

1.

Title: **A Freshman Experience: Student Reflection on Past, Present and Future**
Presenter: Frederick Burrack (Music)
Time: 10:00 a.m. – 10:40 a.m.
Room: Trotter 2
Abstract: This session shares how the Division of Music Education leads students through an exploration of why they want to become a music teacher, how what they know about music teachers from the perspective of a student may be different than from the other side of the podium, and how to begin the transformation from student to teacher. Constructs can apply to any discipline in eliciting transformative reflection from novice to professional.

2.

Title: **It's Not the 20th Century Any More: So Why Do We Teach as Though It Is?**
Presenter: Cyndi Danner-Kuhn (Education)
Time: 10:00 a.m. – 10:40 a.m.
Room: Trotter 201
Abstract: We are struggling with a financial crisis unparalleled in our lifetime. At the same time, in leading 21st century schools around the world, learning is experiencing a transformation that was impossible in 20th century schools. Learn about emerging technologies for engaging, thinking, learning, collaborating, creating, and innovating. These technologies have foundations in social constructivism where students drive their own learning experiences through educational networking using emerging technologies. An additional goal of this session is using mostly free, open-source, or minimal cost tools. Let's put laptops and Web 2.0 technologies in the hands and minds of students. Get a glimpse into the possibilities for 21st century teaching and learning. Leave with a wealth of knowledge about different Web 2.0 applications and how to use them in classroom instruction. Gather ideas for "discovering the possibilities" for technology use in your classrooms.

Presentation PowerPoint: <http://www.ksu.edu/catl/fete/Retreat2010/presentations/20th-21stCentury.pdf>
Presentation Handout: http://www.ksu.edu/catl/fete/Retreat2010/presentations/20th-21st_handout.pdf

3.

Title: **Using DRA to Fund a Teaching Shop**
Presenter: Robert Burton (Agricultural Economics)
Time: 10:00 a.m. - 10:40 a.m.
Room: Trotter 301
Abstract: I will present an idea that, I anticipate, will stimulate discussion. The idea is to develop undergraduate teaching shops that would be analogous to the very productive research programs that some faculty have developed. The very productive research programs use grant money to fund graduate students, who work on and complete research projects. The idea of the undergraduate teaching shop is to use Develop Reserve Account (DRA) funds from distance learning courses to fund graduate students to assist with and to teach distance and on-campus courses. Teaching shops have potential to mitigate decreasing funding for undergraduate teaching.

4.

Title: **Sudoku as a Useful Paradigm for Homework Problem-Solving**
Presenter: Richard Zajac (Arts, Sciences, and Business)
Time: 10:00 a.m. – 10:40 a.m.
Room: Trotter 407
Abstract: Despite the apparent contradiction, it is often the case that solving equation-based homework problems in various disciplines can be counterproductive to the development of good problem-solving skills. By contrast, popular Sudoku-type puzzles provide a convenient vehicle for modeling and emphasizing stronger problem-solving skills.

We will examine how well formula-based problems might be re-cast into a Sudoku-like form to deter formula-reliance and to convey an understanding of conceptual principles in concrete terms that reach students where they are in their development of reasoning. Such problems could reduce students' reliance on plug-and-chug approaches and provide instructors with one more option for developing tasks that promote reasoning skills based on concepts rather than on rote methods.

And besides, they're fun. Come try some.

5.

Title: Teaching the Sciences So Information Sticks to Students

Presenter: Sally Bailey (Theatre)

Time: 10:50 a.m. - 11:30 a.m.

Room: Trotter 2

Abstract: "Stickiness" is the term given to ideas that stick in our minds and are easily remembered. PowerPoint and lecture are not the most effective way to deliver information in a manner that has "stickiness." Experiential learning is much more effective. This is one reason why labs are required for many science courses. Another "sticky" delivery method is to involve students physically in learning through action techniques. A video demonstration designed by 2 biochemistry majors will be shown of students enacting the replication of protein in a cell. Then we will experiment with ways to make your classroom presentations more "sticky."

6.

Title: Work In Progress- My Journey of Teaching Engineering to Non-Engineers

Presenter: Hulya Dogan (Grain Science and Industry)

Time: 10:50 a.m. – 11:30 a.m.

