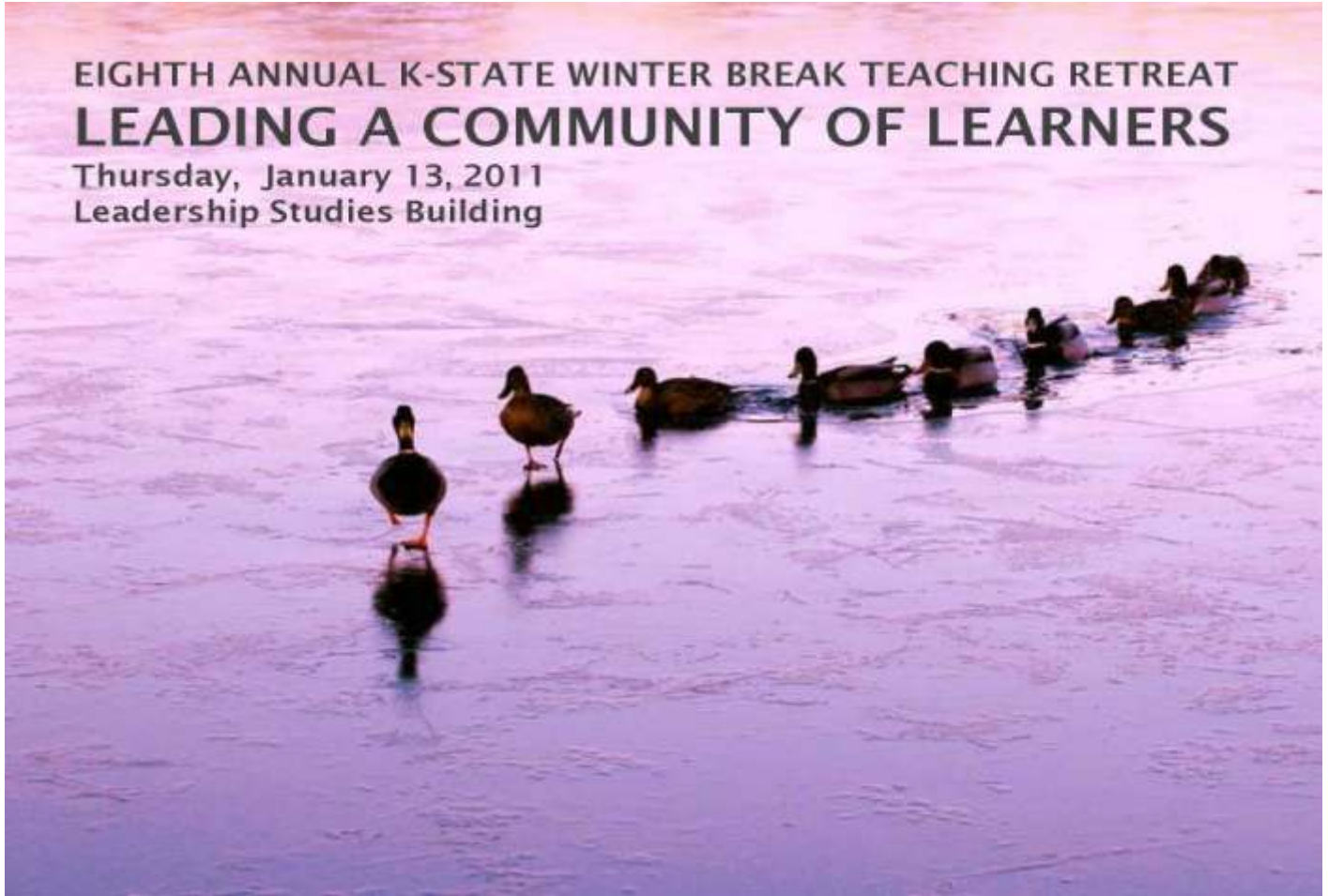


EIGHTH ANNUAL K-STATE WINTER BREAK TEACHING RETREAT  
**LEADING A COMMUNITY OF LEARNERS**

Thursday, January 13, 2011  
Leadership Studies Building



**\*\*\*\* Presentation and Poster Abstracts \*\*\*\***

**CONCURRENT SESSION #1**

**10:30 – 11:10 a.m.**

Title: **Connecting Students and Connecting Disciplines: K-State's CAT Communities**

