

SUNY Fredonia's 6th Annual Teaching & Learning Conference

Education for Social Change



Monday, August 20, 2012
8:30am-4:00pm

Fenton Hall

Greetings

On behalf of the SUNY Fredonia Professional Development Center and the PDC Advisory Board, I'd like to welcome you to the 6th Annual Teaching and Learning Conference. This conference promises to be an exciting opportunity for educators across the region to share information and ideas about teaching and learning with a special focus on effective strategies for furthering an agenda of social change within P-12 schools and higher education. Our keynote speaker, Dr. Terry Doyle, will kick off our conference with overview of these goals. As Senior Instructor for Faculty Development and Coordinator of the New to Ferris Faculty Transition Program for the Faculty Center for Teaching and Learning at Ferris State in Grand Rapids, Michigan, Dr. Doyle has worked with faculty in Taiwan, South Korea and 60 different campuses across the United States on ways to develop and improve learner-centered practice. Since 2000, Dr. Doyle has presented over 70 workshops on a variety of pedagogical topics at regional, national and international conferences. Our hope in presenting this conference is to begin a conversation within our college and with other SUNY colleges and universities to envision what could be done through SUNY to support efforts to teach and learn collaboratively.

Special thanks to Dr. Virginia Horvath, our incoming President at SUNY Fredonia, as well as Dr. Kevin Kearns, our Interim Provost, Vice President for Academic Affairs, for their continued support for this conference; to the Professional Development Center team: Ms. Dawn Eckenrode, Mrs. Lisa Melohusky, and Mrs. Cheryl Dearth, for their invaluable leadership in organizing this year's conference; and to members of the PDC Advisory Board for their review of the conference proposals and service in many aspects of today's events.

I hope today's conference gives everyone a chance to reconnect with colleagues, reflect on teaching practices, and get excited for the possibilities that come with each new academic year. Welcome back to campus!

Robert Dalhgren
Chair, Teaching & Learning Conference
Co-Chair, Professional Development Center Advisory Board

Overview of Schedule

| | | |
|--------------------|------------------------|-----------------|
| 8:30am to 9:00am | Sign-in & Refreshments | Fenton Hall |
| 9:00am to 9:50am | Welcome & Keynote | 105 Fenton Hall |
| 10:00am to 11:50am | Concurrent Sessions | Fenton Hall |
| 12:00pm-1:00pm | Lunch | Cranston Marche |
| 1:10pm-3:00pm | Concurrent Sessions | Fenton Hall |

Welcome

9:00am

Opening Remarks: 105 Fenton Hall

*Dr. Susan Spangler, Chair of PDC Advisory Board,
Asst. Professor, Department of English, SUNY Fredonia*

*Dr. Kevin Kearns, Interim Provost, Vice President of Academic Affairs,
SUNY Fredonia*

Dr. Virginia Horvath, President, SUNY Fredonia

Keynote Address:

Dr. Terri Doyle, Professor, Ferris State University

Keynote Speaker

Dr. Terry Doyle is an author, educational consultant and Professor of Reading at Ferris State University where he has worked for the past 35 years. From 1998 to 2009 he served as the Senior Instructor for Faculty Development and Coordinator of the New to Ferris Faculty Transition Program for the Faculty Center for Teaching and Learning at Ferris State.

Terry has presented over seventy workshops on teaching and learning topics at regional, national and international conferences since 2000. During the past five years he has worked with faculty in Taiwan, South Korea and faculty on sixty different colleges and universities across the United States on ways to develop a learner centered teaching practice.

He is the author of the book *Learner Centered Teaching: Putting the Research on Learning into Practice* which was featured in the *Chronicle of Higher Education's* Selected New Books in Higher Education in 2012 and the book *Helping Students Learn in a Learner Center Environment: A Guide to Teaching in Higher Education*, published by Stylus, 2008. He is the co-author of the book *New Faculty Transition -An Ideal Program* published in 2004. His newest book titled *Learning in Harmony with Your Brain* is written for college students and is scheduled for publication in 2013.

