Google Books, Google Scholar, Amazon, most library catalogs, and much, much more, all while being fully integrated within your Firefox web browser.

**CHAMBERS LIBRARY 226**

## **2.4 A REVIEW OF THE AMERICAN DEMOCRACY PROJECT'S (ADP) NATIONAL INITIATIVES AND OPPORTUNITIES TO PARTICIPATE IN CIVIC ENGAGEMENT PROGRAMMING AT UCO**

*William Caire* Biology  
*Janelle Grellner* Psychology  
*Susan Scott* Professional Teacher Ed.  
*Meredith S. Scott* Student  
*John Bob-Semple* Student

This presentation features three UCO faculty members who attended the 2008 American Democracy Project National Meeting. The ADP national initiatives will be reviewed and planned civic engagement programming at UCO during the 2008-2009 academic year will be unveiled. Two ADP student board members participated in the Student Think Tank Project at the national meeting and they will discuss what they learned from the experience and how they plan to pilot their civic engagement project on campus. Panelists will discuss how faculty, staff and students can be involved in the American Democracy Project at UCO.

**NUC HERITAGE ROOM**



## CONCURRENT SESSION THREE

**2:00-2:45**

### **3.1 STRESSED? HELP YOURSELF AND YOUR STUDENTS**

*Jan Chapel*

*Student Counseling Center*

*Karen Vessiers*

*Nursing*

Stress has become a constant in the lives of many students, faculty and staff, as the demands of life require us to do more in less time. The Student Counseling Center and the Nursing Department would like to share with you our new HeartMath® biofeedback software which teaches how to transform stress into well-being.

Participants will learn how to use the interactive learning system to reduce stress by training the user to control excessive physiological arousal, mediate unhelpful thought patterns and utilize positive emotional states to achieve a balanced state of mind, body and emotions. Learning this program can contribute to the physical and emotional well-being of not only faculty and staff but also students. We will discuss how this software can be used to impact student outcomes, to improve student retention and grades, and reduce test anxiety.

**NUC 320B**

### **3.1 A QUALITY ASSESSMENT OF THE PROFESSORiate IN THE CONTEXT OF SERVICE: HOW DO YOU KNOW YOU DO IT, ASSERT YOU DID IT, OR KNOW YOU WANT IT?**

*David H. Hartmann*

*Information Systems &  
Operations Management*

This is a "hands on" demonstration of the use of the SERVQUAL survey instrument to measure service quality. Attendees will be introduced to the concept of "Gap Analysis" to measure the result of a posteriori surveys of student expectations and perceptions of academic courses measured in five key areas: "tangibles", "reliability", "responsiveness", "assurance", and "empathy." Contemporary examples will illustrate SERVQUAL analyses in organizations ranging from the "for profit" to "governmental." The value of "Gap Analysis" will be explained in the context of expectations and perceptions of the person serving as well as the person served will be presented. Results from recent classroom surveys. NUC 201 1. V. Zeithamel, A. Parasuraman, and L. Berry. "SERVQUAL: A Multiple-Item Scale for Measuring

Customer Perceptions of Service Quality." Journal of Retailing, Spring, 1988, pp. 12-40. **NUC 201**

### **3.3 NOTES FOR 'NEWBIES'**

*Cheryl Evans*

*Educational Administration*

*Lea Ann Garcia*

*School Counseling*

*Sherry Ward*

*School Counseling*

*Kirk Webster*

*Educational Administration*

A panel of UCO faculty members with 1-2 years of experience at UCO will discuss avenues and options for new faculty to successfully adjust to their careers at UCO. Tips for new faculty will include observations related to the following topics:

- Surviving the first year
- Teaching effectiveness
- Incorporating the principles of Transformative Learning in classes
- Expanding your research productivity
- Service to department, college, & UCO
- Time management– Is there a balance?
- Integrating into campus culture
- Collaborations and planning.

The panel's goal is to assist new faculty members meet or exceed their department's expectations for teaching effectiveness, service, and research productivity. Handouts will be provided. **NUC 314**

### **3.4 WHAT GRADE DO I NEED TO MAKE ON THE TEST TO GET AN A/B/C IN THE CLASS? THIS IMPORTANT QUESTION CAN BE TIME CONSUMING TO ANSWER ON AN INDIVIDUAL BASIS.**

*Maryellen Epplin*

*Finance*

Participants will learn how to create interactive Excel spreadsheets so students can get fast and accurate answers to this recurring question. You can add the spreadsheet as an item to WebCT so it can be accessed "24-7". The spreadsheet you construct will be tailored to the specifications of your syllabus and will be protected so only relevant information may be entered by students. Those who attend should bring information about how grades are calculated in their classes.

**LILLARD ADMINISTRATION BLDG. 101B**

**3.5 GRANT OPPORTUNITIES FOR FACULTY AND STUDENTS AT UCO**

*Jill A. Devenport*                      *Office of Research & Grants*  
*Gregory M. Wilson*                    *Office of Research & Grants*

This session will cover grant opportunities for faculty and students at UCO. This will include a discussion pertaining to the on-campus grant programs for new and established faculty as well as for students. In addition, we will discuss how the Office of Research & Grants can assist faculty with external funding opportunities (i.e. federal, state, foundation, & private funding agencies). Information covered in this presentation will relate research, creative, and scholarly activities to Transformative Learning. **NUC 312**

**3.6 UCO'S STUDENT DEMOGRAPHICS**

*Cindy Boling*                                      *Institutional Research*

Need to know more about UCO's student body today? This session will present information on student demographics, including gender, ethnicity, age, and classification breakdowns. Also included will be credit hour production, countries represented, popular majors, degrees earned, and average class size. Some comparison will be made to other state universities.

**HERITAGE ROOM**

**3.7 EVERYTHING YOU WANTED TO KNOW ABOUT STUDENTS WITH DISABILITIES.**

*Kimberly Fields*                                      *Student Affairs*  
*Sharla Weathers*                                      *Student Affairs*

Students for an Accessible Society (SAS) will present information about their disabilities and experiences they have been undergone in higher education classes and environments. They will discuss techniques they have used to create success for themselves. Additionally, they will articulately advocate for innovation to instruction for their disabilities in the classroom and in testing circumstances. **NUC 202**

**NOTES:**