Cooperative Learning in Introductory Psychology
Karen Bedell, Lecturer, Psychology, University of Michigan-Flint

Cooperative learning (CL) is associated with engagement, learning, and satisfaction. This session demonstrates five elements of CL and describes their application in PSY 100.

Abstract: Cooperative learning is widely recommended as an alternative to lectures for engaging students in active knowledge construction. Grounded in social interdependence theory, cooperation is associated with greater task persistence, higher-level cognitive strategies, increased retention of material, and greater transfer of learning (Johnson & Johnson, 2009; Johnson, Johnson & Smith, 2007). This session describes how I applied five elements of cooperative learning in my two on-campus PSY 100 courses (n= 70, n= 46) and reduced lecture time. Students reported high satisfaction with the course, increased preparation, and reported a sense of community and acceptance. Applicable to all disciplines, levels, and online courses too.

Session Outcomes: At the end of this session, participants will be able to: (1) Apply five essential elements to cooperative learning in the FTF or online classroom. (2) Increase student preparedness and engagement. (3) Reduce lecture time without sacrificing student learning.

It’s Not About Making Coffee: How to Facilitate an Effective Internship Program
Molly Brennan, Lecturer, Public Health & Health Sciences, University of Michigan-Flint

This session will explore how to create, implement and evaluate an effective internship program. Toolkit with resources will be provided.

Abstract: It’s wonderful if your students can make a great cup of coffee, but that’s not what internships are about. This session will focus on best practices to create and maintain an effective internship program that will offer your students hands on, real life experience that will help prepare them for their career. We will discuss site recruitment and maintenance, student preparation, common challenges, motivating both students and preceptors, etc. The session will also provide an internship toolkit with ready to use resources and rubrics so that you don’t have to reinvent the wheel.

Session Outcomes: At the end of this session, participants will be able to: (1) Understand best practices for an effective internship program. (2) Utilize the internship toolkit in order to develop a fledgling internship program or to strengthen their current internship program. (3) Describe solutions to common challenges and barriers associated with internship programs.
**Characteristics of Faculty Teaching Both Face-to-Face and Online Non-Traditional Students**

*Lyn Behnke, Assistant Professor, Nursing, University of Michigan-Flint, and Susan Cathcart and Katherine Gerst, Baker College (Quad-POD sponsored Faculty Learning Community)*

In an interactive panel discussion, researchers will share the qualities of full-time and part-time instructors teaching non-traditional learners in a face-to-face and an online experience.

Abstract: In a study at two institutions, pre-licensure nursing students identified the qualities of both full-time and part-time instructors teaching non-traditional learners in a face-to-face experience and an online experience. Faculty have a significant impact on the student’s learning experiences and these experiences may have an impact on persistence and engagement. The study answered the research questions: (1) Through learners’ voices, what are the characteristics of effective college faculty teaching non-traditional students in online and on-ground nursing programs? (2) How do the characteristics of effective faculty differ for online and on-ground nursing programs?

Session Outcomes: At the end of this session, participants will be able to: (1) Identify qualities of the qualities of both full-time and part-time instructors teaching non-traditional learners in a face-to-face experience and an online experience. (2) Compare and contrast session participants of top five characteristics (they will take the survey) with the on-ground and on-line nursing students. (3) Evaluate the implications for learner persistence.

**Developing Models and Measuring the Impact of Service-Learning Across Academic Disciplines**

*Joshua May, Columbus State University (former Lecturer of Music at UM-Flint) and Emily Feuerherm, Assistant Professor, Linguistics, University of Michigan-Flint, and Kenneth Williams, Kettering University, and Debra Gibes. Mott Community College (Quad-POD sponsored Faculty Learning Community)*

Service learning benefits students, faculty, and the community. Instructors can create unique models of how to connect from classroom to community across disciplines.

Abstract: Service learning is an opportunity for students’ personal and professional growth that extends beyond traditional course learning outcomes. We want to increase the recognition and value that service learning has at every level. We are working on individual course project that utilize experiential learning in our city to provide unique experiences for our students and community partners. We worked together to develop a survey to measure the impact of service learning in our community and across the diversity of our disciplines. We will utilize this data to show the unique challenges and benefits of service learning.

Session Outcomes: At the end of this session, participants will be able to: (1) Identify and define service learning across disciplines. (2) Learn how to develop and build relationships in the community with local organizations. (3) Examine challenges of implementing service learning into course curriculum.
**Strategies for Creating Clear and Consistent Online Learning Environments**  
*Melissa Sreckovic and Christine Kenney, Assistant Professors, Education, University of Michigan-Flint*

In this session, participants will explore ways to organize the online learning environment to create a predictable environment where students can easily navigate content.