Presenters: Gregory Eiselein

*English* ◦ 532-0386 ◦ eiselei@k-state.edu

Steven J. Hawks

*Office of Assessment* ◦ 532-5712 ◦ sjhawks2@k-state.edu

Emily Lehning

*Student Life / New Student Services* ◦ 532-6237 ◦ lehning@k-state.edu

Donald A. Saucier

*Psychology* ◦ 532-6881 ◦ saucier@k-state.edu

Room: Town Hall – Leadership Studies Building

Abstract: Learning communities have benefits for all kinds of students from kindergartners to lifelong learners. Research shows they have a pronounced positive impact on new undergraduates making the adjustment to university-level learning and college life, especially when the learning is *connected* to other courses and to student interests. This session focuses on a pilot study of such a program at K-State. These learning communities combined courses from different disciplines around a theme or professional field of interest. The session will present and explain the program's design, the research underlying it, and a preliminary report of its successes and remaining challenges.

Title: **Advanced Spanish Conversation through Community Service-Learning**

Presenter: Laura Kanost

*Modern Languages* ◦ 532-1925 ◦ lakanost@ksu.edu

Room: LSB 123 – Leadership Studies Building

Abstract: I present the rationale and methods for integrating service-learning projects into my Advanced Spanish Conversation course. Most of these students, despite having completed a two-year sequence, have had very little interaction with native Spanish speakers outside the classroom. When they develop mutually beneficial relationships with native speakers, my students overcome anxiety, improve proficiency, and gain cultural competency. Written student reflections attest to this growth. I discuss strategies for connecting my students with the community given Manhattan's relatively small Spanish-speaking population, and I outline my approach to integrating weekly reflection into the course with maximum time efficiency for the instructor.

Title: **Cultivating "Applied Imagination" in Learning Environments**  
Presenter: LaBarbara Wigfall  
*Landscape Architecture / Reg & Comm Planning* ◦ 532-8688 ◦ lbjw@k-state.edu

Room: LSB 126 – Leadership Studies Building

Abstract: A dynamic environment where students share ideas, generate solutions, collaborate with professionals, develop leadership skills, explore individual passions and diverse values, and assess project feasibility can be a useful model in traditional classroom settings. Fostering an interactive, team-building, and/or field experience model can enhance creativity in liberal arts, social science, fine arts, and other subjects. This paper will summarize strategies that excite our spirit and our energy, and reflect upon their impact on students as they reach beyond imagining to creativity. Following a short presentation, a roundtable discussion will engage participants in exploring venues for transformation in their respective learning communities.

Title: **Innovative Teaching: Leadership Development Beyond the Classroom Walls**  
Presenters: Mary Kay Siefers  
*Leadership Studies* ◦ 532-6099 ◦ marykay@ksu.edu  
Trisha Gott  
*Leadership Studies* ◦ 532-6504 ◦ tcgott@ksu.edu

Room: LSB 127– Leadership Studies Building

Abstract: The School of Leadership Studies (SLS) is home to academic coursework and programming focused on student leadership development and civic engagement. Through our core curriculum and programming, SLS has developed innovative practices to take leadership education beyond the walls of the traditional classroom setting. Our philosophy centers on developing students through applied learning efforts with curriculum and programming. Teaching and learning are interwoven with experiential practice opportunities. Gott and Siefers will share practices in service learning, student development and will discuss core curriculum for the minor and programs, including the alternative breaks and international service teams.

**CONCURRENT SESSION #2**

**11:15 – 11:55 a.m.**

Title: **Letting Your Students Experience Leadership in the Learning Process:  
Exploring Opportunities for Undergraduate Research**

Presenters: Carla Jones

*Student Life* ◦ 532-7305 ◦ cjones@k-state.edu

Brian Niehoff

*Planning and Analysis / Assessment* ◦ 532-4797 ◦ niehoff@k-state.edu

Steve Kiefer

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Anita Cortez

*Developing Scholars Program* ◦ 532- 5864 ◦ cortez@ksu.edu

Carol Shanklin

*Graduate School* ◦ 532-7927 ◦ shanklin@ksu.edu

Briana Nelson Goff

*Family Studies & Human Services / Human Ecology* ◦ 532-1490 ◦ nelson@ksu.edu

Rob Denell

*Johnson Ctr for Basic Cancer Research / K-INBRE* ◦ 532-6705 ◦ rdenell@ksu.edu

Room: Town Hall – Leadership Studies Building

Abstract: Faculty members have begun to examine the need for undergraduates to be more involved in research. Moreover, the goal of involving more undergraduate students in research is a target of the K-State 2025 Plan. This session will explore the broad meaning of research, gather information on the various ways professors are involving students in research, discuss what colleagues across campus are doing, and review the work being done on other campuses. Particular emphasis will be placed on collecting information on what K-State has to offer and how we can engage more students in undergraduate research.

