

First Annual Showcase of Teaching

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Drexel's *First Annual Showcase of Teaching*

Behrakis Grand Hall

June 5, 2013

Drexel's *First Annual Showcase of Teaching*, sponsored by the Provost's Office and organized by the Drexel Center for Academic Excellence (DCAE), celebrates the creative ways in which Drexel Faculty teach and the student engagement and learning this produces. It features a Keynote speech by Distinguished University Professor of English Paula Marantz Cohen. We hope that this event will prove the beginning of dialogues across and within departments about the processes, pedagogies, and types of effective teaching and learning. The two modalities of presentation, posters and interactive roundtables, foster a broad sense of what their colleagues are doing.

We are delighted with the number of presentations and that the faculty and graduate students involved represent a variety of disciplines. In fact, we have presenters from all the three campuses in Philadelphia and from every college on the University campus. There are also presentations reflecting the various categories of faculty.

When you have enjoyed the different presentations and the range of topics as well as the Keynote talk by Professor Cohen, we hope that you will fill out the short survey available when you enter or exit from Behrakis. This will help us plan for the 2nd Annual Showcase of Teaching.

We also wish to thank Allison Keene, DCAE Administrative Coordinator, who has provided the organizational skills that have made this event possible.

Thank you.

Mark Greenberg
Provost & Senior Vice President for Academic Affairs

Barbara Hornum
Director, DCAE

N. John DiNardo
Senior Vice Provost for Academic Affairs

Shivanthi Anandan
Associate Director, DCAE

List of Presenters (alphabetical)

Lloyd Ackert, PhD

College of Arts and Sciences

Krys Adkins, MEd

Information Resources and Technology

Ulrike Altenmüller-Lewis, Dr.-Ing.

Antoinette Westphal College of Media Arts and Design

Shivanthi Anandan, PhD

College of Arts and Sciences

Valerie Booth, PhD

College of Arts and Sciences

Rona Buchalter, PhD

Pennonni Honors College

Catherine Byers, MA

Antoinette Westphal College of Media Arts and Design

Jamie Callahan, PhD

School of Education

Nicholas Cassway, BFA

Antoinette Westphal College of Media Arts and Design

Irina Ciobanescu Husanu, PhD

Goodwin College of Professional Studies

Fran Cornelius, PhD

College of Nursing and Health Professions

David Culver, AS

Antoinette Westphal College of Media Arts and Design

Christof Daetwyler, MD

College of Medicine

Dana D'Angelo, MBA

LeBow College of Business

Diane DePew, DSN, RN-BC

College of Nursing and Health Professions

Neil Desnoyers, MS, MBA

LeBow College of Business

Christina Dimitrou, PhD

Goodwin College of Professional Studies

Mitchell D'Rozario, PhD-student

College of Arts and Sciences

Laura Duwel, PhD

College of Arts and Sciences

Yalcin Ertekin, PhD

Goodwin College of Professional Studies

Stephen Gambescia, PhD

College of Nursing and Health Professions

Rajashi Ghosh, PhD

School of Education

Judith Giering, PhD

School of Education

Allen Grant, PhD

School of Education

Danie Greenwell, PhD-Student

College of Arts and Sciences

Martin Griffis, MS

College of Arts and Sciences

Susan Gurney, PhD

College of Arts and Sciences

Eric Hagan, EdD

Goodwin College of Professional Studies

Trudi Bellardo Hahn, PhD

College of Information Science and Technology

Patricia Henry Russell, MS

College of Arts and Sciences

Barbara Hoekje, PhD

English Language Center

Karyn Holt, PhD

College of Nursing and Health Professions

Meshagae Hunte-Brown, PhD

College of Arts and Sciences

Monica Ilies, PhD

College of Arts and Sciences

Rebecca Ingalls, PhD

College of Arts and Sciences

Karen Kabnick, PhD

College of Arts and Sciences

Kathy Kailikole, EdD

Office of the Provost

Theodoros Katerinakis, PhD-Candidate

College of Arts and Sciences

Jennifer Katz-Buonincontro, PhD

School of Education

Marlin Killen, PhD

College of Arts and Sciences

Daniel King, PhD

College of Arts and Sciences

David Kurz, EdD-Candidate

LeBow College of Business

Alison Lewis, PhD

College of Information Science and Technology

Ray Lum, MPhil, MS

School of Public Health

Daniel Marena, PhD

College of Arts and Sciences

Linda Marion, PhD

College of Information Science and Technology

David Mauriello, BA

Antoinette Westphal College of Media Arts and Design

Gregory McGee, BS

College of Medicine

Deirdre McMahon, PhD

College of Arts and Sciences

Yvonne L. Michael, PhD

School of Public Health

Christina Nash, PhD-Student

College of Arts and Sciences

Alison Novak, PhD-Candidate

College of Arts and Sciences

Karl Okamoto, JD

Earle Mack School of Law

Kevin Owens, PhD

College of Arts and Sciences

Steven Peitzman, MD

College of Medicine

Simara Price, PhD

College of Arts and Sciences

Michelle Rogers, PhD

College of Information Science and Technology

Jacob Russell, PhD

College of Arts and Sciences

Sheila Sandapen, PhD

College of Arts and Sciences

Cindy Schaarschmidt, MA

Pennoni Honors College

Ludo C. P. Scheffer, PhD

College of Arts and Sciences

Amanda Schott, BS

College of Arts and Sciences (BCC)

Kevin Scoles, PhD

School of Engineering

Samir Shah, DPS

LeBow College of Business

Patricia L. Sidelsky, MS

College of Arts and Sciences (BCC)

Kevin Smith, PhD-Student

College of Arts and Sciences

Victor Sohmen, PhD

Goodwin College of Professional Studies

Jennifer Stanford, PhD

College of Arts and Sciences

Ellen Staurowsky, EdD

Goodwin College of Professional Studies

Mark Stockton, MFA

Antoinette Westphal College of Media Arts and Design

Albert Tedesco, MA, MAC

Antoinette Westphal College of Media Arts and Design

Blaise Tobia, MFA

Antoinette Westphal College of Media Arts and Design

Monica Togna, PhD

College of Arts and Sciences

Antoinette Torres

Office of the Provost

Josh Weiss, MFA

Antoinette Westphal College of Media Arts and Design

Yoto Yotov, PhD

LeBow College of Business

Asta Zelenkauskaite, PhD

College of Arts and Sciences

Janet Zimmerman, MSN, RN

College of Nursing and Health Professions

Morning Poster Session

10:00 a.m. – 12:00 p.m.

