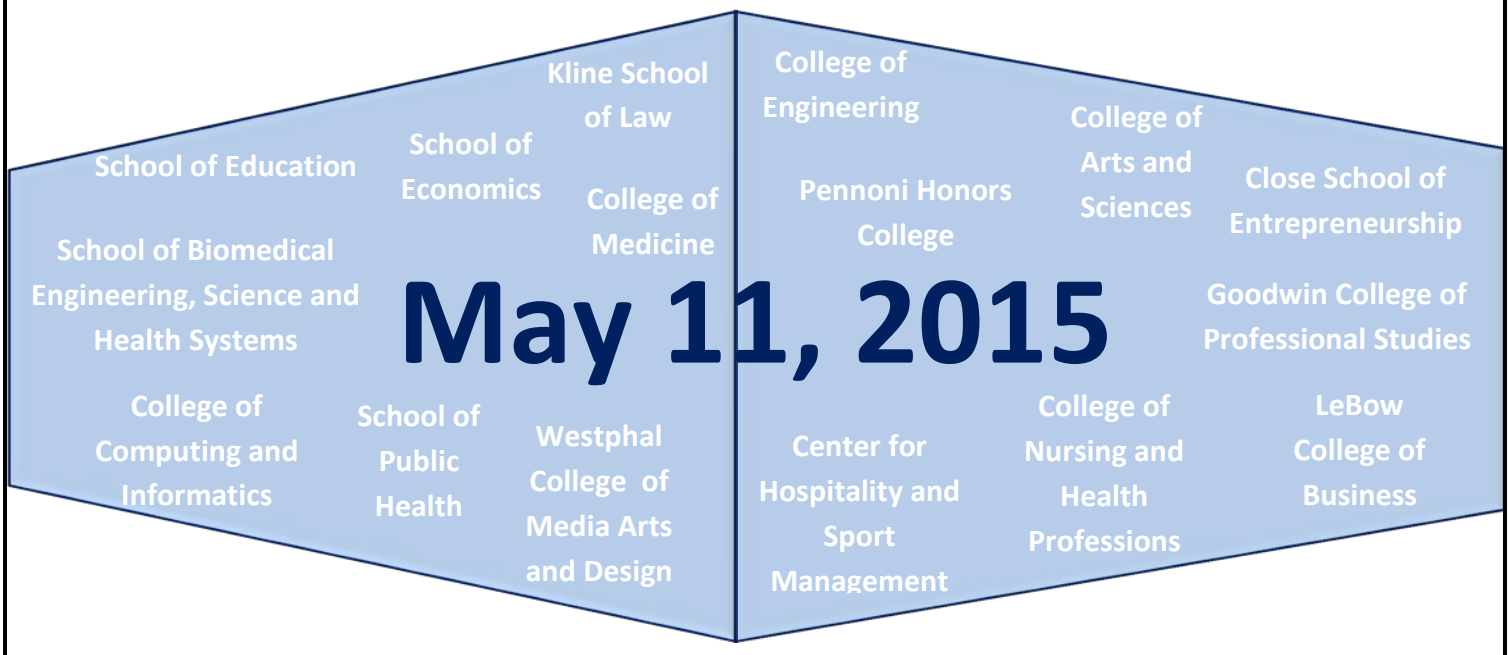
Drexel's Third Annual

Showcase of Teaching

Hosted by the Drexel Center for Academic Excellence

Behrakis Grand Hall



Drexel's Second Annual Showcase of Teaching Program Index

Introduction and Welcome

Behrakis Grand Hall

May 11, 2015

Drexel's *Third Annual Showcase of Teaching*, sponsored by the Provost's Office and organized by the Drexel Center for Academic Excellence (DCAE), celebrates the creative teaching methods of Drexel faculty and the student engagement and learning these techniques produce.

The day will begin with a panel of deans sharing what the scholarship of teaching means to their respective college, along with examples of faculty from across the university that are engaging in teaching scholarship to enhance the student learning experience.

Following the deans' panel, the remainder of the day will be split into two poster sessions featuring over eighty presenters representing all three Drexel campuses. We hope that these sessions will prove the expansion of dialogues across and within departments and colleges about the processes, pedagogies, and types of effective teaching and learning practice faculty can engage in.

Additionally, the DCAE is pleased to have Dr. Thomas Angelo on campus to present a keynote address entitled, "Using the Scholarship of Teaching and Learning (SoTL) to Improve Student Learning and Success: Five Practical, Research-based Approaches". Dr. Angelo is a seasoned professor, assessment specialist, faculty developer, academic administrator and researcher. Over the past 25 years, Dr. Angelo has established himself as a primer higher education expert, consulting at over 250 postsecondary institutions, presenting at more than 75 higher education conferences, both nationally and internationally, and earning numerous international fellowships from the Fulbright Program (Italy), Calouste Gulbenkian Foundation (Portugal) and the Higher Education Research and Development Society of Australasia. A video of Dr. Angelo's address will also be published on the DCAE website, www.drexel.edu/dcae.

After you have enjoyed the different presentations, we hope that you will fill out the short survey available when you exit from Behrakis Grand Hall. This will help us plan for Drexel's *Fourth Annual Showcase of Teaching* next Spring.