Room: Trotter 201

Abstract: This talk will address some of the challenges of teaching engineering and the lessons learned by a new instructor; a journey of exploring new instructional practices and rewarding outcomes. Teaching an engineering course to a class with no prerequisite engineering knowledge except introductory calculus and physics poses a considerable challenge for the instructor. Where can one begin? How can the material be condensed into a three credit course? How can the material be made interesting and comprehensible to each student of such diverse background? How can the students be convinced why a non-engineer should want to acquire this knowledge?

7.

Title: Challenge, Empathy, Support: Academic Coaching for Enhanced Learning, Responsibility, Confidence, and Retention

Presenter: Andrew Barkley (Agricultural Economics)

Time: 10:50 a.m. – 11:30 a.m.

Room: Trotter 301

Abstract: How can we make a large, significant contribution to our students and society? Shifting our approach from *Old-School Instructor* to *Academic Coach* provides unique and meaningful enhancements to student learning and retention. Small changes in our attitude towards students, classroom rules, and pedagogical approach can result in powerful and significant improvements in student learning, confidence, and responsibility for their own education. Student retention is increased, with economic, social, and ethical implications. Please come to be challenged and inspired to make a large positive difference in the lives of others.

8.

Title: Flexbooks, Better Than Textbooks?

Presenter: Brian L. Lindshield (Human Nutrition)

Time: 10:50 a.m. – 11:30 a.m.

Room: Trotter 407

Abstract: Most of our students now have a personal computer to use, if not they have access to a computer on campus. With the increased availability of videos and animations, coupled with the sustainability issues & cost of paper textbooks means that flexbooks may be better "meeting our students where they are" than traditional textbooks. A flexbook is an online textbook designed to be read electronically or printed depending on student preferences. This presentation will focus on my experience teaching without a textbook using a wiki and developing a flexbook in google docs for an undergraduate nutrition course.

Presentation PowerPoint: <http://www.ksu.edu/catl/fete/Retreat2010/presentations/FlexBooks.pdf>

9.

Title: Rate My Professor – Wakonse Style

Presenters: Bill Genereux, Kathy Brockway, and Troy Harding (Engineering Technology/Arts, Sciences and Business)

Time: 11:40 a.m. – 12:20 p.m.

Room: Trotter 201

Abstract: Perhaps the richest and most enlightening part of the Wakonse Conference on College Teaching is the opportunity to interact with college undergraduates from other schools who have no motivation to tell the professors anything other than the honest truth. In this session, we will share some of the secrets revealed at Wakonse about how faculty members are perceived by undergraduates, with a particular emphasis on what they feel does and does not help with the learning process. Session attendees will also have the opportunity to interact with K-State at Salina undergraduates in a Wakonse-style dialog.

10.

Title: Changes in University Students over 35 Years: Personal Reflections and Teaching Implications

Presenter: Richard Harris (Psychology)

Time: 11:40 a.m. – 12:20 p.m.

Room: Trotter 301

Abstract: I will reflect on some changes I see in KSU students in my years at KSU (1974-2009), with implications for teaching. Some changes include working more hours at jobs, reduced primary self-identification as students, greater use of electronic communication (Facebook, texting, cell phones), increased multitasking, reduced interest in traditional liberal-arts education, media-influenced expectations of teaching, and expectations of more experiential teaching pedagogy. Some implications for teaching include increased pressure to be entertaining, vocation-oriented, highly tech-savvy, and the restriction of all course experience to the allotted class time.

Presentation PowerPoint: <http://www.ksu.edu/catl/fete/Retreat2010/presentations/ChgsStud35yrs.pdf>

11.

Title: “Help Me If You Can”: Examining Faculty Perceptions of Students’ Desire for Help

Presenters: Deborah Murray, Kara Northway, and Karin Westman (English)

Time: 11:40 a.m. – 12:20 p.m.

Room: Trotter 407

Abstract: Students commonly desire help from us in and out of our classes, but what do we mean by help, and what do students mean? Are student requests for assistance a sign of motivation or weakness? In order to increase student learning, how can we productively engage this desire for help from faculty? This session will both explore our perceptions of student help and try to understand the ways in which students seek support and why. We will also offer teaching strategies that attend best to students’ expressed needs, as well as time-saving classroom approaches that encourage students to use each other as resources.