Shivanthi Anandan, PhD

College of Arts and Sciences

Simara Price, PhD

College of Arts and Sciences

“Using Microbial Identification as a Strategy to Increase Student Engagement”

Evidence shows that hands on learning positively impacts student engagement and higher order thinking. Microbiology laboratory is part of the Pathobiology concentration in the Biology majors curriculum. In previous iterations of this course, students carried out laboratory tests on known microorganisms but were not asked to apply this evaluation to an unknown microorganism. We want students to understand the conceptual basis of microbiological tests and be able to apply these tests in the identification process of unknown microorganism. To do this, we have introduced the use of an unknown microorganism that is tested in the same manner as the known throughout the technical portion of the course. By randomly distributing the different known model organisms to various class groups, we stimulated active learning by increasing discussions amongst the groups. We will present our teaching methodology for this course, and our plan for evaluating the perceived outcomes.

Irina Ciobanescu Husanu, PhD

Goodwin College of Professional Studies

Yalcin Ertekin, PhD

Goodwin College of Professional Studies

“Virtual Laboratories for CNC Machining, Automation, Instrumentation and Quality Control Courses”

The fundamental, challenging problems in manufacturing education relate to improving student-instructional technologies interface to incorporate the required learning tools, and improving teaching and learning effectiveness in online course and training. The major objectives of our project are to design and use CNC machine control simulator systems to enhance the cognitive learning of online laboratories, design and use of simulator interfaces for metrology and quality control systems to enhance the cognitive learning of online labs. We discuss the development of virtual 3-D laboratory activities (learning modules and tutorials) that provide students with a realistic interaction with CNC machine. We present the experiential framework (hardware and laboratory modules) and the industrial training modules covering High Speed CNC machining, prototyping, precision metrology, offline/online quality control/ assurance, remote monitoring of machining and robotic assembly processes, and CAD/CAM. The newly-equipped laboratories will be networked for cross-institutional use between Drexel University and affiliated colleges.

Laura E. Duwel, PhD

College of Arts and Sciences

Jennifer Stanford, PhD

College of Arts and Sciences

“Expanding Biology Student Access to Research through a Theoretical Proposal Writing Project”

Research experiences are known to have significant benefits for undergraduates. As a result, groups such as AAAS and The National Academies have suggested that all biology students should engage in research. This suggestion is difficult to accommodate due to issues of cost and infrastructure. We have attempted to address these issues through the development of a mentored theoretical research proposal writing project for biology majors. Since the 2008-09 academic year, we have mentored 417 students in this project to its completion and have assessed student experiences through pre and post surveys. Students have made the most notable gains in their ability to pose novel questions and develop an experimental plan, and in the number of professional relationships they have with faculty. In our view, this approach provides a mechanism to engage large numbers of students in the scientific process, and could be adapted for use in a variety of departments.

Stephen Gambescia, PhD

College of Nursing and Health Professions

“A Process for Updating a Philosophy of Education Statement”

Most faculty have been introduced to the idea of having a philosophy of education statement. Although one can find in the literature much information about why educators should have a developed philosophy of education statement, little has been written about the process of developing one’s philosophy of education statement. This poster presentation explains a sample process for faculty to use to create or update their philosophy of education statement. The author gives a firsthand account of a systematic, disciplined, intellectually liberating, and reflective approach to articulating one’s philosophy of education statement, by considering the writings of select intellectual giants who have acted on human experience, thought, and practice in education. The resultant updated and precisely written statement serves to sharpen one’s future role as an educator in any discipline, as well as contribute to his or her journey in lifelong learning.

Meshagae Hunte-Brown, PhD

College of Arts and Sciences

“The Accidental Learning of the Disengaged Student”

Teaching the non-major student can present interesting challenges including overcoming the frequent disinterest that can significantly hinder learning. In an effort to reduce the number of service courses offered in Biology, non-major students who traditionally have been separated into four courses were consolidated into 2 courses. To address differences in credit hour requirements of the major departments, some students were required to take a lab along with lecture, while students with lower credit requirements took lecture only. Students who took the lab performed better on exams than their counterparts. Further, students who did not take the lab also performed more poorly than students from their own majors who in previous years were required to take the lab.

David Kurz, EdD-Candidate

LeBow College of Business

“Accelerating the Workforce Readiness of Business School Graduates: An Experiment in Integrated Team-Based and Problem-Based Experiential Learning”

This presentation will cover the highlights of a fifteen-month experiment in the implementation of project-based and problem-based action learning course for MBA and MS Finance students at Drexel University’s LeBow College of Business. The design of the course targeted learning outcomes that are considered somewhat difficult to access in graduate business school traditional curricular offerings. This presentation is intended to demonstrate the potential of this particular experiential learning approach utilizing action learning, in particular project-based learning in small teams, to access skill development and knowledge in selected “hard to reach” domains. In the noted key skill areas of teamwork/collaboration, complex problem solving, and business communications, an applied cross-disciplinary learning experience was felt to have high potential for increased learning impacts. This strategy could be of interest to others interested in such cross-functional/college learning approaches in their own colleges or departments.