Title: **Economics of the Office: Using Media to Enhance Teaching and Learning**

Presenter: Daniel D. Kuester

*Economics* ◦ 532-6341 ◦ dkuester@ksu.edu

Room: LSB 123 – Leadership Studies Building

Abstract: As faculty, we all are attempting to find new and exciting ways to better motivate and hopefully inspire our community of learners. In this presentation I will reference and explain easy to learn economic examples which are illustrated on the television program "The Office." While most of the characters on this program frequently make costly errors in their understanding of economic concepts, there are several examples of these characters understanding complex concepts such as arbitrage, expected future changes in prices, and currency debasement. These types of pop culture references are available to instructors in any discipline.

Title: **Old House New House: Creating and Evaluating a Learning Community through Intentional Design**

Presenters: Mary Hale Tolar

*Leadership Studies* ◦ 532-6085 ◦ mtolar@k-state.edu

Irma O'Dell

*Leadership Studies* ◦ 532-6085 ◦ irmao@k-state.edu

Michael Smith

*Leadership Studies* ◦ 532-3326 ◦ mrs5628@k-state.edu

Room: LSB 126 – Leadership Studies Building

Abstract: The School of Leadership Studies is leading a community of learners through its in-class, out-of-class, and service learning activities. The focus of this proposal is to share how the School of Leadership Studies program intentionally creates, assesses and evaluates the impact of these efforts to encourage collaboration, engagement, and involvement. Data gathered from the Introduction to Leadership Concepts course in Fall 2009 and Fall 2010 will be used to evaluate the impact of intentional design on student learning and development.

Title: **How to Use "Cooperatition," "Crowdsourcing" and Other New Forms of Online Collaboration to Build Community in the Classroom**

Presenter: Michael Wesch

*Anthropology* ◦ 253-6866 ◦ mwesch@ksu.edu

Room: LSB 127 – Leadership Studies Building

Abstract: From the massive success of Wikipedia to the virtual volunteer efforts in crises around the world, “crowdsourcing” and online collaboration have proven to be an effective means of working together. Join this session to learn a wide variety of free crowdsourcing and collaboration tools that are available to empower your students to work together in new ways to solve real problems, while also building a strong sense of community and teamwork in the classroom.

**CONCURRENT SESSION #3**

**12:50 – 1:30 p.m.**

Title: **Wikis and Blogs**

Presenters: Ben Ward

*iTAC* ◦ 532-2387 ◦ bward@k-state.edu

Huiming Lu

*Ctr for the Advancement of Teaching & Learning* ◦ 532-2592 ◦ hlu9467@ksu.edu

Ginger Loggins

*Journalism & Mass Communications* ◦ 532-0755 ◦ gloggins@k-state.edu

Room: Town Hall – Leadership Studies Building

Abstracts: **Wiki: A Perfect Match for Helping to Build a Strong Learning Community**

These days Web 2.0 has been becoming more popular in higher education because it allows learners to interact and collaborate with each other on their own terms. Wiki, as one of Web 2.0 tools, is ideally suited for building a stronger classroom learning community. In this session we will not only discuss why wiki is becoming a favorite tool for teachers, but how it provides opportunities for students to become more responsible for their own learning, as well as lending support for their peers. We will show real examples where wikis have been applied to strengthen the learning community in those classes. We will cover the choices of available wikis and demonstrate their use.

**Blogging in the Classroom: A Test of the Medium for Students' Support and**

**Critiques** In the Fall, I decided to try blogging, Facebook, and Twitter in a new way for MC406 students. The class is responsible for producing a weekly newscast on K-State TV. Instead of using the blog as just another medium for the broadcast stories, we used Facebook and Twitter to promote the show before it aired. Students also used the class blog to discuss their preparation and evaluation of the show. I will present the blog – <http://blogs.jmc.ksu.edu/manhattanmattersf10/> – and discuss how it helped students discuss and better understand the newscasting process.