Morning Schedule at a Glance:

Concurrent Sessions: 10:00am ~ 10:50am

| Room: | Fenton 153 | Fenton 159 | Fenton 168 | Fenton 170 |
|-----------------|---|---|--|---|
| 10:00am-10:50am | "Prison Education and Training in Europe" | "Bullying Perpetration and Victimization among Students on the Autism Spectrum" | "Engaging Students and Community through Inquiry-based Learning Digital Ethnography" | "Taking It Public: The Benefits and Pitfalls of Learning in Front of an Audience" |

Concurrent Sessions: 11:00am ~ 11:50am

| Room: | Fenton 153 | Fenton 159 | Fenton 2164 | Fenton 170 |
|-----------------|--|---|--|---|
| 11:00am-11:50am | "Lemonade out of Lemons: Collaborating with Students on Your Research" | "The Energize Series: Professional Development That Works to Connect Campus to Communities" | "Putting Google Apps to the Test to Extend the Universal Design Course Supports" | "A Three Legged Approach to Education for Sustainability (EfS)" |

Afternoon Schedule at a Glance:

Concurrent Sessions: 1:10pm ~ 2:00pm

| Room: | Fenton 153 | Fenton 159 | Fenton 168 | Fenton 170 |
|-----------------|---|---|--------------------------------------|--|
| 1:10pm - 2:00pm | "Films and Remakes: Students Direct Involvement in an Upper Level Film Class" | "Digital Technologies and Techniques Used in Higher Education to Cross National Boundaries" | "Teaching the Learning Centered Way" | "Classroom Culture and Educational Equality: A Case Study of Migrant Children's Education" |

Concurrent Sessions: 2:10pm ~ 3:00pm

| Room: | Fenton 153 | Fenton 159 | Fenton 168 | Fenton 170 |
|---------------|--|---|--|---|
| 2:10pm-3:00pm | "Teaching Gender: Games, Toys, and Socialization through Play" | "'Reading the World:' Excursions into Social Justice" | "Deracinating Formal Education: A Case for On-Line Pedagogy" | "What is Sustainability, and Why is It Valuable?" |

Post Conference Panel Discussion: 3:10pm ~4:00pm

| Room: | Fenton 105 |
|---------------|---|
| 3:00pm-4:00pm | Connections and Responsibilities: Implications of the Baccalaureate Goals for Expanding Our Teaching and Learning |

Concurrent Sessions: 10:00am~10:50am

Prison Education and Training in Europe (153)

Daniela Peterka-Benton, SUNY Fredonia, Assistant Professor, Sociology, Anthropology, Social Work and Criminal Justice

Prison education is a highly debated topic in the United States. While considered by many as one of the most important skills for post release success, others do not believe in prison as a proper learning environment. This presentation will introduce the audience to prison education in Europe, which relies heavily on the concept of adult education and lifelong learning as a fundamental right for every citizen, regardless if they are in prison or not. More specifically the presentation will cover a short overview of penal statistics in Europe, a brief outline of the development of adult education, and an in-depth analysis of prison as a positive environment for learning including discussions on training vs. education, non-traditional educational activities and the cost-effectiveness and public value of prison education.

Due to the content of this presentation, I would like to maybe shorten the actual presentation to about 30 minutes to allow for discussion with the audience. I am especially interested in a discussion on how the European understanding of adult education could translate into the US correctional system.

Bullying Perpetration and Victimization among Students on the Autism Spectrum (159)

Carrie Fitzgerald, SUNY Fredonia, Assistant Professor, Language, Learning & Leadership

Laura Geraci, SUNY Fredonia, Assistant Professor, Curriculum and Instruction

Though bullying has become a widely researched phenomenon in social sciences and educational research, there are a very limited number of studies focusing solely on students with exceptionalities. This study aims to investigate bullying perpetration and victimization of students on the Autism Spectrum. Focus groups were conducted with parents and siblings of children on the spectrum. Results of focus group data analysis will be reported, with special attention given to the implications for teachers

Engaging Students and Community through Inquiry-Based Learning and Digital Ethnography (168)

Jonathan Lawrence, Canisius College, Associate Professor, Religious Studies and Theology

“Religious Diversity in Buffalo” is being offered as a Core Capstone course at Canisius College. Such courses offer students an opportunity synthesize what they have learned about justice, ethics, diversity, and global awareness and demonstrate their skills in oral and written communication. This particular capstone course integrates these topics into a digital ethnographic study of Buffalo’s religious communities. The author will reflect on his students’ progress in the course, the role of digital humanities, and the usefulness of frameworks like inquiry-based learning and the Ignatian Pedagogical Paradigm as lenses for assessing and facilitating student learning in the course.