Daniel Marena, PhD

College of Arts and Sciences

“Assessing the Effectiveness of Novel Undergraduate Research Experiences in a Classroom Setting”

Several years ago, the National Academy of Sciences (NAS) made significant recommended changes to undergraduate biology education in “*BIO 2010: Transforming Undergraduate Education for Future Research Biologists*”. A key suggestion was that all undergraduate biology students should be encouraged to participate in research from an early point in their training. Initial studies have shown that undergraduate research has a number of significant beneficial impacts on undergraduate students. However, a major challenge to carry out this recommendation is our student:faculty ratio, which does not allow us to accommodate all students interested in pursuing research in departmental labs. To address this issue, we have developed an undergraduate lab course focused on directed novel research performed in the Marena laboratory. We have assessed the effectiveness of this course, and will discuss the outcomes of this assessment here.

Christina Nash, PhD-Student

College of Arts and Sciences

“Helping our Online Students find their Seat at the Table: Honing Leadership Skills through Online Modalities”

Drexel University is renowned for its diverse student population, both on-campus and in our online program. Instructors are always finding novel ways to encourage classroom participation and to foster leadership skills among our students. While online instruction allows us to bring education to a broad spectrum of students, it can sometimes be difficult for students to feel they are a part of a “classroom.” As instructors, we can help students to “sit at the table” (similar to author/CEO Sheryl Sandberg’s mantra for women) to participate more and help themselves to stand out. We can also find unique projects to help our online students to exemplify their leadership skills and take their learning experiences to the next level. This roundtable discussion will aim to facilitate brainstorming on approaches to enhancing our online courses to nurture these leadership skills through online modalities—creating and honing the skills of tomorrow leaders as Drexel’s mission “The Middle of Everywhere.”

Steven Peitzman, MD

College of Medicine

“History of Medicine in a Day and a Walk”

The Medical Humanities Program of the College of Medicine aims to enhance students' education through exploration beyond science and clinical practice. Its offerings include short electives centered on literature, art, religion, law, and history as they relate to medicine. After many years of experimentation, the presenter arrived at a novel format for his history course that fits students' schedules and sustains interest. An “immersion” day held on a Saturday utilizes slide lectures, a NOVA video, a “readers’ theater” playlet, a visit to the COM archives (“Legacy Center”) and a discussion to selectively look at the history of Western medicine chronologically and thematically. The second part of the course deals with medical care in the city through a medical-historical walking tour of Old Philadelphia. Both units of the program also recall the distinctive histories of the two antecedent schools that continue as the College of Medicine.

Jacob Russell, PhD

College of Arts and Sciences

“Integrating Ecological Research into Drexel's Classrooms”

To facilitate undergraduate exposure to research at Drexel, students in three courses have performed experimental, molecular, or bioinformatics research to address novel research questions. The most recent attempt also involved the implementation of student-designed hypotheses and experiments, along with assessment of students' impressions on this learning experience. Small amounts of publication-quality data have been generated in some cases, while interesting preliminary findings have been encountered in others. In all cases, the logistical challenges of a 10-week class format exposed students to some of the realities of science and its requirement for repeated experimental iteration and long-term persistence. Quarter-end research papers attempted to develop the analytical and interpretive skills required to make rigorous and appropriately qualified conclusions about scientific research.

Kevin Scoles, PhD

College of Engineering

“Enhancing Spatial Visualization Skills Online”

In engineering, spatial visualization skills correlate with retention and academic success in the first academic year. Spatial visualization can be developed through practice, offering an opportunity to better prepare incoming freshmen for their studies. This poster follows the development of a program to enhance spatial visualization skills. It begins with the online assessment of spatial visualization skills in Drexel College of Engineering Fall 2012-13 entering class, continues with the development of an online course to develop these skills, and concludes with the results of post-course skill assessment. The program succeeded in enhancing the performance of both female and male students, but low enrollment in the course prevents drawing statistically-justified conclusions.

Amanda Schott, BS

College of Arts and Sciences (Drexel University at Burlington Community College)

Patricia L. Sidelsky, MS

College of Arts and Sciences (Drexel University at Burlington Community College)

“Case Study Based Human Genetics Laboratory Course: The Application of Molecular Techniques and Bioinformatics to Medical Scenarios in Human Genetics”

The Human Genetics Laboratory course was designed to provide practical laboratory experience that incorporates molecular techniques to the solution of real-world case scenarios. The laboratory topics include the study of genes and gene expression through diagnostic determination of human genetic disease and disorders such as alcoholism, hypercholesterolemia, and sickle cell disease. Emphasis will be placed on DNA isolation and purification, PCR, restriction analysis, DNA electrophoresis, southern blots and molecular analysis for the identification of specific genes and their mutations. Results of these experiments will be applied to patient based case studies and bioinformatics allowing students to use problem solving and critical thinking skills. Journal articles highlighting current topics in medical research are used to supplement laboratory experiments. The course provides students the opportunity to develop skills applicable to careers in biomedical research and clinical genetics.

Mark Stockton, MFA

Antoinette Westphal College of Media Arts and Design

Blaise Tobia, MFA

Antoinette Westphal College of Media Arts and Design

Josh Weiss, MFA

Antoinette Westphal College of Media Arts and Design

“Collaborative Redesign of Foundational coursework for Media-based Disciplines”

The number of visually-based majors at Westphal College has grown enormously over the past twenty-five years, with the most significant change being the addition of media majors to a primarily studio-based design curriculum. While a "one-size-fits-all" visual foundation was utilized initially, it became apparent that standard, studio oriented courses were not best suited for media majors. A group of faculty in visual studies took on the challenge of designing and adapting a new set of courses that would maintain the rigor of the traditional courses while shifting to a media orientation, including the utilization of digital technologies and time-based projects. This group worked closely with faculty in the media majors and did consistent, collaborative evaluations of the revisions. While they first worked within designated sections of the existing courses, about four years ago they introduced fully revised courses under new rubrics. For all participating majors, the new courses are better suited to their task.