Abstract: Developing online courses can be challenging due to a myriad of factors including asynchronous communication. To help streamline communication, instructors can create predictable and easy to navigate online environments. This session will describe how faculty in one department have organized online environments. Anecdotal data from students will be shared. Session participants will have the opportunity to engage in a discussion on their experiences designing online environments.

Session Outcomes: At the end of this session, participants will be able to: (1) Understand the benefits of creating clear and consistent online environments. (2) Learn various strategies to create clear and consistent online environments. (3) Reflect on how they have created online environments in the past and how they might incorporate strategies highlighted within the session in future classes they teach.

**Using “You-Attitude” in Syllabi Creation to Engage and Motivate Students**  
*Janelle Wiess, Lecturer, English, University of Michigan-Flint*

This session discusses how tenets of business writing, such as “you-attitude,” can be applied to help create syllabi that are more student-centered, engaging, and inclusive.

Abstract: Syllabi represent an important contact point between instructors and students; these documents shape first impressions of our courses and indicate our pedagogical approach. However, often syllabi are text-heavy, formal, and presented in a way that is much different than how we plan to conduct most of our classes. This interactive discussion and presentation will draw from discussion in best practices in syllabi production to show how several tenets of business writing, such as you-attitude and positive emphasis, can be used to create syllabi that more closely model our inclusive and active pedagogies in terms of presentation, content, form, and tone.

Session Outcomes: At the end of this session, participants will be able to: (1) Recognize and report key aspects of “you-attitude” writing and understand how they relate to improving syllabi. (2) Identify places in a syllabus that may need improvement to heighten student inclusion and engagement. (3) Apply strategies to revise syllabi design, content, language, and presentation to be more interesting and inclusive for diverse learners.
Additional Presentation by Quad-POD Faculty Learning Community:

**How to Successfully Teach Technical Writing in STEM Courses**

*Jennifer Bastiaan, Kettering University and Jackie Knoll, Mott Community College*

(Jennifer and Jackie will present, but UM-Flint faculty members David Duriancik, Assistant Professor, Biology and Laura Macias, Lecturer, Social Work also participated in the Faculty Learning Community).

Teaching writing in the sciences can be daunting. We will share how we improved student writing in our STEM courses with a few simple techniques.

**Abstract:** The need for STEM professionals with strong technical writing skills is significant. However, many higher education STEM programs de-emphasize the teaching of technical writing. Usually, the few courses offered do not address technical writing in STEM disciplines, leaving students inadequately prepared to write well, and non-English faculty at a loss. To address this inadequacy, we implemented technical writing assignments in two courses: a biology course and a vehicle dynamics course, with guidance from a long-time writing instructor. In both cases, we created and implemented an assignment prompt, grading rubric, and peer review process, resulting in greatly improved student writing.

**Session Outcomes:** At the end of this session, participants will be able to: (1) Create a technical writing assignment prompt, based on the examples provided. (2) Improve their grading rubrics for technical writing assignments. (3) Design a peer review process for technical writing assignments.

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**Poster Presentations by UM-Faculty**

**Chancing a New Simulation Experience: Enticing Nurse Practitioner Students**

*Roxanne Buterakos - University of Michigan-Flint*

Student feedback brought about a new type of simulation and interprofessional leaning experience. Opportunity to learn hands-on skills entice Nurse Practitioner students to campus.

**Abstract:** Online teaching is here to stay and many programs, like those for nurse practitioners, are having difficulties discerning what the students want compared to what the program perceives as what the students need. This is a case scenario of just that. Nurse Practitioner students are learning 100% of their didactic lessons on line and learn practice from clinical practicum courses. To ensure their critical thinking skills, simulations are scheduled each semester. Simulation evaluations by the students sparked a conversation to take a chance and change things to reflect what the students were asking for and incorporating skills they need.
**Poster Presentations by UM-Faculty (continued)**

**Profundity Grid**  
*Melojeane Zawilinski, University of Michigan-Flint and Jolene Jaquays, Saginaw Valley State University*

This session introduces an advanced organizer called ‘Profundity Grid’, which aims to develop profound understanding of texts through the different phases or spheres in comprehension.

Abstract: This presentation offers an instructional technique in college reading for both informational and literature materials. This instructional technique utilizes an advanced organizer named ‘Profundity Grid’ which aims to develop profound understanding of texts through the different phases or spheres in comprehension. Anchored on the principles of scaffolding, the presenters aim to demonstrate to the instructor attendees how profundity grids can effectively connect to individual student’s background and deepen their engagement to the material in appropriate context; thus, critical thinking is ultimately achieved. Presenters provide sample projects, rubrics, templates, and worksheets to hand out to the participants for own classroom use.