

UNIVERSITY *of*
NORTHERN COLORADO



Seventh Annual Teaching & Learning Fair

April 8, 2016





**Seventh Annual Teaching & Learning Fair
April 8, 2016**

The UNC Teaching and Learning Fair, sponsored by the Center for the Enhancement of Teaching and Learning (CETL), is a forum for the exchange of ideas, strategies, assignments, projects, and other teaching and learning tools of use and importance to university faculty, TA/GAs, and other academic staff. Presenters highlight an activity, case study, or any deliverable teaching tool, technique, or pedagogy that demonstrates education in action.

Agenda:

11:30 – 11:45	Lunch, Opening Comments and Introductions
11:45 – 12:45	Lightning Rounds
12:45 – 1:30 pm	Keynote Address by Dr. Deborah Romero Now that We're Officially Engaged. . . Let's Talk! Critical Reflections on being an Engaged Campus

Lightning Talks:

11:45 – 11:50 Dr. Daniel Rush
Monfort College of Business,
Dan.Rush@unco.edu

Using Twitter for an Engaged Classroom

One approach to using Twitter as a driver of student engagement with class material by enabling extended participation beyond the classroom. The content will be based on my experience using Twitter in combination with attendance and in-class comments to determine the participation grade in a 40+ student business core class (along with a contrasting experience in a similar 80+ student core class at another university). The lightning talk will focus on the tools that allow this approach to scale, anecdotes about the benefits and drawbacks of this approach, and administrative policies that support this approach. Specific tools discussed will include the web-based automation program IFTTT (If-This-Then-That) used in combination with Google drive to automatically capture tweets and store them in a spreadsheet for easy reference and grading.

**11:51 – 11:56 Connie Couch, M.Ed.
Counselor Education and Supervision**

Connie.couch@unco.edu

Bronfenbrenner's Ecological Theory and Creative Applications in Higher Education

Bronfenbrenner's Ecological Theory provides a framework through which one can conceptualize events and individuals in professional disciplines. This lens has been shown in recent literature as a teaching strategy to facilitate critical consciousness and agency in counselor education students (George, McMahon, & Goodman, 2014). This presentation will give a basic overview of Bronfenbrenner's Ecological Theory and provide suggestions for creative classroom application across disciplines.

**11:57 – 12:02 Dr. Jerry Overmyer and Dr. Nissa Yestness
Math And Science Teaching Center (MAST)**

Jerry.overmyer@unco.edu and Nissa.Yestness@unco.edu

i@UNC Flipped Learning Academy

The Flipped Learning Academy at the University of Northern Colorado was created to provide support for 30 college faculty to prepare a flipped learning course. The goal of this session is to share and discuss pragmatic recommendations for training teachers in flipped learning, and "dos" and "do nots" for professional development in training teachers in the pedagogy of flipped learning. Jerry and Nissa will share and discuss how they created the flipped learning academy, including recruitment, technology, training, and evaluation.

**12:03 – 12:08 Dr. John Clinebell (on behalf of Dr. Sharon Clinebell)
Monfort College of Business**

Sharon.clinebell@unco.edu

An Examination of Learning Preferences of U.S. and International Students

This research examines whether U.S. and international students have different learning preferences using the Visual-Aural-Read/Write-Kinesthetic (VARK) model. Students preferring visual or graphic learning styles take in information through symbols using maps, charts, diagrams, for example. Students preferring auditory or aural learning styles take in information through hearing and speaking preferring lectures, group discussion, and talking things through. Students preferring reading/writing take in information through text such as reports, PowerPoint, and textbooks. Students preferring kinesthetic take in information by doing/using simulations, demonstrations, case studies, labs, and field trips. A key takeaway from this study is that differences in learning preferences exist between U.S. and international students. The majority of students, both U.S. and international, are multi-modal, meaning they do not have a strong preference for a learning mode. Among those students with preferences, international students prefer auditory. U.S. students have the strongest preference for kinesthetic activities and least prefer visual ones.

**12:09 – 12:14 Nicole Webber, MLIS
University Libraries**

Nicole.Webber@unco.edu

Life Hacking Research through Point-of-Need Guides

Did you know you can use Doritos for kindling? Our students constantly seek out time-saving "life hacks" that will maximize productivity and minimize unpleasant tasks. However, when it comes to research, students tend toward habits that may create more work for themselves. While librarians make it their job to streamline these tasks, they are not always on the front lines of identifying student needs. By encouraging instructors to unload onto library staff their knowledge and observations of what students struggle with, we can improve our students' experience with the research process, reduce redundancies in our work flows, and, most importantly, save class time. Online guides can be quickly customized to a course, assignment, or concept to help students adopt the healthy research practices we want to see in classroom, while letting them life hack the most prevalent research pitfalls at their point of need.