Monica Togna, PhD

College of Arts and Sciences

“Individualized Learning in a Class of 500...a Multi-tiered Approach to Recitation Design”

Undergraduates entering science programs differ greatly in academic backgrounds as well as learning needs. In this setting it is a challenge to try to best serve the needs of each individual amongst a cohort of 400-600 students. Student mastery of material and student retention rates can suffer. The Recitation component of a course can offer an opportunity to individualize student learning and set students up to succeed. Using a multi-tiered approach to design recitation assignments can insure that students actively work through material via an appropriately customized path. Tiered assignments will allow students to work in small groups based on their current level of mastery for that particular week. These tiers can range from basic information recall to synthesis to more advanced interpretation of material. This gives students the opportunity to advance at their own pace, while continually assessing their level of mastery. Lastly, it fosters the formation of study groups.

Morning Roundtable Session #1

10:00 a.m. – 11:00 a.m.

Table #1

Barbara Hoekje, PhD (2012-2013 Faculty Learning Community)
English Language Center

“International Students: Teaching and Learning Opportunities”

In this roundtable, the members of the Faculty Learning Community on international students will be available to discuss their experience with the opportunities and challenges associated with teaching international students in the context of Drexel's internationalizing campus.

Table #3

Marlin Killen, PhD
College of Arts and Sciences

Ray Lum, MPhil, MS
School of Public Health

Linda Marion, PhD
College of Information Science and Technology

“Convergence or Divergence: What does the alphabet soup of new initiatives mean for teaching and learning?”

What are the objectives of new University initiatives and how can they improve teaching and learning? This roundtable discussion will focus on the new University initiatives: (1) Drexel University Core Design Element Checklist (DUCDEC), (2) Drexel Student Learning Priorities (DSLPL), (3) Learning Assessment Outcomes and (4) Academic Evaluation Feedback and Intervention System (AEFIS). It will emphasize how these broad initiatives are connected and how their objectives work together. It is through focused work that we can accomplish several objectives concurrently and attending to these concurrently helps improve teaching and learning. The roundtable format will allow us share our program and classroom experiences from different academic enterprises. It will focus on how a convergence of these initiatives can lead to giving students a more robust learning experience while accomplishing the goals of these major initiatives.

Table #5

Valerie Booth, PhD

College of Arts and Sciences

Deirdre McMahon, PhD

College of Arts and Sciences

Sheila Sandapen, PhD

College of Arts and Sciences

“Effective Teaching Strategies for Group Writing Projects”

Group writing projects, part of Drexel’s core syllabus for the First-Year Writing Program, are gaining traction across the university. Collaboration poses instructional challenges, however, in terms of group formation and dynamics, assignment design and classroom management, and fair evaluation. This roundtable is led by three English and Philosophy Department professors experienced in designing and implementing assignments for collaborative writing. In addition to outlining stumbling blocks that often accompany collaborative writing projects, we will turn to practical methods—student choice in group design; student-crafted contracts; scaffolding of the writing process; weighing collective versus individual grading, etc.—to address these concerns. Our goal is to open a frank exchange about the complexities of group writing and the value of collaborative learning.

Table #7 (2012-2013 Faculty Learning Community)

Daniel King, PhD

College of Arts and Sciences

Kevin Owens, PhD

College of Arts and Sciences

Michelle Rogers, PhD

College of Information Science and Technology

“Matching Pedagogy and Technology : Finding the Right Tool for the Job”

When faculty are encouraged to use technology in their classroom, two questions often arise: how should I use new technology and how do I figure out which technology to use? This roundtable discussion will focus on possible answers by considering the pedagogical underpinnings that a specific technology addresses. Participants are requested to bring questions with them that relate to specific pieces of technology (e.g., screencast software, iPads, clickers) and/or pedagogical issues they are attempting to address (e.g., keeping students engaged; getting students to prepare for class). Presenters will help participants identify best practices for not only using technology in the classroom, but which technologies can be used to solve pedagogical problems.

Table #9

Rajashi Ghosh, PhD

School of Education

Jennifer Katz-Buonincontro, PhD

School of Education

“Using Mobile Data to Bridge Workplace and Classroom Learning in Doctoral Education”

This Roundtable will engage participants on using mobile data from iPhones to bridge workplace and classroom learning in doctoral education. We will discuss the pros and cons of a four-stage instructional model that integrates workplace problem-solving experiences with classroom instruction and learning. Mobile survey data was collected on a student’s iPhone to analyze and give feedback on how she felt while solving problems ‘on the fly’ in the workplace, before and after she learned about research-based creative problem solving models in the classroom. Whereas typical teaching methods might collect retrospective information on experience through one-time surveys, multiple surveys allowed us to understand the student’s intuitive creative problem approaches as reported throughout several days, and then coach her based on what she was doing. By using this model, faculty can help students improve how they solve real-world problems in workplaces and implement innovative ideas, thus leading to more robust doctoral education.

Morning Roundtable Session # 2

11:00 a.m. – 12:00 p.m.

Table # 2

Christof Daetwyler, MD

College of Medicine

Gregory McGee, BS

College of Medicine

“The ‘technologically enhanced learning cycle’ for teaching, learning, assessment of complex interpersonal skills”

Our “technologically enhanced learning cycle” for the teaching and learning of complex interpersonal skills combines online learning (1), online practice (2), and online assessment (3) with immediate feed-back (4) into a learning cycle that might be exited when sufficient competency is being demonstrated. For each of the 4 stations of the cycle we employ resources that were developed at Drexel University College of Medicine: 1) DocCom is a series of 42 media-rich online modules for the learning of medical communication skills. It is currently being used by almost 10,000 medical students and residents in the US and abroad (see <http://webcampus.drexelmed.edu/doccom>) 2) – 4) WebOSCE is our technology for facilitating remote live encounters between trainees and standardized patients. (see <http://webcampus.drexelmed.edu/webosce>) 3) During a WebOSCE encounter, standardized patients score the performance of trainees live on a standardized checklist.. 4) ..then provide individual high-quality feedback, a recording, and learning assignments back into number one.

