

2017 Lancaster Learns Program – Elizabethtown College

Help! My English Learner Students Can't Write!

Janet E. Purcell - Eastern Mennonite University at Lancaster

Many instructors have encountered the eager English Learner student who cannot write well. This presentation will demonstrate a process which encourages ELs to identify their own repeated errors and then remedy them. Hopefully this strategy will help both EL students and their instructors to surmount this hurdle to academic success.

Engaging Community Partners in Student Learning

Kari Cellini, PhD, MS, RN; Dee Minchhoff, DNP, CRNP - Pennsylvania College of Health Sciences

This presentation will explore the difference between service learning and other types of community-based activities, components of service learning, and benefit of service learning to the student, the college/faculty, and the community.

Student Project Team Formation and Assessment

Sara Atwood, Kurt DeGoede, Tomas Estrada, Brenda Read-Daily - Elizabethtown College

We will share our experience using CATME Smarter Teamwork and Gallup's Strengths Finder to make and assess student teamwork in engineering design courses. Participants will self-identify top Strengths, fill out an online survey for CATME team formation amongst the workshop group, and then assess their teamwork on a small task.

Turning the Camera and Studying Students: Using Action Research to Change Undergraduate Awareness

Dr. Kevin Shorner-Johnson - Elizabethtown College

Using frameworks from mathematics teacher education, I sought to improve undergraduate students' (N = 7) abilities to notice and assess kindergartner musical competence. I did this by focusing video cameras on kindergarten students and structuring my course around an action research project that prompted undergraduates to continually assess student learning.

Plickers™: Simple, Effective Classroom Polling

Elizabeth Sterner, Megan Potteiger - Lebanon Valley College

Want to spark discussion, address misconceptions, or quickly assess student understanding, but don't want to rely on student-owned devices? Plickers™, a free, low-tech tool, only requires an instructor mobile device and allows instructors to conduct real-time formative assessments. This workshop will explore effective ways to use Plickers™ in the classroom.

Research Plus Data Collection & Analysis in a Humanities Course? A Pilot Project in Humanities 101

Kimberly Grotewold, Cindy Rose, Dennis Wimer - Harrisburg Area Community College

Presenters will describe their process of building a discipline-based research project involving data collection for a Humanities course. This idea grew from a Lancaster Learns 2016 session. They will share challenges and successes including ethical treatment of subjects, reliable data storage, presenting usable results to students, developing assignment questions, etc.

Integrating Social Media into Language Learning

Kaley Keener - Franklin and Marshall College

This session explores and illustrates how language instructors can utilize social media to enhance their language pedagogy objectives and to engage students both inside and outside the classroom. Although focusing on foreign language education, this presentation may benefit educators of different subjects wishing to implement social media into their classes.

Making Your Thinking Visible

Amy Mulnix - Franklin and Marshall College

Can you explain precisely what critical thinking or knowledge integration are? Or what makes an argument good? This session explores how to making cognitive processes more transparent so that students are more successful. Participants will have a chance to apply their new understanding to their contexts.

Close Reading in the Collegiate Classroom

Jennifer Shettel, Oliver Dreon - Millersville University

Many students enter post-secondary education ill-equipped to handle the reading demands expected in their college-level classes. This session will engage participants in learning activities designed to demonstrate how to scaffold instruction and assignments that help students learn to read at a deeper level and demonstrate more than a surface understanding of course texts.

Are You Flexible Enough For A Flexible Classroom? Strategies and Successes for Adapting Your Instruction

Ms. Amy Chase Martin, Dr. Linda S. Macaulay - Howard Community College, Elizabethtown College

Newly outfitted, active-learning classrooms are just novelties if faculty do not make deliberate changes in instructional approaches (Lasry, Charles, et al, 2013). Come learn instructional practices for use immediately in both flexible and traditional spaces to engage students with the content, the instructor and each other.

Coaxing Lifelong Learners from Within: Getting to the Heart of the Matter

Tara Moore, Suzanne Shaffer - Elizabethtown College, Penn State (York)

Instead of simply jumping through knowledge-based hoops, wouldn't it be wonderful if students developed a passion for learning that drove their scholarship? Our study used a survey instrument to test seven dimensions of learning; students were coached to grow in their self-awareness as learner while completing a first-year composition course.

Assessing Students' Habits

Leslie Gates, Ph.D. - Millersville University

This session describes what one professor learned as she attempted to align her pedagogy with her philosophy about assessment. The results included an overhaul of course assignments, and a grading model based solely on students' work habits and dispositions.