We also wish to thank Allison Keene, Associate Director of Operations and Outreach, who provided the organizational skills that have made this event possible.

N. John DiNardo
Senior Vice Provost for Academic Affairs

Barbara Hornum
Director, Drexel Center for Academic Excellence

Dana D'Angelo
Assistant Director, Drexel Center for Academic Excellence

Presentation Schedule

8:15 a.m. – 8:30 a.m.

Introduction by N. John DiNardo, Senior Vice Provost for Academic Affairs

8:30 a.m. – 9:30 a.m.

Dean's Panel on the Scholarship of Teaching and Learning at Drexel, featuring:

Gloria Donnelly, Dean, College of Nursing and Health Professions
Joseph Hughes, Dean, College of Engineering
Nancy Butler Songer, Dean, School of Education
Sandy Stewart, Associate Dean, Westphal College of Media Arts& Design

10:00 a.m. – 12:00 p.m.

Poster Session #1 featuring representatives from:

College of Nursing and Health Professions, School of Public Health, College of Medicine, School of Education, College of Engineering, College of Arts and Sciences, Antoinette Westphal College of Media Arts and Design, Office of Disability Resources, Bennett S. LeBow College of Business and the Drexel Libraries

12:30 p.m. – 1:45 p.m.

Lunch and Keynote Address by Dr. Thomas Angelo entitled,
"Using The Scholarship of Teaching and Learning (SoTL) to Improve Student Learning and Success: Five Practical, Research-based Approaches"
(attendance requires a previous RSVP – no walk in spaces are available)

2:00 p.m. – 4:00 p.m.

Poster Session #2 featuring representatives from:

College of Arts and Sciences, English Language Center, College of Medicine, Lindy Center for Civic Engagement, Antoinette Westphal College of Media Arts and Design, School of Education, College of Medicine, College of Nursing and Health Professions, College of Engineering, Thomas R. Kline School of Law, School of Biomedical Engineering, Science and Health Systems, Bennett S. LeBow College of Business, School of Public Health, Center for Hospitality and Sport Management and the Office of International Programs

Presenter List

Lloyd Ackert
College of Arts and Sciences

Kristin Alachkar
English Language Center

Renee Amori
College of Medicine

Shivanthi Anandan
College of Arts and Sciences

Catherine Bartch
Lindy Center for Civic Engagement

Valerie Booth
College of Arts and Sciences

Jean Brody
Westphal College of Media Arts and Design

Sharon Brubaker
University Libraries

W. Edward Bureau
School of Education

Jamie Callahan
School of Education

Fran Cornelius
College of Nursing and Health Professions

Carmen Cronin
School of Public Health

Dave Culver
Westphal College of Media Arts and Design

Christof Daetwyler
College of Medicine

Dana D'Angelo
LeBow College of Business

Mollie Davis
School of Education

Mary Jean DeCarlo
School of Education

Pouya Dianat
College of Engineering

Anne Erickson
College of Arts and Sciences

Aaron Fafarman
College of Arts and Sciences

Daryl Falco
College of Arts and Sciences

Christopher Carlo Fazioli
College of Arts and Sciences

Aroutis Foster
School of Education

Sandra Friedman
College of Nursing and Health Professions

Stephen Gambescia
College of Nursing and Health Professions

Kathy Geller
School of Education

Julie Hawkins
Westphal College of Media Arts and Design

Amy Henderson Riley
School of Public Health

Marlene Hilkowitz
School of Education

Cassandra Hirsch
College of Arts and Sciences

Barbara Hornum
College of Arts and Sciences

Monica Ilies
College of Arts and Sciences

Greg Jewell
English Language Center

Karen Kabnick
College of Arts and Sciences

Kristy Kelly
School of Education

Natalya Khmich
LeBow College of Business

Marlin Killen
College of Arts and Sciences

Daniel King
College of Arts and Sciences

Ann Knettler-Smith
Office of Disability Resources

Ray Lum
School of Public Health

Anthony Matranga
School of Education

Jordan McClain
College of Arts and Sciences

Don McEachron
School of Biomedical Engineering

Gregory McGee
College of Medicine

Samantha Mercanti-Anthony
School of Education

Michel Miller
School of Education

Jill Moses
College of Arts and Sciences

Marna Mozeff
College of Arts and Sciences

Michael Murphy
Kline School of Law

Diana Nicholas
Westphal College of Media Arts and Design

Mohammad Nozari
College of Arts and Sciences

Karen Nulton
College of Arts and Sciences

Ryan O'Connor
Lindy Center for Civic Engagement

Michelle O'Connor Kensey
College of Nursing and Health Professions

Caitlin Pinick
Wetphal College of Media Arts and Design

Kristian Reid
School of Education

William Rosenberg
College of Arts and Sciences

Pooja Rudra
School of Education

Sheila Sandapen
College of Arts and Sciences

Michael Scheuermann
Office of Information Resources and Technology

Kevin Scoles
College of Engineering

Lori Severino
School of Education

Mamta Shah
School of Education

Samir Shah
LeBow College of Business

Jason Silverman
School of Education

Kevin Smith
College of Arts and Sciences

Victor Sohmen
College of Engineering

Suruchi Sood
School of Public Health

Jennifer Stanford
College of Arts and Sciences

Meghan Strauser
School of Education

Albert Tedesco
Westphal College of Media Arts and Design

Brian Thiel
College of Arts and Sciences

Monica Togna
College of Arts and Sciences

Neville Vakharia
Westphal College of Media Arts and Design

Matthew Van Kouwenberg
School of Education

Karen Weaver
Center for Hospitality and Sport Management

M. Brannon Wiles
Westphal College of Media Arts and Design

Adam Zahn
Office of International Programs

Janet Zimmerman
College of Nursing and Health Professions

Morning Poster Session

10:00 a.m. – 12:00 p.m.