Table # 4

Fran Cornelius, PhD

College of Nursing and Health Professions

Karl Okamoto, JD

Earle Mack School of Law

“Raising the Bar for Student Learning Through Structured Skills Challenges”

This roundtable session will present attendees with an opportunity to learn about an innovative web-based teaching technology that engages students in realistic learning activities. This teaching method provides students with rich opportunity for practice answering tough questions in a problem-based learning format (PBL). PBL supports the activation of prior knowledge and its elaboration through discussion and exploration of a relevant problem and leading to higher level cognition. PBL is not new to academia however it is generally faculty/facilitator intensive and does not scale well. ApprenNet is a platform that can scale and provides faculty with the tools to create and assign practical skills challenges, called ‘Meets’. The platform can accommodate a wide variety of topics, across all levels and specialties—in this instance law and nursing. This method uses a learner-centered approach which encourages students to develop a solution to a real-world problem through active learning and direct application of knowledge.

Table # 6

Judith Giering, PhD

School of Education

Allen Grant, PhD

School of Education

Karyn Holt, PhD

College of Nursing and Health Professions

“Creating an Engaged Community for the Online Learner: Theory and Practice”

Online graduate students need more than a series of discrete courses; engaging in a scholarly forum with their peers and faculty to support their efforts to conduct research, complete capstone courses, and/or write a theses or dissertations, is foundational. The questions associated with this effort – from what are the best pedagogical approaches to what technology should be utilized – are complex, yet critical to answer. This roundtable discussion will explore both why providing a forum for this type of engagement is so important and which techniques help to accomplish it. Participants will be encouraged to think beyond the norm, contributing their own experiences and best practices as well as sharing innovative ideas yet to be tested.

Table # 8

Trudi Bellardo Hahn, PhD

College of Information Science and Technology

Alison Lewis, PhD

College of Information Science and Technology

Linda Marion, PhD

College of Information Science and Technology

When Egos Collide: Course Coordination to the Rescue!

Faculty are accustomed to being in charge of their own courses; it is not easy for them to give up autonomy and authority. The case of INFO 520 Social Context of Information Professions will be discussed to illustrate the value of course coordination to students and instructors and to share lessons learned.

Table # 9 (2012-2013 Faculty Learning Community)

Dr.-Ing. Ulrike Altenmüller-Lewis

Antoinette Westphal College of Media Arts and Design

Ludo Scheffer, PhD

College of Arts and Sciences

Asta Zelenkauskaitė, PhD

College of Arts and Sciences

“Community Building for Mentoring International Faculty”

This roundtable will address the role of international faculty at Drexel University. We will explore both the challenges international faculty encounters within the institutions and the assets we bring to the university and our students.

Table # 10

Yoto Yotov, PhD

LeBow College of Business

Gathering Feedback from Your Students

The main objectives of the proposed presentation include: (i) To discuss the importance of obtaining (timely) feedback from students; (ii) To exchange effective and efficient strategies of gathering feedback from our students; (iii) To discuss how to use student feedback in order to improve student experience in the classroom and to refine the teaching methods of the instructor.

Afternoon Poster Session

2:00 p.m. – 4:00 p.m.

Lloyd Ackert, PhD

College of Arts and Sciences

"The Pedagogical Merits of Minard's Statistical Graphs"

The French engineer and cartographer, Charles Joseph Minard (1781--1870) is best known for his map depicting the disastrous fate of Napoleon's Army 1812 Russian campaign. Often referred to as "'the best graphic ever produced' (Tuft 1983), it combines statistical data, a chronology, and geographic information in a 'dynamic' representation of Napoleon's attack on and retreat from Moscow. I will discuss a variety of ways I use this graphic in my Russian History course (HIST 254). These include: 1) as content related to the rise in Prestige of Russia and Tsar Alexander as a new power in Western Europe, 2) as a project in historical methods (combining primary and secondary sources to create a pictorial narrative), and as a vehicle for juxtaposing Alexander's two legacies--Tsar Liberator and Repressive Autocrat. In addition, Minard's own biography and research offer compelling stories in themselves.

Krys Adkins, MEd

Information Resources and Technology

"Web Enhanced Courses: Work Smarter, Communicate Easier, Teach Creatively"

Web-enhanced courses are traditional face-to-face classes where instructors use online tools and resources to manage and organize a course, and to enrich the student learning experience. Web-enhanced courses supplement but do not replace the time students spend in a traditional class. This poster session features a collection of web-enhancement tools and techniques available for your course site through a Learning Management System (LMS) such as Blackboard Learn. Incorporating these tools and techniques will help you to easily: (1) organize, manage, and disseminate course resources; (2) communicate with students and teaching assistants; (3) assess and track student progress, and (4) engage students in individual and collaborative learning activities. In addition, you will learn how a course site can substitute for a canceled class and help you manage large courses.

Catherine Byers, MA

Antoinette Westphal College of Media Arts and Design

Nicholas Cassway, BFA

Antoinette Westphal College of Media Arts and Design

“Group Dynamics and the Creative Process”

When the final project for a course is also a magazine published and distributed as a university marketing tool, Design & Merchandising faculty devised a teaching process that promoted individual creativity and a collective goal. The annual challenge is to have each student achieve high quality individual work that mirrors and complements the group’s vision for the end product as well as please multiple clients. To achieve this goal, in the first of two consecutive terms, students literally “sign off” on content and design decisions that result from an enthusiastic, collaborative and iterative classroom process. In addition, the faculty aims to have the class align with the Design & Merchandising “Required and Desired” skills identified by the program faculty. Throughout the process of devising, developing and designing the magazine, leadership, teamwork, negotiation and effective communication skills are gained in a supportive and lively classroom environment.