Taking It Public: The Benefits and Pitfalls of Learning in Front of an Audience (170)

Elmer Ploetz, SUNY Fredonia, Assistant Professor, Department of Communication

Journalism is a discipline that requires the practitioner to produce for an audience, and that is a theme that runs throughout the Journalism major at SUNY Fredonia. Students are encouraged – and frequently required – to hone their skills in public. Traditionally that has means submitting their work for campus or professional media. But the advent of the Internet age means that they can put their work up for view – whether it’s via news blogs, online newscasts or live webcasts – as they’re learning how to do it. That comes with the potential for great rewards, but also poses potential risks.

Concurrent Sessions: 11:00am ~ 11:50am

Lemonade out of Lemons: Collaborating with Students on your Research (153)

Alex Caviedes, SUNY Fredonia, Assistant Professor, Department of Political Science

Global citizens should possess some deeper experience of other societies. Too often, students learn about other countries only through textbooks or scholarly research that leads them to believe that only ‘experts’ generate such knowledge. We have been engaged in a research project in which students function as research assistants in a project concerning the framing of immigration and immigrants in the (European) media. The project has several goals: 1) awakening students to thinking critically about the constructed nature of social (and media) discourse in an international setting, 2) allowing language students to exercise their language skills, 3) teaching research skills by utilizing them, 4) generating data that students may use further in their own projects, 5) engaging students to collaborate with and provide genuine research assistance for resource-strapped faculty. Session attendees will be encouraged to consider whether their research agendas are amenable to engaging students similarly.

The Energize Series: Professional Development That Works to Connect Campus to Communities (159)

Ann Siegle Drege, SUNY Fredonia, Associate Professor, Department of English

Kim Marie Cole, SUNY Fredonia, Associate Professor, Department of English

In this session, we’ll present a model for effective professional development that area teachers find constructive and energizing. The philosophy that “creating community fosters learning” is embedded in the model. Participants will engage in discussion and activities up on their feet that connect people to one another in shared tasks, setting the stage for the subsequent work together. Creating community between university and secondary colleagues and among teachers throughout the region offers reciprocal benefits. Participants will leave with some strategies that can work in various content disciplines. The dialogue will also encourage participants to consider ways they might offer energizing professional development in their fields, building SUNY Fredonia as a professional development center for Western New York.

A Three-Legged Approach to Education for Sustainability (170)

Michael Jabot, SUNY Fredonia, Professor, Department of Curriculum & Instruction

As we seek to prepare our graduates for entering a world faced by greater challenges, there is a need to focus on Education for Sustainability (EfS). But, EfS can take on many different forms. This session will share the strategy of focusing on the three broad areas of EfS of a reconnection to nature; food & water, and energy as well as initial findings of impact on preservice childhood/early childhood education majors.

Putting GoogleApps to the Test to Extend the Universal Design for Learning Course Supports (2164, Computer Lab)

Kathleen Gradel, SUNY Fredonia, Assistant Professor, Department of Curriculum & Instruction

Universal Design for Learning (UDL) comprises smart and strategic instructional practices, tailored to give needed supports to “anyone,” “anytime,” “anywhere.” Although born out of a need to address support needs for learners who experience learning challenges, broader views on UDL have helped to stretch its relevance to learners with diverse skills and needs.

GoogleApps provides a ready resource for diverse student needs and skills, because the – among other features – can (a) easily facilitate assessment and feedback; (b) help capture formative production of work; (c) work easily with other readily-available tools (e.g., Adobe Acrobat®); and (d) be accessed everywhere (e.g., online or offline, and even on mobile devices).

Instead of talking “about UDL,” we will walk through tried-and-true examples of docs, forms, and presentation in GoogleApps, to extend both supports and options to your students. Examples will cross over applications in blended, online, and F2F courses.