Fran Cornelius
College of Nursing and Health Professions

Ray Lum
School of Public Health

The Trilogy of Onboarding Faculty to Online Learning

Since the inception of the Online Learning Council (OLC) five years ago, Drexel University has institutionalized many of the best practices from the various academic units. The result of this has led to many Faculty Onboarding workshops and trainings on online learning throughout the university. The Online Learning Council Fellows have disseminated these practices at various national and international conferences over the past several years. In return, the OLC Fellows have brought back and integrated research-based practices from national gold standards such as Quality Matters and international findings from the International Technology, Education Development Conference into Drexel's Faculty Onboarding programs. This poster provides context, benefits and outcomes of online learning derived from Drexel's Faculty Onboarding Programs, Quality Matter and INTED conferences.

Christof Daetwyler
College of Medicine

A System for Creating and Assessing Video-based Assignments for Students from Existing Video Training Material

AnnotateVideo.plus is a web-based application that allows instructors to develop and administer video-based assignments that support remote assessment of the students' attention and comprehension. To accomplish this, the application allows the instructor to insert time-based annotations on a video while it is playing. These annotations can consist of both plain text and hyperlinks to webpages and/or online videos. When viewing the assignment, students see the video and list of annotations but not the associated times. As the student watches the video, they are required to click the appropriate annotation when they recognize it occurring in the video, and are graded according to how closely their answers match the times uploaded by the instructor. The grades and comments are remotely accessible to the instructor, allowing for rapid assessment. During the Showcase the presenter will show how the system can be used to further educational and assessment opportunities across disciplines.

Mary Jean DeCarlo
School of Education

Lori Severino
School of Education

Increasing Pre-Service Teachers' Literacy Instruction Skills and Self-Efficacy Through a Field-Based Flipped Course

Preparing pre-service teachers to teach reading to all students and understand how to target instruction for students with learning disabilities has been a challenge for colleges and universities. Providing high quality field experiences is essential to the future success of pre-service teachers. How do the colleges and universities that prepare future teachers provide the content, pedagogy and supervision necessary for success in the classroom? This poster will explore the results of a School of Education flipped field experience class. Pre-service teachers spend class time in a K-12 school receiving content and pedagogy instruction from a university professor. After spending part of their time in instruction, the pre-service teachers then work with students in a tier 2 setting to provide individualized or small group interventions under the supervision of the same university professor.

Aaron Fafarman
College of Engineering

Instant, Interactive Feedback in Large Classrooms Using Free Online Tools

Leveraging three, powerful, online tools including BBLearn and two free online tools, Socrative and Gradescope, makes it is possible to provide instant (or, in some cases, much faster than typical) interactive feedback to students inside and outside of the classroom. The technologies showcased in this presentation encompass homework grading, interactive classroom response gathering, team-based classroom exercises and exam grading and feedback. Each tool provides enhanced feedback to the students while streamlining the grading and content distribution for the instructor.

Christopher Carlo Fazioli
College of Arts and Sciences

Jason Aran
College of Arts and Sciences

Daryl Falco
College of Arts and Sciences

Developing a Textbook-Independent Calculus Sequence

Over the last two decades, changes in the technological landscape have affected a move away from print textbooks. Students' attitudes toward digital media demand that educators stay abreast of cultural advances. Furthermore, textbook prices are skyrocketing, having risen 82% in the last decade. In recent years, Drexel's math department has made a concerted effort to eliminate reliance on textbooks for the calculus sequence. Since 2012, the department has created lecture notes, problem sets, fully worked solutions, and video explanations. These resources are compiled in an organized, online environment which is publicly available to both current and previously enrolled students. To use as a reference, students are free to obtain a cheaply available previous edition of any undergraduate level calculus texts. Student feedback has been positive since the project has been in place and future goals include continual refinement of the content, as well as expansion to include pre-calculus.

Sandra Friedman
College of Nursing and Health Professions

Michelle O'Connor Kensey
College of Nursing and Health Professions

Holistic Nursing Collaborative Simulation: Caring For the Whole Person, Not Just the Specialty

Students concurrently enrolled in Medical-Surgical, Women's Health, and Mental Health Accelerated Bachelor of Science in Nursing (BSN) courses participated in a collaborative simulation experience designed to support professional communication and collaboration. At the conclusion of the simulation experience, students completed a brief survey. Of the 170+ students who participated in the collaborative simulation experience, 117 students completed the exit survey. Sixty percent of the students (n=117) felt the experience was extremely beneficial in enhancing their knowledge, communication, critical thinking, and clinical skills. The Standardized Patient (SP) and the Human Patient Simulation (HPS) experiences were viewed to have the most impact on nursing practice.