David Culver, AS

Antoinette Westphal College of Media Arts and Design

Albert Tedesco, MA, MAC

Antoinette Westphal College of Media Arts and Design

“The Marconi Lab: A “Hands-On” Experience Designed to Teach Non-Technical TV Management Graduate Students the Physics and Romance of Telecommunications”

We believe that the future TV managers we teach should enter the industry with more than a perfunctory understanding of the technology and that they should be introduced to the “romance” of moving signals from points A to B. That romantic vision drove early pioneers to create radio and television at a time when everything had to be built from scratch. It is that vision of the physics and romance behind the industry that motivates today’s engineering and technical personnel whom our students will someday manage, a job they will do better if they have shared, even to some small degree, the challenges of building and operating a technical apparatus. To awaken that sense of awe and appreciation for technology we created the Marconi Lab in which our non-technical students build and operate radio receivers from scratch, tweak them, test them, and learn from their failures and successes. This poster will illustrate the pedagogical theory behind the lab, the steps we take to explain and execute the process from schematics to soldering to stringing antenna wire, and the learning objectives and outcomes of the lab.

Neil Desnoyers, MS, MBA

LeBow College of Business

“Undergraduate Students Succeeding in Interdisciplinary Research”

Research is at the heart of academia. Most, if not all, major research universities have solid undergraduate programs. Therefore it makes sense for large research universities to have programs focused on undergraduates. Simultaneously, most undergraduate curricula require students to take a survey of courses in a number of different disciplines. Typically undergraduates have difficulty seeing the linkages between disciplines as they move through their introductory courses. To address both of these issues, this researcher has come to believe that getting undergraduate students involved in interdisciplinary research is a perfect way to instill in these students the excitement of research and give them experience that proves beneficial both in the classroom and in their careers.

Mitchell D’Rozario, PhD-Student

College of Arts and Sciences

“Teaching Workshops for Graduate Students”

Teaching competence is an important skill for graduate students to acquire and is often considered a precursor to an academic career. The Teaching Workshop and Certificate program, offered through the Office of Graduate Studies and Graduate Student Association, provides Drexel graduate students with the support to hone and reflect upon their teaching, encouraging self-reflection and awareness of different pedagogical practices. In its second year, we have conducted extensive surveys of 110 TAs to evaluate issues they might face, created a multi-day teaching workshop series, and are accessing graduate student philosophy through pre- and post surveys.

Laura E. Duwel, PhD

College of Arts and Sciences

Jennifer Stanford, PhD

College of Arts and Sciences

“Using a Course Structure to Provide Career Mentoring to Biology Students: Outcomes from Our First Year”

Assessments of senior biology majors have led to the findings that: 1) few students feel that more than two faculty in the department understand their career goals at the beginning of the senior year, and 2) few students have developed a backup plan to their primary career goal. As a result, we wanted to develop additional opportunities for career mentoring prior to the senior year. This is difficult to achieve on an individual basis with over 750 biology majors. Instead, as has been done elsewhere on campus, we have instituted a required course focused on career planning. Based on pretest/posttest assessments, while 37% of students start the course without a clear backup plan, by the end, 82% feel they have a satisfactory alternate career goal. Here we describe the structure of this course and the outcomes data from the 2011-12 and 2012-13 academic years.

Danie Greenwell, PhD-student

College of Arts and Sciences

Alison Novak, Ph.D-candidate

College of Arts and Sciences

“The Role of Active Reflection for Millennial Students in Service Learning”

In recent years, experiential learning (including service learning, experience-based, and place-based learning) has become popular and accepted in academic circles. However, a remaining question by administrators and departments is whether this type of learning actually works and whether it changes the depth of learning for students. One way to answer this question is to look at student journals and other forms of active reflection to see how students develop and change throughout the course of the semester. As professors who teach experiential-learning courses, we have found that active reflection takes on importance in students’ emotional and relational development.

Martin Griffis, MS

College of Arts and Sciences

Karen Kabnick, PhD

College of Arts and Sciences

“Implementing Peer Tutoring to Improve Student Learning”

Entering Freshman in Biology 122, the first course in the majors sequence in Biology, come to Drexel with a vast range of experiences in biology, with a diversity of abilities and with varied interests in biology. We are implementing a peer tutoring system to take advantage of student differences. Early in the quarter, when few students recognize their lack of understanding of material, we depend solely on the generosity of Tri-Beta Biology Honors Society students as tutors. After the first test, it becomes clear to students whether they understand the material or not. Then, the peer tutoring system expands to pair well-performing students with poorly-performing students. We believe that such pairing favors both participants. Tutors gain experience in explaining complex material to peers which can help solidify and clarify their own understanding. Tutors can feel good to help others. Tutees benefit from a consistent, safe place to ask questions, hoping to improve their understanding and facility with biological concepts.

Susan Gurney, PhD

College of Arts and Sciences

“CSI Drexel”

Online courses provide new challenges to instructors. It is important to engage the students and structure the course in a way which motivates them to work through the course material, without the usual face to face contact. I am developing online forensic courses which are centered round a crime scene. In the first week the students watch the crime scene video, and then take ownership of solving the crime. The key to this course structure is how the students work together and use the discussion forums to progress their investigation. Each week, new evidence is analyzed, suspects are questioned and the students interpret the results and decide how to proceed with the investigation. I have found that this course structure motivates the students to complete their coursework and makes them feel part of a class, even though it is conducted entirely online.