Title: **Creating an Emotionally Resilient Virtual Student Community at K-State: The University Life Café** [[www.universitylifecafe.org](http://www.universitylifecafe.org)]

Presenters: Barbara Pearson  
*Counseling Services* ◦ 532-6927 ◦ [bpearson@k-state.edu](mailto:bpearson@k-state.edu)  
Shalin Hai-Jew  
*iTAC* ◦ 532-5262 ◦ [shalin@k-state.edu](mailto:shalin@k-state.edu)

Room: LSB 123 – Leadership Studies Building

Abstract: A vibrant community of learners benefits from the well-being and health of all. The connectedness of today's students through social media presents a powerful opportunity for K-State, which built the University Life Café to strengthen the emotional health of K-State's students and to prevent student suicides. This site provides opportunities for student intercommunications and interactivity; it offers access to Counseling professionals. The site also provides relevant and original information on a variety of issues that affect students' lives: methods for handling stress, dealing with STDs, maintaining healthy eating, strengthening social bonds and friendships, and problem-solving. This team reaches out to traditional and non-traditional students and strives to create contents that speak to various demographic niches in the student population. The work of the University Life Cafe supports student retention.

Title: **Engaging Your Students in the Collaborative Process**

Presenter: Eric Dover  
*iTAC* ◦ 532-4785 ◦ [edover@ksu.edu](mailto:edover@ksu.edu)

Room: LSB 126 – Leadership Studies Building

Abstract: This presentation will look at tools that students and faculty can use to collaborate on projects, papers, presentations and class material. Some of these tools are available at K-State, while others are freely available from the Internet. Tools include the Zimbra Collaboration Suite, tools available within K-State Online, Google Apps and others that enhance the collaborative process foster interactivity and discussion.

Title: **Using Group Exams to Enhance Learning and Build a Sense of Community**

Presenter: Judy Klimek  
*Vet Med / Anatomy & Physiology* ◦ 532-4740 ◦ [jklimek@vet.k-state.edu](mailto:jklimek@vet.k-state.edu)

Room: LSB 127 – Leadership Studies Building

Abstract: This presentation will focus on the use of group exams following individual exams, to promote greater engagement with exam content, and to develop a culture of shared responsibility and community in learning. Results include high participation rate and endorsement from the students; self-reports from students that they immediately cleared up misconceptions and gained insight, even for questions they got correct on the individual exam; and virtual elimination of challenges to exam answers. Practical suggestions for implementation of this simple technique will be included.

## POSTER SESSION

**Presenters Available: 11:15 – 11:55 a.m.**

**Title:** **Engaging Students as Colleagues: Service-Learning Leadership**  
**Presenter:** Lynda Bachelor  
*HandsOn Kansas State / Leadership Studies* ◦ 532-7607 ◦ bachelor@k-state.edu

**Room:** Student Conference Room (201) – Leadership Studies Building  
**Abstract:** HandsOn Kansas State (HOKS) is a student-led program of the School of Leadership Studies. As an action center affiliated with the HandsOn Network and Points of Light Institute, this program promotes civic learning and leadership by engaging campus and community in meaningful volunteer and service opportunities. HOKS uses a “student as colleagues” model to build service-learning leaders in curricular and co-curricular settings. Student staff apply and teach Preparation, Action, Reflection and Evaluation (P.A.R.E.) to university classes and student groups, as well as corporate and community groups as they prepare to implement community engagement activities.

**Title:** **Summary Lecture versus Asynchronous Web-based Method for Instruction of Site Planning for Protected Environment Structures**  
**Presenter:** Laura Brannon  
*Psychology* ◦ 532-0604 ◦ lbrannon@ksu.edu

**Room:** Student Conference Room (201) – Leadership Studies Building  
**Abstract:** This study compared student learning outcomes of two teaching methodologies: a summary lecture and an asynchronous web-based method that included a case study ([www.hightunnels.org/planningcasestudy.htm](http://www.hightunnels.org/planningcasestudy.htm)) followed by an all-class discussion. Twenty-one students taking an upper-level undergraduate course in greenhouse management were randomly split into two groups. Each group experienced both methodologies with presentations designed to provide complimentary information about site planning for protected environment structures; however, the order in which the groups received the methods was reversed. After each presentation, the participants were given an identical quiz (Time 1 and Time 2) comprised of questions that assessed knowledge gained, higher-order learning, and their perception of how confident they would be in solving actual site planning scenarios.

Title: **Poinsettia Production for Cultivar Trials Provides an Experiential Learning Opportunity**

Presenter: Kimberly Williams  
*Horticulture* ◦ 532-1434 ◦ kwilliam@ksu.edu

Room: Student Conference Room (201) – Leadership Studies Building

Abstract: Student experiential learning opportunities are outcomes of the Mid-American Poinsettia Trials conducted at Kansas State University, the University of Illinois and Virginia State University ([www.ksre.ksu.edu/poinsettias](http://www.ksre.ksu.edu/poinsettias)). At each location during Fall 2008, students in traditionally-taught plant science and horticulture courses produced poinsettias that were part of the industry-sponsored cultivar trials. Various aspects of poinsettia production and marketing were covered throughout the semester using lecture and lab formats. Student learning outcomes were quantified using a survey with self-reported scores (Likert-type scale of 1 to 6 where 1=strongly disagree and 6=strongly agree) in response to a series of written statements. The same survey was given at the beginning and end of the semester. A total of 37 students across locations completed both the pre- and post-course surveys.