Julie Hawkins
Antoinette Westphal College of Media Arts and Design

Confronting Controversy by Shadowing Reality: Experiential Learning in a Cultural Planning Course

What happens when students confront University and neighborhood tensions head-on in the classroom? This presentation focuses on an attempt to bridge a professor's research, professional practice, and teaching activity through utilizing "real time, real world" data from active field research in the neighborhoods immediately adjacent to Drexel University. These neighborhoods face extreme economic and other challenges, while Drexel implements an ambitious agenda for growth. By using the research effort to frame an experiential learning project within a cultural planning course, students were able to face up to the challenges of university and community relations and to consider different perspectives regarding the role and value of arts and culture to communities. Through grounding the exercises in an ongoing project that enabled the students to both shadow the work of the project's researchers and gather information on their own, students were able to link theory, observation, and practice throughout the course.

Cassandra Hirsch
College of Arts and Sciences

Jill Moses
College of Arts and Sciences

Marna Mozeff
College of Arts and Sciences

Freshman Academic Seminar Program: Helping Students Stay the Course at Drexel

The Freshman Academic Seminar Program (FASP) creates a vital learning community for first-year undergraduate students whose school environment is now significantly larger than what they experienced in high school. Committed to engaging students both academically and socially - with their peers and professors – FASP faculty build on the core skills of math and English, advocating for their students and helping them navigate the new challenges of college life. This poster demonstrates how this tight-knit learning community provides students with the skills and support to stay the course throughout their education at Drexel University. During the 2013-2014 academic year, 84.1% of FASP students remained at Drexel (74 of 88 students); specifically, 4.5 % left due to financial hardship, 4.5% transferred, and 6.8 % left due to low academic performance. The program is in the process of gathering data for the 2014-2015 academic year.

Barbara Hornum
College of Arts and Sciences

Connecting the Variables: Designing Active Learning Experiences That Work

This case study uses institutional realities and priorities, student cohort characteristics, diversity of learning styles, responses to active learning and high impact practices, comparative longitudinal data, and faculty and student learning teams to create effective, meaningful teaching and learning situations. Data is derived from two Anthropology courses open to majors and non-majors over a three year period as a part of an assessment project recognizing instructional and student strengths and weaknesses, which required making frequent adjustments to content and processes and establishing integration of course goals with specific assignments. The data indicated the importance of student diversity variables, majors, years at the university, millennial patterns, international status, gender identity and socio-economic status in producing student success and active participation in the learning process. Results indicate how the gestalt of each class, transparency, integration of materials, flexibility, continual reflection and evaluation of learning goals transcend disciplinary differences.

Karen Kabnick
College of Arts and Sciences

Brian Thiel
College of Arts and Sciences

Laboratory Investigations of Dictyostelium: A Continuing Research Laboratory Course

Since opportunities for undergraduates to gain hands-on experience in the laboratories of research faculty are limited, and research experience is highly valued, a laboratory course to enable more undergraduates the opportunity to engage in an authentic research program was developed. This small research program, utilizing the differentiating organism *Dictyostelium discoideum*, is designed to be progressed by different groups of students from term to term in an ongoing, evolving manner. Therefore, each student's experience of the course is different as he/she enters at a different stage in a given project, anywhere from the initiation of a new project arm to the writing of a paper based on group findings. Many students have opted to continue to develop their projects over several terms, attesting to the value of their experiences. The course has now run for three consecutive terms and has just begun its fourth.

Kristy Kelly
School of Education

Mollie Davis
School of Education

Anthony Matranga
School of Education

Communities of Practice Inside Out: Researching (and Teaching) Ourselves

This poster tells the story of how one School of Education professor and two PhD students came together to read, research and write about communities of practice in three different settings: the United Nations, a progressive high school, and an online mathematics teacher education program. In the process, the presenters' own community of practice emerged, and they turned their scholarly gaze inward to become the fourth case. This poster tells the story of this pro evolution, shares findings from the study, and offers tips for those interested in starting or studying their own learning communities. With tips on democratic course design and non-hierarchical leadership, we make visible how learning is shaped by (and in turn shapes) community membership, organizational culture, and educator practices. Our findings have implications for transformative graduate education for both students and faculty at Drexel and beyond.

Daniel King
College of Arts and Sciences

Using Active Learning and Climate Change to Teach General Chemistry

Given our national need for a "climate literate" populace, climate change education is a priority. Through an NSF-funded project, we have developed in-class climate change activities with the POGIL (Process Oriented Guided Inquiry Learning) model that uses a learning cycle to guide students from concept exploration to concept understanding. These activities simultaneously teach chemistry principles and the concepts that underlie climate change. A second goal of the project is to analyze the student discourse that accompanies the use of the in-class activities and employ these analyses to inform revisions of the activities to better promote both the development of scientific concepts and substantive discussion of related socio-economic and environmental issues. In this presentation, the presenter will briefly describe the POGIL methodology and showcase the features and format of one of these activities.