Patricia Henry Russell, MS

College of Arts and Sciences

“Making Connections Between Calculus and Other Areas”

If we can make connections for our students, they will be more interested. Here are some connections for Calculus and Trigonometry.

Barbara Hoekje, PhD
English Language Center

Kathy Kailikole, EdD
Office of the Provost

Antoinette Torres
Office of the Provost

“Operation and Assessment of Wraparound Models for Student Acquisition of Academic Discourse in Engineering and Business”

The responsibility for the wraparound models, the assessment, the operations and management of the curriculum project and project plan resides among Academic Advising, Retention and Diversity (AARD), Drexel Learning Center (DLC), English Language Center (ELC), and the Colleges of Business (LeBow) and Engineering (CoE). There are different models of wraparound sections employed between LeBow and CoE and within the colleges themselves. The wraparound sections also serve different student populations – international, particularly Chinese nationals, and domestic students. Regardless of model or student population served, each unique wraparound section adheres to the guiding principle and basic foundations informing all wraparound sections. The wraparound models, as well as assessment practices and priorities, are informed by theory, research, and literature from anthropology, sociology and education. The poster presentation will include the guiding principle, basic foundations, formative assessment priorities including assessment of practice and classroom climate, findings and outcomes including quantitative and qualitative analyses.

Theodoros Katerinakis, PhD-Candidate
College of Arts and Sciences

“CEOs inside Classroom: Debating, Social learning and Flippable Processes for Drexel Global Business Competencies”

Drexel’s Mediterranean Economy class offers the opportunity of weekly debates with CEOs physically present in class. The course has a seminar structure studying economy and social trends of the EU-Mediterranean with case studies from diverse sectors. Readings lay the agenda of entrepreneurial topics and the class offers the unique experience of interaction with a real CEO, each week, who explains “strategy and business” beyond stereotypes. LMS provides a platform to coordinate a dialogic class format: each entrepreneur follows the syllabus, lectures in class, and students debate as: clients/suppliers, investors/personnel, regulatory authorities; the session is video-archived and students evaluate their roles in the following week. This presentation showcases best practices in class pedagogy with synchronous contact and asynchronous rumination and retention; the intense experiential nature of the class cultivates critical abilities for students, and showcases dialogic learning via the new Bloom’s terminology of remembering, understanding, applying, analyzing, evaluating, and creating.

Kevin Smith, PhD-Student
College of Arts and Sciences

“From the Lab to the Field: Expanding the Role of Experiential Learning”

Experience is a vital tool in education for many learners. Laboratory based classes have introduced generations of students to methodology, applications, and practical problem solving in their respective fields. The integration of off-campus field components of courses effectively extends the bounds of the classroom, allowing students to push their creativity and breadth of investigation in a much larger and more public space. This extension of learning habitat and real-life interaction may also grant the student a heightened sense of ownership and importance in the work they do, simply by affecting a less familiar, though still safe, space. We as an institution should always look for ways to regularly deliver educational opportunities both on and off-campus, in the Co-op program, as well as the classroom. An interdisciplinary view toward this goal brings students into more realistic and beneficial situations, allowing goals to be approached in more creative and effective ways.

Afternoon Roundtable Session #1

2:00 p.m. – 3:15 p.m.

Table # 1

Rona Buchalter, PhD

Pennoni Honors College

Jamie Callahan, PhD

School of Education

Cindy Schaarschmidt, MA

Pennoni Honors College

“Letters of Recommendation: Making Them Work for You and Your Students”

Have you ever wondered how your letters compare to others’ or what sort of content is most effective? What strategies might make this a less time-consuming endeavor? When and how should you say no to a student? Recognizing that people hold varying assumptions about what makes a strong letter, we initiated a series of college-specific conversations to discuss the strategies and challenges involved in writing effective recommendations. So far, we have had those faculty forums at eight Drexel colleges. During this roundtable, we will share our quantitative and qualitative findings to date, as well as discuss our experience of working on this topic across the University. We will also discuss strategies for writing effective letters of recommendation and address some of the challenges and potential issues surrounding the practice.

Table # 3

Dana D'Angelo, MBA

LeBow College of Business

Yvonne L. Michael, PhD

School of Public Health

Ellen Staurowsky, EdD

Goodwin College of Professional Studies

“Collaborative Writing Projects Across the Disciplines”

This year, the members of the Faculty Learning Community (FLC) “Investigating Writing Instruction at Drexel: Best Practices for Student Writing in the Disciplines” have discussed and explored ways of using writing in different contexts in their courses. Collaborative writing has emerged as a common and problematic type of student writing: many faculty employ collaborative writing situations to enhance student learning, but this brings about practical and pedagogical challenges. In this roundtable discussion, members of the FLC will discuss uses of collaborative writing and specific strategies for helping students work together and with each other’s writing. The facilitators will share ideas and lead discussion about forming groups, structuring and scaling assignments, and finding ways to encourage better and more productive collaboration and writing among students.

Table # 5 (2012-2013 Faculty Learning Community)

Christina Dimitrou, PhD

Goodwin College of Professional Studies

Kevin Scoles, PhD

College of Engineering

“Challenges for New Online Course Developers”

Faculty from Hospitality Management, Culinary Arts & Food Sciences and Electrical & Computer Engineering, members of the Faculty Learning Community on Online Teaching and Learning, will discuss their experiences in preparing and teaching their first online courses. After a brief set of introductions, they will present the challenges faced in moving from face-to-face to fully online courses and how far they have come in surpassing these obstacles. They will share their words of wisdom, but would like to stimulate the audience to share some of their of best practices and experience as well. Topics will include: Getting started: tools, policies and procedures; Finding an online developer support system; Course design; Building an online community.