Instructional Designers: Your Most Underutilized Resource

Amanda Bughman, Angie Shertzer - Pennsylvania College of Health Sciences

With limited time for reflection and revision, how can busy faculty integrate learner-centered approaches, active learning, instructional technologies, and other pedagogical strategies throughout their curriculum? You don't have to do it alone! Your instructional design team may be your best course design resource.

Using Live Streaming to Educate and Engage Students

Lisa Dise, La Dawna Minnis - Pennsylvania College of Health Sciences, Pedago.me

We spend on average two hours a day browsing our social media sites. One of the growing trends on the sites is the incorporation of live streaming. This session will focus on how educators can leverage live streaming for the benefit of student learning inside and outside the classroom.

Movement Means Engagement

Karen L. Green, M.Ed - HACC Lancaster Campus/Millersville University

This workshop will demonstrate successful learning tasks, incorporating movement, that result in increased student engagement and learning. These activities can easily be employed and adapted for any subject area or discipline. During the session, participants will be engaged in the strategies being presented.

Creating Outcomes for Student Success

Peggy Rosario and Cynthia Rothrock - Elizabethtown College

Clear learning outcomes lay the foundation for student success. This session will provide guidance and tools for creating effective learning outcomes, practice in writing and revising outcomes at a variety of levels, and the opportunity to explore linking course outcomes to program and institutional outcomes, as well as assessment strategies.

Research Instruction Strategies to Fit Your Schedule

Dr. Stephanie Pennucci - Millersville University

Learn how to incorporate research instruction into courses of all levels and disciplines with strategies that can be implemented based on the amount of time available and needs of students. Techniques covered will range from collaborating with campus services to scaffolding assignments to implementing a full research instruction model.

Empowering Decision-Making through Scientific and Ethical Literacy at Standing Rock: An Interactive Socioscientific Primer for Educators and Students

Dr. Peter R. Licon, Dr. Alexandria K. Poole - Elizabethtown College

The construction and use of scientific knowledge in decision making, as value-free, often disguises complex socio-political dynamics of society. This workshop will provide tools for learners to engage with competing arguments in order to make explicit the diverse values and standpoints present within socio-scientific analysis to empower well-informed citizen participation.

Information Literacy: GamePlay and Collaboration in Composition

A Nicole Pfannenstiel, Michele Santamaria - Millersville University, McNairy Library

This interactive play-based session discusses one application of a game designed to support Information Literacy (IL) exploration by students. The goal of the session is to help educators find ways of considering games as a way for students to experience disciplinary IL practices to aid disciplinary student writing development.

Flipping CATs into BATs: Assessment Techniques for the Flipped Classroom

Dale L. Mort, Ph.D. - Lancaster Bible College

With the flipped classroom becoming more popular, teachers are finding the need to modify their classroom assessment techniques (CATs) so they can be used to document learning both in and out of the classroom. This session will focus on how to turn your CATs into BATs (bimodal assessment techniques).

Active Learning Strategies for the College Classroom

Katie Surra, Sheri L. Wright - Thaddeus Stevens College

Join us to learn about 25+ Active Learning strategies to use in your college classroom! During this interactive session strategies designed to engage and involve your students will be explained and demonstrated. There will be a small group activity and the opportunity for discussion.

Teaching Diversity & Social Justice through Dialogue Groups

Joyous Bethel, PhD; Leonora Foels, LCSW, PhD; Alex Redcay, LCSW, PhD; Jennifer Frank, LSW, PhD Candidate - Millersville University

How do faculty engage undergraduate students in productive conversations about diversity and social justice considering the current political climate? This presentation will explore the use & effectiveness of dialogue groups as vehicles for promoting justice. Dialogue groups build bridges as they extend and hone skills in civil discourse and authentic relationships.

Impact of Quizzing on Course Material Retention

Amanda Price, PhD; Stacey Ruch, PhD; Rebecca McAllister, PhD - Pennsylvania College of Health Sciences

Retention of key course concepts and their applications is a primary goal of education. We sought to determine if retention could be enhanced through quizzing and whether timing or collaboration with others influenced retention. In addition to presenting our preliminary findings, we will offer practical suggestions on implementing quizzing.

Stop, Look, and Listen: Exploring Lessons Learned from Mindfulness Practice Embedded into Courses, Student Activities, and Faculty Development Programs

Suzanne C. Shaffer - Penn State (York)

Mindfulness practices have found a meaningful and useful place at our campus. This session will give a brief overview of mindfulness practice followed by a description of campus programs and course activities that could be used in almost any higher educational setting.