Ray Lum
School of Public Health

Marlin Killen
College of Arts and Sciences

How Teaching Assistants Can Support Faculty to Turn a Triple Play on Online Learning

Faculty have an opportunity to tap into the talent of the 2,000 teaching assistants at Drexel University to support them in their online learning. Faculty can take advantage of this opportunity by encouraging and supporting teaching assistants on several Online Learning Council Initiatives. Three initiatives that act as catalysts toward teaching assistant development are: [1] accessing resources on Drexel's Initiatives in New Scholarship, Pedagogy, Innovation & Research in Education (INSPIRE) website: http://www.drexel.edu/inspire; [2] training in Drexel Core Design Element Checklist (DUDEC), Accessibility Best Practices Checklist and Quality Matters (QM) General Standards; [3] participating in a collegial DUDEC or QM course reviews by Online Learning Council Fellows. This poster identifies the benefits and outcomes of these initiatives to increase quality and scalability of online learning.

Jordan McClain
College of Arts and Sciences

Using Music Videos to Teach Media Literacy and Critical Thinking

This project addresses the use of music videos as a teaching tool to enhance media literacy skills in education about communication, media, and popular culture. The presenter will explain what media literacy is and why it should be considered an essential part of American life. He will connect this to music videos as an example of how to teach media literacy and critical thinking about popular entertainment media. Additional discussion points will revolve around why music videos are important to study, how they serve as a significant part of American culture and how they can be used as an effective teaching tool, as they are short, familiar, accessible, controversial, popular, and common online. To illustrate these ideas, the presenter will discuss select music videos for songs that charted in the top ten of the 2014 Billboard Hot 100 including: Beyonce's "Drunk in Love," Taylor Swift's "Shake it Off," Meghan Trainor's "All About that Bass," and more.

Michel Miller
School of Education

Ann Knettler-Smith
Office of Disability Resources

Creating Accessible Online Content: Intermediate

This poster will highlight the best practices included in an online course created by the Online Accessibility Committee that is available for the Drexel wide community. The course is intended to provide a more in-depth look at creating and maintaining online content that is accessible to students with disabilities and easier to use for all students enrolled. Best practices in accessible course design highlighted in this poster will include universal design, writing accessible copy, easy HTML, strategies for captioning video, third party software, and checking web content for accessibility. Attendees will have the opportunity to see the course in BlackBoard Learn, ask questions of the presenters, who are the co-chairs of the committee, and receive helpful handouts to be used in course design.

Diana Nicholas
Antoinette Westphal College of Media Arts and Design

Shivanthi Anandan
College of Arts and Sciences

Urban Interiors for Sustainable Challenges: Stem2SteamLab@Drexel

This poster will trace the progress of a research project for innovation as part of the Drexel Smart Initiatives Research Program at Drexel University. The poster documents the progress of a project, Algae Ponds for Biophilic Interior Living, which rakes across majors in the university. Beginning as a way to test the feasibility of using algae micro-ponds to create nitrogen rich water fertilizer used in an indoor setting, garden or yard, this project evolved into creating an in-home hydroponics system. Through the use of biophilia, interior design, design thinking, and bio-mimicry, the idea is to design sustainable, effective, and testable hydroponics systems that are suitable for growing algae cultures and plants on a small scale. Inculcating a STEM to STEAM model for research and innovation, such projects create ripple effects in the research and practice environments at the university and opportunities to engage students across majors.

William Rosenberg
College of Arts and Sciences

Outside In: The Use of Technology to Incorporate Thought Leaders into Classroom Instruction

This presentation details the pedagogy and process employed in several of the presenter's classes to incorporate thought leaders, domestically and internationally, into classroom instruction through the Global Classrooms Initiative at Drexel. Specific thought leaders were recruited to provide important perspectives related to the course's readings and lectures. Through use of this model, the presenter was able to include thoughts leaders from North America, the Middle East, Europe, Asia and South America into various courses. Another aspect of the course included the incorporation of Reflection Guides. These student-developed materials helped them to follow the presentations, prepare questions for the guests, and served as a basis of material to review for their examinations.

Kevin Scoles
College of Engineering

An Online, Problem-Based Course in Renewable Energy

An online Introduction to Renewable Energy course, aimed at Drexel pre-juniors and juniors, has been developed and offered over several quarters. The online approach was employed to bring together several student groups, including students on the main campus in Philadelphia, students on the Burlington County College campus in New Jersey, and students on co-op at various locations. Enrollments exceeded 50 students for each offering to date. The course serves as an overview of renewable energy sources, including wind, geothermal, solar, hydroelectricity, biomass, batteries and generators, and ocean energy. Projects in the course involved the design of a small off-grid energy system to meet a specific energy need in a specific locale. Group work was supported by collaboration tools built into Blackboard Learn, including the Collaborate communications tool, wikis and a file exchange area. This poster reviews the course goals, course design and delivery, project details, and course assessment results.

Samir Shah
Bennett S. Lebow College of Business

Real world" Global Classroom: Learning Opportunities and Challenges

Students and institutions are becoming more involved with “real world” classroom activity beyond internships in programs and courses. This poster will focus on how action-based learning is applied in various business classes, and in particular use examples of consulting-based projects designed in courses relating to start-ups, technology and nonprofits. Additionally, it will include options with global classrooms, highlighting international partnerships for such projects, and provide evidence through research of comparisons with traditional internships. A review of the skills students can and do learn will be presented. Participants are encouraged to add their own experiences to the conversation and share ideas.