Table # 7

Monica Ilies, PhD

College of Arts and Sciences

Daniel King, PhD

College of Arts and Sciences

“Teaching with Clickers: Waste of Lecture Time or Effective Student Learning Incentive?”

Undergraduate teaching is currently under scrutiny for the actual effectiveness of classic methods in motivating students and developing their cognitive behavior as future professionals. Student response devices are often employed in the classroom, yet many teachers believe the cons of using them outweigh the pros. Could clickers help students acquire/strengthen basic learning skills? Could clickers be used to teach students how to reason, rather than mimic; how to debate, rather than memorize; how to think in real time to correctly evaluate real life situations? This roundtable discussion will focus on such questions by exploring the use of clickers to facilitate a variety of educational tasks. Participants will receive handouts that will guide the discussion through subtopics, while also illustrating the use and benefits of clickers. Participant questions, comments and suggestions will also be incorporated into the discussion.

Table # 9

Samir Shah, DPS

LeBow College of Business

“Beyond Borders: The Invaluableness of “Global” Real-World Class-room Project Experience”

As suggested by the literature review “global” outsourcing of Information Technology (IT) projects has now become very popular and is predicted to grow substantially over the next several years. While organizations expect to receive benefits from their offshoring of IT project efforts, they also face challenges due to offshore factors such as distance, time-zone differences, cultural barriers, and language/jargon misunderstandings. In order to ease some of these challenges the learning of interactions and collaborations with IT counterparts in a foreign culture seems to be very relevant for IT professionals. During the winter 2013 term a “global” class-room project was orchestrated as part of my MIS 347: Domestic and Global IS Outsourcing course where my students (at Drexel) were engaged collaboratively with students from a major university in India in solving “real-world” business problems using IT. This experience allowed students to develop valuable insights not only into how to develop the joint technical solutions but how to deal with “global” challenges. The overall impact on the students was remarkable from the point of international dimension to these interactions since they were able to develop “people” skills at global level which might be helpful to position them to be as more “effective” IT leaders as they make their ways into the industry.

Afternoon Roundtable Session #2

3:15 p.m. – 4:30 p.m.

Table # 2

Diane DePew, DSN, RN-BC

College of Nursing and Health Professions

“The Use of Response Ware (Clickers) in the Classroom”

Engaging the student through active learning has been shown to increase learning. Providing content and then getting student response to questions allows the faculty member to identify if the student understands or can apply the content. Further research (Smith, et al., 2009) indicates peer discussion enhances understanding. How does this technology affect formative evaluation? This round table will discuss how to incorporate Response Ware (clickers) technology into the classroom, as well as the advantages and disadvantages in its use.

Table # 4 (2012-2013 Faculty Learning Community)

Eric Hagan, EdD

Goodwin College of Professional Studies

Janet Zimmerman, MSN, RN

College of Nursing and Health Professions

“What We’ve Learned Over 14 Years of Online Teaching”

Two members of the Faculty Learning Community (FLC): Online Learning and Teaching, will share their experiences as Drexel online faculty. Resources and tips for transitioning from the traditional classroom to the online environment will be presented.

Table # 6

Rebecca Ingalls, PhD

College of Arts and Sciences

“The Formal Writing Evaluation, Screencasted”

In this roundtable discussion, I would like to explore my experiences with using screencasting software to compose students’ final writing evaluations. The technology, which allows the instructor to record his/her voice and cursor movements through a composition while giving the student oral feedback, has helped me to extend the dialogue of the one-on-one teacher-student conference process, and to increase student participation in reviewing my feedback. In contrast with other grading strategies, like handwritten comments and Word’s Comment feature, which are often painstaking to compose and overwhelming to students to read, this method helps to maintain the integrity of the teacher-student relationship using the same familiar “voice” and discourse I would use when talking with a student, decreasing the rhetorical distance between my formal evaluation and the writer, decreasing the amount of “work” required to review the feedback, and increasing the chance that the student will process my feedback.

Table # 8

David Mauriello, BA

Antoinette Westphal College of Media Arts and Design

“Creating and Using Video Lectures and Demonstrations for Student Learning Outside of the Classroom”

Today’s students are increasingly video-centric. They’ve grown up with hundreds of cable channels, the internet, and YouTube has existed since they were in elementary school. In recent years they’ve adopted technologies like video Skype and Facetime. Video is what they respond to, and today it’s much easier for educators to produce their own videos to simply respond to student questions or provide them with complete lectures and technical demonstrations. Most personal computers today have cameras, microphones and screen capture capabilities built in, and additional 3rd party software and hardware have become increasingly more affordable. Video as a means of instruction can do far more than mere text-based resources, especially with highly technical, multi-step processes. They can also be used to create an inverted classroom environment, allowing student work time to occur in class with faculty present.

Table # 10

Victor Sohmen, PhD

Goodwin College of Professional Studies

“Using Professional Networking Sites for Practical Insights”

In an increasingly globalizing world, social and professional networks are mushrooming at blazing speeds. For online and face-to-face course deliveries, drawing selectively from the prolific intellectual output of practitioners in cyberspace appears to be pragmatic. These would be framed as responses to specific topics, issues, problems, or themes that may feature during the currency of a course. As an illustration, the introductory course (PROJ501) in Drexel University’s MS in Project Management program was considered. Specifically, the theme of successful project management was introduced through the LinkedIn Project Management Network. The precise question that attracted over 40 responses from project managers around the world was: “What is the best project management tip you have been given?” This question is seen as a proxy to best practice in project management, with thoughtful, hands-on, and actionable reflections by the contributors. The textual output was then transferred to a Word document and analyzed using textual software. Essential themes, concepts, and key words were identified, graphically presented, and tabulated for concise treatment for critical classroom discussions. This was a stimulating exercise that enriched the learning experience of the online graduate students. Similar exercises through professional networks promise to yield a slew of rich pedagogical data for other practitioner-oriented courses.



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