Concurrent Sessions: 1:10pm ~ 2:00pm

Films and Remakes: Students’ Direct Engagement in an Upper Level Film Class (153)

Chiara De Santi, SUNY Fredonia, Visiting Lecturer, Department of Modern Languages

In two World Cinema classes (Fall 2011 and Spring 2012) on Italian Neorealism and on mafia in Italian films, I have supplemented exams on the films and textbook and presentations with a creative final project, asking students to work in groups (of 2 to 5) to remake a scene or two from the films we watched in class, accompanied by a reflective paper. As Twomey Fosnot states, “learning is development. It requires invention and self-organization on the part of the learner” (1996) and I wanted my students to exercise these qualities to reflect on their learning process as viewers and subsequently, filmmakers. Moreover, as Stempleski and Tomalin state, “The medium of the film is excellent at communicating cultural values, attitudes and behaviors” (2001), so that students can effectively reflect on world cultures such as the Italian one, enabling further comparisons with their own culture, especially in the class on mafia. My presentation would introduce the project, which was particularly popular with the students and described as one of the most successful and engaging in their college experience, and assess it, offering actual student examples and encouraging the audience to participate by planning a similar project based on a short clip.

Teaching the Learning Centered Way (168)

Terry Doyle, Ferris State University, Professor of Reading

The key element of learner centered teaching is to get students to do more of the work of learning both in and outside of the classroom. This session will discuss techniques to create a more learner centered teaching process. Included will be how to flip your classroom, teaching only the most difficult work and leaving the rest for the students, using authentic assignments and assessments, teaching for long term recall, using a multisensory approach to teaching and using Just in Time Learning. Participants will be asked to suggest ways to implement these techniques into their teaching.

Digital Technologies and Techniques Used in Higher Education to Cross National Boundaries (159)

Gurmukh Singh, SUNY Fredonia, Visiting Assistant Professor, Department of Computer and Information Sciences

Khalid Siddiqui, SUNY Fredonia, Professor, Department of Computer and Information Sciences

In 21st century, local and global companies are bound to educate and train their new workforce before it can fulfill the demands of modern society. Employees working in a company are also required to reeducate in order to improve their technical and educational skills due to tremendous local and global competition. To fulfill the demand of this new breed of learners, schooling industry is faced with an inescapable demand to design new curricula to accommodate them. The growth in digital technologies and techniques is certainly influencing academic institutions to redefine their endeavors in terms of producing learning, rather than providing instructions. With the growing demand for higher education, such endeavors are crossing national boundaries of several countries, particularly of the US. We will review the available avenues of e-learning and present a model developed by authors as an example of distance learning 24/7 to attract local and global students.

Classroom Culture and Educational Equality: A Case Study of Migrant Children's Education (170)

Guang Yu Tan, SUNY-Fredonia, Assistant Professor, Department of Curriculum & Instruction

Since the economic reform in the late 1970s, China has shifted from a government-control economy to an increasingly market-oriented economy, which has generated a greater demand for cheap labor in the cities. As a result, China has witnessed the largest internal migration. However, the migrants and their children have often been denied the access to public services, including education and health care (Li, 2008), becoming the “invisible population” in the city. The proposed presentation will provide an account of an empirical case study of a public middle school with over 40% migrant children in a small city in Eastern China. Through multiple lenses and data resources, this case study is to investigate how the democratic process of creating a classroom culture promotes educational equality for the disenfranchised migrant children.

Concurrent Sessions: 2:10pm ~ 3:00pm

Teaching Gender: Games, Toys, and Socialization through Play (153)

Bond Benton, SUNY Fredonia, Assistant Professor, Department of Communication

Teaching gender issues is particularly challenging in the undergraduate curriculum. Transforming gender education into an exploration of games and toys makes the process less threatening and more approachable for students. The teaching activity analyzed requires students to come up with lists of “boy games and toys” and “girl games and toys” from their childhood. From these lists, students will reflect on what values, roles, and characteristics are ascribed to gender. This session will involve participants completing this activity and reflecting on its viability in the classroom.

Reading the World: Excursions into Social Justice (159)

Teodora Cox, SUNY Fredonia, Assistant Professor of Mathematics Education, Department of Mathematical Sciences

Issues of social justice and power are slowly making their way in the K-12 curriculum. This presentation will address some of the following questions: What are pre-service K-12 teachers' perceptions of social justice? What is "teaching for social justice"? How do you teach someone to teach for social justice without compromising content? The presenter will share insights gained from teaching a course to K-12 pre-service teachers over four semesters in which the students used literature and real-life data to "read the world".