Jennifer Stanford
College of Arts and Sciences

STIRring Up the Classroom: Scientific Thinking and Integrative Reasoning Through Case Studies

The Association of American Colleges & Universities (AAC&U) developed the Scientific Thinking and Integrative Reasoning Skills (STIRS) Initiative to promote the development of educational resources and curricula that support evidence-based thinking in general education curricula (http://www.aacu.org/stirs). In the first year of the project, sixteen case studies have been generated to tangibly support faculty in promoting scientific thinking and integrative reasoning in diverse classroom environments. These cases encourage students to study complex, real-world problems, and include resources to assist faculty in teaching these cases in the classroom. The STIRS cases are currently available for use, along with a variety of resources to help faculty to develop their own cases. This poster is intended to inform the Drexel community about the existence of these resources through an explanation of the STIRS framework, an emphasis on existing cases, and a discussion of how these cases might be used in a variety of settings.

Jennifer Stanford
College of Arts and Sciences

Daniel King
College of Arts and Sciences

Course for Faculty: Promoting Student Learning in Large STEM Classrooms

Retention of STEM undergraduates is an issue of national concern. Improving teaching methods is known to be critical for enhancing STEM student retention. For example, incorporating active learning approaches increases student performance and reduces the gender and achievement gap. Despite this, lecture is still the predominant approach used to teach STEM undergraduates. A myriad of factors have hindered classroom change, including that many faculty lack awareness of evidence-based pedagogies, or feel uncertain about how to implement these approaches, especially into the large classroom environments common in introductory STEM curricula. Through funding from the Howard Hughes Medical Institute, we developed a course to support faculty teaching large, introductory STEM courses. This course provides opportunities to: learn about evidence-based pedagogies, consider how to implement effective pedagogies into large STEM courses, and plan to incorporate at least one new evidence-based approach. Here we will describe the course format and initial insights from the first offering.

Albert Tedesco
Antoinette Westphal College of Media Arts and Design

Dave Culver
Antoinette Westphal College of Media Arts and Design

Teaching Technology Assessment to Television Management Students: Using Formal Debate to Uncover the Future of New Media

Television managers assess legacy and emerging technologies as part of their everyday work in the industry. Some of that assessment involves “low-stake” speculation about the likely trajectory of emerging technology and some involves “high-stake” evaluation of new systems of content capture, creation and distribution that often involves multi-million dollar investments in infrastructure. To prepare students for the task, this teaching tool employs a formal debate structure that pits teams against each other to argue the merits of a new technology. Teams prepare the affirmative and negative positions around each of five technologies that may have an impact on the TV industry in the near term: virtual MVPDs (multi-channel video program distributors (cable companies)), Google Glass, Occulus Rift, thin screen video displays, and 4k imaging. The debates are judged and the content of the debate serves as a capstone project for the course (TVMN 730 Emerging Television Technologies).

Monica Togna
College of Arts and Sciences

Teaching and Learning Ecology in an Urban Setting: Lecture Activities

Engaging students to connect concepts from introductory Ecology courses to their (personal) outside world proposes unique challenges in urban settings. This is additionally compounded in student populations planning for human health careers. Students often fail to see the relevance between Ecology and their chosen path of study or their immediate surroundings, thus making ecological concepts abstract in their eyes. To address these obstacles, the presenter developed a series of lecture activities to emphasize standard ecology learning objectives using real world, urban examples that the students can readily understand, appreciate, and witness in their daily lives. Initial project examples included urban- specific physiological and behavioral adaptations, ecosystem dynamics/biogeochemistry and intra-specific competition from the current ecology literature. These activities encourage students to begin the process of learning how ecology affects their lives, how their decisions impact other species, and how urban planning and voter decisions can create dramatic ecological change.

Neville Vakharia
Antoinette Westphal College of Media Arts and Design

Digging Deep into Data: Building Data-Driven Decision Making Skills in Arts Leaders

With a rapid increase in the scope and quantity of data available to the arts, cultural, and creative sectors, it is increasingly important that arts leaders entering the field are able to harness multiple types and sources of data to make informed decisions. In fact, data-driven decision-making is now a critical leadership skill in any field. Furthermore, arts administration educators are seeking ways to incorporate data literacy skills throughout their curricula, though no clear or common approaches have emerged. Making informed leadership decisions requires the use of institutional, community and sector data from public and private sources. This data requires analysis and interpretation to create useful information, which in turn can be further distilled into knowledge. As educators, we must enhance curricula to ensure our students enter a field with the complete set of analytical skills needed to lead the sector and build sustainable, relevant, knowledge-centric organizations and enterprises.

M. Brannon Wiles
Antoinette Westphal College of Media Arts and Design

Caitlin Pinick
Antoinette Westphal College of Media Arts and Design

The "Above-the-Title Classroom": Producing HBO's Lauren Weedman in Performance

Teaching students the importance of the relational aspects of artist-management collaboration can be difficult in the classroom. Hypotheticals are common, as are plans (development, marketing, etc.) for actual organizations which students research, though the plans are often never seen by the organization, or if they are, there is certainly no obligation to implement. To address these challenges, the presenter combined his creative work in theatrical producing with a “special topics” course to bring Critic's Choice Award nominee **Lauren Weedman** (HBO's *Looking*) to Drexel to create a solo show, *Well* I *Think You’re Beautiful, Philadelphia*, and with the class, produced the premiere in downtown Philadelphia. Students formed a relationship with Weedman, performing all of the necessary production functions, which included creating artwork and developing/executing a marketing campaign to drive actual ticket sales, which gave them a "stake" in the project that hypotheticals can never achieve.