12:15 – 12:20 Dr. Wendilynn Flynn
Earth & Atmospheric Science

Wendilyn.flynn@unco.edu

Chasing Storms: The Front Range Doppler on Wheels Field Project

Dr. Wendilyn Flynn and UNC undergraduate meteorology students, with support from the Center for Severe Weather Research (CSWR), completed training, outreach, and four field deployments using the Doppler on Wheels (DOW) in late October through November 2014. The primary goals of the Front Range Doppler on Wheels (FR-DOW) project and outreach activities were to provide upper-level undergraduate students in meteorology, a hands-on experience in data collection and analysis with a state-of-the-art mobile radar system, to allow non-meteorology majors enrolled in introductory meteorology courses a glimpse into the world of current meteorological research through NSF-supported instrumentation, and to collect high-quality datasets for use in undergraduate meteorology courses. Deployments were carried out on an ad-hoc basis with 24 hours notice, which gave this project a "storm chasing" feel. This presentation will include an overview of the FR-DOW field project, lessons learned, and student outcomes.

12:21 – 12:26 Robin Weber, MA
Center for the Enhancement of Teaching and Learning

Robin.Weber@unco.edu

Virtual Reality in the Classroom

VR is a relatively new technology and is just now breaking ground for use in all types of educational scenarios. From things like walking through a virtual historical building in 360 degree video, to investigating a crime scene, to manipulating and destroying cancer cells and performing patient care simulations. As the technology develops, the possibilities are 'virtually' endless. CETL is currently researching the technology, the applications, the equipment, and the ease of use of VR for the classroom. We will present our current findings in this forum.

12:27 – 12:33 Dr. David Kendrick
Center for the Enhancement of Teaching and Learning

David.Kendrick@unco.edu

Educational Philosophy: To Be True to Thyself or Be Practical?

Identifying one's own personal educational philosophy is not only rewarding to the teacher, but beneficial to the students as the professor is now grounded in her foundational theories and can proceed through a class with the utmost aplomb – or can she? What if a reliably established educational identity is in direct conflict with one's actual classroom procedure? What if...?

12:33 – 12:38 Dr. Keiko Krahnke and Dr. Isaac Wanasika
Monfort College of Business, Department of Management

Keiko.krahnke@unco.edu and Isaac.Wanasika@unco.edu

Shift the Worldview of Business Ethics Education

One of the fundamental problems in business ethics education is considered by some scholars to be the worldview in which we have framed the education. It is the organization-centered worldview (OWV), and higher order goals are not supported in this worldview. This worldview perpetuates negative concepts such as short-term perspectives, student myopia, and self-centered decisions (Giacalone and Thompson, 2006). In contrast to OWV, human-centered worldview (HWV) emphasizes more essential values, such as human well-being, health of communities, and advancement of human interests. We propose the notion of transcendent empathy as a way to teach business ethics with a different worldview. Transcendent empathy is "the ability to see larger systems in time and space" (Senge and Krahnke, 2014, p. 187), and it would allow us to broaden our perspectives and imagine the consequences of our actions in time and space with a keen realization that we live in an interdependent society.

12:45

Keynote Address

**Dr. Deborah Romero - Now that We're Officially Engaged. . . Let's Talk!
Critical Reflections on being an Engaged Campus**

This keynote presentation invites reflection upon teaching and learning in the third millennium and more specifically, how this relates to UNC's having been recognized as a Community Engaged institution by the Carnegie Foundation for the Advancement of Teaching and Learning in 2015.

The presenter will engage participants in active discussion and reflection on their own teaching, learning and scholarly practices, explore connections of these to student learning and student success, and finally, consider how the aforementioned can contribute to building socially just and inclusive communities locally and globally.

POSTERS:

Dr. Jeanette McNeill
School of Nursing
Jeanette.McNeill@unco.edu

Moving Instruction online: eDebate

Dr. Daniel Rush
Monfort College of Business,
Dan.Rush@unco.edu
Using Twitter for an Engaged Classroom

Connie Couch, M.Ed.
Counselor Education and Supervision
Connie.couch@unco.edu
Bronfenbrenner's Ecological Theory

Rachel Dineen
University Libraries
Rachel.dineen@unco.edu
Learning as the Observer in Peer Observation

Dr. Jerry Overmyer and Dr. Nissa Yestness
Math And Science Teaching Center (MAST)
Jerry.overmyer@unco.edu and Nissa.Yestness@unco.edu
i@UNC Flipped Learning Academy

Dr. Sharon Clinebell
Monfort College of Business
Sharon.clinebell@unco.edu
An Examination of Learning Preferences of U.S. and International Students

Nicole Webber
University Libraries
Nicole.Webber@unco.edu
Life Hacking Research through Point-of-Need Guides

Dr. Wendilynn Flynn
Earth & Atmospheric Science
Wendilyn.flynn@unco.edu
Chasing Storms: The Front Range Doppler on Wheels Field Project

Dr. Keiko Krahnke and Dr. Isaac Wanasika
Monfort College of Business, Department of Management
Keiko.krahnke@unco.edu and Isaac.Wanasika@unco.edu
Shift the Worldview of Business Ethics Education

Robin Weber, MA
Center for the Enhancement of Teaching and Learning
Robin.Weber@unco.edu
Virtual Reality in the Classroom

Dr. David Kendrick
Center for the Enhancement of Teaching and Learning
David.Kendrick@unco.edu
Educational Philosophy: To Be True to Thyself or Be Practical?

For information on the Teaching & Learning Fair contact Dr. John Clinebell, Lead Teaching and Learning Faculty Fellow, 351-1237

For information on Faculty Development or to schedule faculty support or facilitate a presentation, contact Center for the Enhancement of Teaching & Learning, (970) 351-2885