De-Racinating Formal Education: A Case for Online Pedagogy (168)

Solomon Nelson, Trocaire College, Assistant Professor, Department of English

Race has always been a sticky issue in the academia. While studies have been made to understand/analyze issues faced by students of color in an academic environment, be it a classroom or a dorm, online education seems to have finally de-racinated the portals of higher education. The absence of physical proximity of a traditional classroom, and the possibility to reinvent a new identity devoid of any racial/social markers, extend the horizon of student learning in unimaginable ways. Therefore, this session purports to examine the claims for online education to realize a learning environment that is not punctuated by the prejudices of race or color.

What is Sustainability, and Why is it Valuable? (170)

Dale Tuggy, SUNY Fredonia, Associate Professor, Department of Philosophy

My presentation and discussion is inspired by this part of the official call for papers: "the notion of a social change purpose for higher education is not without controversy and requires vigorous discussion." I will apply the tools of contemporary logic and value theory to lead a discussion about how we should understand the concept of sustainability. Is sustainability a goal relating to responsible care of our natural environment, or is that simply one aspect of a much broader concept? And if sustainability is a central value, is it an intrinsic good, or merely an instrumental good (worth seeking only because it helps us get some more fundamental good)? And is it a moral, practical, or aesthetic value - or something else? The questions are at bottom conceptual rather than linguistic; in thinking through them together, we can think critically about what things we value and why. I will probably present my own reflections on what sustainability is for about 20-30 minutes, with the remaining 20-30 minutes being devoted to critical discussion with session attendees.

Post Conference Panel Discussion: 3:10pm ~4:00pm

Connections and Responsibilities: Implications of the Baccalaureate Goals for Expanding Our Teaching and Learning, Fenton 105