Janet Zimmerman
College of Nursing and Health Professions

Sharon Brubaker
Drexel Libraries

Drexel Resources for Teaching in Online and Hybrid Environments

The teaching environment at Drexel University started to change in 1996 when Drexel first offered online degrees. Nearly twenty years later, Drexel’s traditional, face-to-face classrooms are complemented by more online curricula as well as hybrid courses that blend face-to-face teaching with online delivery. Both novice and experienced online faculty and teaching assistants (TAs) need resources to develop and expand their online instructional skills. Drexel offers a myriad of services and programs to meet these needs; the challenge is to know what is available and how to find them. The authors, members of the 2014-2015 Faculty Learning Community (FLC): Best Practices for Teaching and Learning in Online and Hybrid Environments, participated in the FLC’s discussion of Drexel’s support for online teaching. Supplementing the FLC data, the authors searched high and low for Drexel’s well-known (and barely-known) assets for teaching online and hybrid courses. This poster gives a listing, brief description, and whereabouts of Drexel’s resources.

Afternoon Poster Session

2:00 p.m. – 4:00 p.m.

Lloyd Ackert
College of Arts and Sciences

From Grey Boxes to 'Cosmos': Teaching the History of Science in Science Courses

In conjunction with the School of Education, the presenter has conceptualized a new approach to incorporating the History of Science into high school and college level science curricula. This intersects ongoing debates about science education and misguided assumptions about the "nature of science," the scientific method and related topics. This is an important thread in national science standards and is essential for students' overall scientific literacy. Through new courses in the History of Science (e.g. biology, mathematics), teaching methods are addressed, including a lack of useful resources, and how to incorporate them into already crowded course syllabi. This presentation illustrates how teaching the History of Science can help teach the nature of science in college courses, addressing the specific examples of: Copernican Revolution, Darwinian Evolution and Scientific Biography as method. The presenter will offer ways to use the History of Science to provide opportunities to address state standards for pre-college programs and broader approaches like the Common Core.

Kristin Alachkar
English Language Center

Increasing Confidence and Building Language Skills through Community Interviews

This poster presents Humans of University City, a project that challenged English Language Leaners to approach, interview, and photograph people around Philadelphia. Students enjoyed the challenge and afterwards reported increased confidence in their English speaking skills in social settings. By completing this project, students learned interview techniques, studied specific grammar and pronunciation skills in an authentic context, and developed listening and speaking skills in the classroom and community. To culminate the project, students created a blog inspired by Brandon Stanton's Humans of New York. While this project was created for English Language Learners, it is easily adapted for students in other fields. It's a project that can improve students' sense of community within the classroom, Drexel, and Philadelphia.

Renee Amori
College of Medicine

Implementation of Computer-based Learning Modules in Diabetes for First Year Internal Medicine Residents: A Review of the First Year of Use

Internal Medicine (IM) residents have variable exposure to diabetes care during training. Residents have time constraints within duty hour limits, and lectures remain a primary teaching modality. The Drexel IM Residency began the online "Diabetes for Residents" curriculum using Blackboard Learnduring academic year 2013-14. The curriculum includes eight modules based on best practices. Modules are freestanding, foundational diabetes content. Our target learners are first year residents in the categorical IM program. Residents accessed the material on each day of the week with Thursday and Wednesday being the popular days. They also accessed the modules at a variety of times of the day, with the most accesses from 6pm to midnight. We conducted a voluntary survey for feedback with the residents. Survey respondents found the content relevant to their learning. A computer-based diabetes curriculum decreased barriers to learning activities, and allowed 100% participation in a learning activity.

Catherine Bartch
Lindy Center for Civic Engagement

Trying to Solve Important Issues: Nonprofit Shark Tank

Following the tradition of Drexel's commitment to experiential learning, Drexel's *Shark Tank* gives students the opportunity to identify pressing social problems and brainstorm how to concretely address them by creating a hypothetical nonprofit. After discussing what makes a good nonprofit, examining structural differences between nonprofits and for-profits, and learning about funding sources for nonprofits, students are divided into groups to develop their own nonprofit. Each group then presents to a "shark tank," a panel of "business entrepreneurs, celebrities and government bureaucrats" (portrayed by another class of students) with each shark tank member being in charge of disseminating $1 million. Students make presentations and see if they can convince the shark tank to fund them! The purpose of this activity is to a) provide students an opportunity to think creatively and critically on important societal issues, b) afford students an opportunity to effectively communicate a message to a group, and c) develop a sense responsible citizenship.