Title: **Can Team Projects Motivate Students to Seriously Consider Careers in Animal Research?**

Presenters: Karol Fike  
*Animal Sciences and Industry* ◦ 532-1104 ◦ karol@ksu.edu  
Tim Rozell  
*Animal Sciences and Industry* ◦ 532-2239 ◦ trozell@ksu.edu  
Duane Davis  
*Animal Sciences and Industry* ◦ 532-1224 ◦ davis@ksu.edu

Room: Student Conference Room (201) – Leadership Studies Building

Abstract: Concern about supplying the pipeline of scientists to solve society's problems is a recurring theme. We asked if the problem in part was a lack of knowledge about career paths in research. We designed a course to provide resources and access to experts for teams of students as they develop descriptions of research careers. Priorities for class time are brainstorming, access to expert lecturers, and team organizing. Emphasis is on how each career makes a difference to society. Assignments are submitted as PowerPoint and Adobe Presenter files and are shared with the class. Ethical conundrums are also introduced as case studies and student teams use a decision tree to develop logical answers. By semester end students generally report improved team skills and a positive opinion of research careers.

Title: **A Triple Play: Mathematics, Baseball, and Storytelling**

Presenters: Bob Homolka

*Arts, Sciences, and Business – Salina* ◦ 826-2995 ◦ homolka@ksu.edu

Greg Stephens

*Arts, Sciences, and Business – Salina* ◦ 826-2905 ◦ gregs@ksu.edu

Room: Student Conference Room (201) – Leadership Studies Building

Abstract: There are many effective teaching pedagogies. One way we have found to produce results is to combine the use of storytelling about baseball in mathematics classes. First, mathematics instruction involves thinking skills such as grouping, ordering, pairing, memory, and number related problems, all cognitive capabilities that create the framework for a student's understanding of math. Mathematics also involves ideas such as rotation, magnitude, curves, space, change, spirals, probabilities, equations, roots and other concepts. Second, many of these same math concepts are also found in the game of baseball which can be developed into stories that become metaphors to assist in the cognitive understanding of mathematical concepts and thinking skills. Finally, a growing body of research supports the pedagogy of storytelling in a host of settings including the academic environment.

Title: **Looking for Mr. Wright and Finding Him on Facebook**

Presenter: Mick Charney

*Architecture* ◦ 532-1103 ◦ charney@ksu.edu

Room: Student Conference Room (201) – Leadership Studies Building

Abstract: Web-based social networking – much maligned as a medium that encourages quests for superficial relationships – nevertheless has tremendous latent educational value. Seminar students were asked to create individual “avatar” Facebook pages and then link them in a closed-network that approximated the real-life web of relationships built up over 92 years by the fabled, elusive, and enormously complicated architect Frank Lloyd Wright. The poster will: (1) outline the inherent suitability of Facebook as a robust, flexible medium that perfectly leverages the digital dexterity of the Net Generation; (2) depict the design of the class project; (3) illustrate meaningful ways in which the end products were interconnected; (4) highlight the project’s strengths and deficiencies; and (5) demonstrate the educational value of such a project.

Title: **Installation of a Residential Irrigation System: A Significant Learning Experience in a Landscape Irrigation Undergraduate Course**

Presenter: Cathie Lavis

*Horticulture* ◦ 532-1433 ◦ clavis@ksu.edu

Room: Student Conference Room (201) – Leadership Studies Building

Abstract: The course HORT 550: "Landscape Irrigation Systems" is taught employing a significant learning experience--the installation of a residential irrigation system. To assess the effect this project may have on student's confidence to perform particular irrigation installation skills a survey was administered to 70 undergraduates during the Fall 2006 and 2007 semesters prior to and after the project was completed. Using a Likert scale (1-9), students responded to two questions pertaining to ten specific skills used during the installation: 1) whether or not they actually performed the particular skill; and 2) how confident were they to perform that skill on their own. During the Fall 2006 semester, 38 students were asked to compare the experience gained installing the system to what they learned during lecture and through studying.