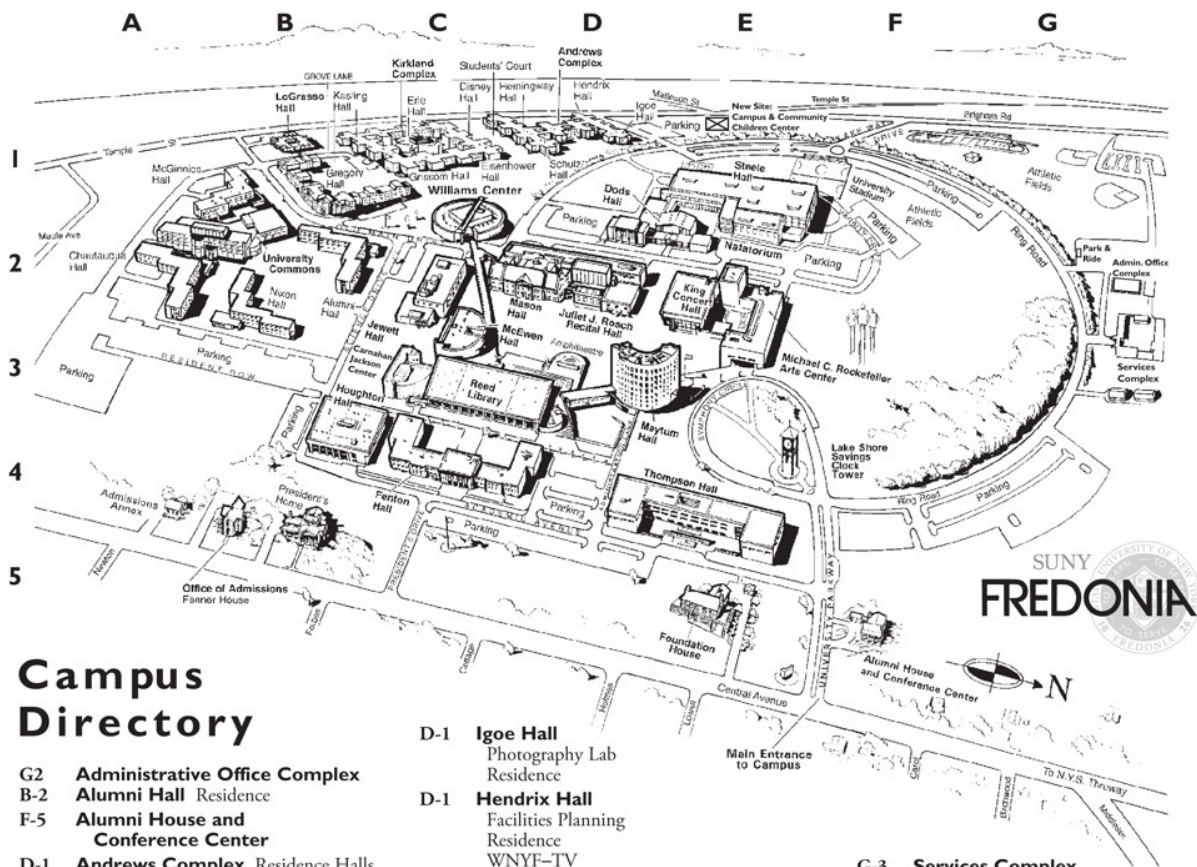
Jeanette McVicker (English), Moderator

Jennifer Hildebrand (History)

Tracy Marafiote (Communications)

Carmen Rivera (Modern Languages & Literature)

How will the new baccalaureate goals help us rethink traditional models of teaching and learning and what role should higher education play in fostering students' global citizenship and sense of personal and social responsibility? In this concluding plenary, panelists will give brief presentations that address these questions. Topics include an overview of the new university-wide learning outcomes, examples of teaching-learning that are particularly relevant to the goals of connected and responsible within courses, programs, and experiential learning settings, and various ways to assess these learning outcomes. Our goal is to facilitate a lively, constructive conversation that will inspire us as we move forward with this new framework.



Campus Directory

G2 **Administrative Office Complex**

B-2 **Alumni Hall** Residence

F-5 **Alumni House and Conference Center**

D-1 **Andrews Complex** Residence Halls

E-1 **Campus & Community Children Center** (New Site)

C-3 **Carnahan Jackson Center**

C-2 **Centre Pointe Lounge**
(Dining-Williams Center)

A-2 **Chautauqua Hall** Residence

B-2 **Cranston Marché**
(Dining-University Commons)

D-2 **Dods Hall**

Physical Education

C-1 **Erie Hall** (Dining)

A-5 **Fenner House**
Office of Admissions

C-4 **Fenton Hall**
Classrooms
Offices
Graduate Studies
President's Office

E-5 **Foundation House**
Fredonia College Foundation
Media Relations

B-1 **Gregory Hall**
Career Development
Faculty Student Association
Residence Life
University Police

C-2 **Horizon Room**
(Dining-Williams Center)

D-1 **Igoe Hall**
Photography Lab
Residence

D-1 **Hendrix Hall**
Facilities Planning
Residence
WNYF-TV

B-4 **Houghton Hall** Sciences

C-2 **Jewett Hall** Sciences

D-2 **Juliet J. Rosch Recital Hall**

E-2 **King Concert Hall**

C-1 **Kirkland Complex** Residence Halls

E-4 **Lake Shore Savings Clock Tower and Carillon**

B-1 **LoGrasso Hall**
Counseling Center
Health Center
International Education

C-1 **Market Place at Erie** (Dining)

D-2 **Mason Hall**
School of Music

D-3 **Maytum Hall**
Computer Center

C-3 **McEwen Hall**
Classrooms
Fredonia Radio Systems

A-1 **McGinnies Hall**
Environmental Health & Safety
Residence

E-3 **Michael C. Rockefeller Arts Center**

E-2 **Natorium**

B-3 **Nixon Hall**
Residence
ResNet

B-5 **President's Home**

C-3 **Reed Library**
Learning Center

G-3 **Services Complex**

Central Receiving
FSA Commissary
Grounds
Heating Plant
Maintenance

E-1 **Steele Hall**
Fieldhouse

E-4 **Thompson Hall**
Campus & Community
Children Center (Existing)
College of Education
Media Center
School of Business
Social Sciences

C-2 **Trendz**
(Dining-Williams Center)

B-2 **University Commons**
Bookstore
Convenience Store
Cranston Marché-Dining
Residence
Starbucks Coffee

F-1 **University Stadium**

C-2 **Williams Center**
Campus Life Office
Centre Pointe Lounge-Dining
Credit Union
Horizon Room-Dining
Lifelong Learning
Trendz-Dining
Volunteer Services