Debjani Bhattacharyya
College of Arts and Sciences

Michelle Dolinski
College of Arts and Sciences

Adam Knowles
College of Arts and Sciences

Jacob Lahne
Center for Hospitality and Sport Management

Jonathan Seitz
College of Arts and Sciences

The Engaged Classroom Across the Disciplines

Faculty seeking practices to increase student engagement in their courses often confront practical barriers to implementation. Some practices require wholesale restructuring of a course; others require substantial upfront investments of time or money. Additionally, many practices are tied to the pedagogies or subject matter of a particular field. This presentation will cover a range of lightweight, high-impact practices for fostering student engagement across disciplines. In particular, we emphasize practices that do not require learning or implementing new technologies and can be put into practice with minimal disruption to existing course structures.

Jean Brody
Antoinette Westphal College of Media Arts and Design

Developing and Using New Standards for an Evolving Field

The Association of Arts Administration Educators is the professional association for teachers of arts administration. About ten years ago, the association developed a set of voluntary standards to increase consistency and expectations throughout the profession. These standards delineate subject areas that may be taught within the broader field of arts administration practice, and itemize potential learning outcomes at three levels of student mastery of the subject matter: foundational, developing and best practice. Over the past two years, a Standards Revision Committee surveyed arts administration practitioners in the United States and overseas to assess the usefulness of the standards in preparing students for the profession. Based on their input, the standards have been revised and re-distributed to the membership. In addition, the committee surveyed the association's membership to determine whether and how the standards are being used for program development, assessment and revision. This session will report on these two processes.

Jamie Callahan
School of Education

Pooja Rudra
School of Education

A Humanistic Approach to Online Learning: Using Interactive Reading Circles to Foster Deeper Learning

This poster will present the instructional design technique of 'Reading Circles' as applied to online graduate courses. A primary objective of Reading Circles is to share disciplinary knowledge and create new knowledge by developing learning communities within the classroom. In this approach, students explore readings using different, pre-defined lenses, and then meet virtually to discuss their perceptions of the readings before engaging with the full class in discussion boards. The underlying humanist/constructivist philosophical foundation of the technique will be described, and the application of the technique will be explained. Data collected both informally and formally across several terms will be presented to demonstrate the effectiveness of Reading Circles as a tool to facilitate deeper learning and engagement in online graduate courses.

Christof Daetwyler
College of Medicine

Gregory McGee
College of Medicine

A System for Facilitating Remote Audio/Visual Encounters Between Trainees and Standardized Patients

WebPatientEncounter is a system developed at the Drexel University College of Medicine for "facilitating remote audio/visual encounters between trainees and standardized patients for the practice, assessment, and remediation of healthcare communication competencies" [see http://webosce.net]. The system is fully implemented in the clerkship year curriculum at the Drexel University College of Medicine – where each student must work one WebPatientEncounter case per clerkship, resulting in more than 1600 completed WebPatientEncounter's per year alone at Drexel. It is also being used at The Gift of Life Institute since 4 years ago for the training of organ donation counselors in dealing with bereaving families of potential donors. Recently, the WebPatientEncounter system was licensed by DecisionSim, the only educational company that was adopted enterprise-wide by the Department of Veterans Affairs.

Dana D'Angelo
Bennett S. LeBow College of Business

Backchannel Chat: An Integration Study in Various Course Disciplines

This session presents the results of an ongoing study analyzing the use of backchannel communication in undergraduate classes among three professors at two different institutions of higher education in various disciplines and their respective students. The presenter will share the types of topics, questions, responses and interactions that took place with backchannel chats in several courses, paying particular attention to the students' collaboration, creativity, critical thinking, and communication as the primary observable measures. Best practices and challenges based on the experience will also be discussed.

Dana D'Angelo
Bennett S. LeBow College of Business

Creating a Global Classroom: A Cross-Atlantic Project

This session will present the 2014 pilot program for a global classroom with groups of students from the University of Leeds (UK) and Drexel University. Students were placed into teams, asked to create a new venture business plan and present it to a panel of entrepreneurs, streamed live from both institutions. This session will explore this pilot of global virtual teams (GVT) as part of a flipped-classroom experience in entrepreneurship education. Although global classrooms and GVTs are not new concepts in higher education, much of the emphasis has been placed on either traditional business courses and/or post-graduate learners. Here the emphasis is on undergraduate learners who are also a part of a flipped classroom environment. The session will explore how this type of experiential and social learning could be the starting point of internationalizing enterprise education through real-time streamed teaching and learning across institutions.

Anne Erickson
College of Arts and Sciences

Valerie Booth
College of Arts and Sciences

Beyond the English Class: Peer Editing & Peer Review

While composition classes routinely have peer editing or peer review built in as part of the instructional writing process, how useful is this process to students? How likely is it to extend beyond the composition classroom? What would encourage students to participate in this beneficial practice? Our data from a review of the literature and a small survey of First-Year Writing students administrated via Qualtrics will help colleagues in other fields to consider options for peer support to produce more effective writing for their classrooms and to promote the community of writers into their academic fields and discourse.

Stephen Gambescia
College of Nursing and Health Professions

Teacher Preparation When Using Popular Cinema in the Classroom

Using popular cinema in a classroom is a common teaching tool in health-related courses; however, there is risk of controversy from students, parents, administrators, and others because the topics often deal with sensitive and personal matters. The purpose of this teaching technique is to 1) describe components of a student learner activity guide to use when teaching with cinema, especially when presenting sensitive subject matters; 2) prepare responses to potentially controversial comments by students or others (parents, administrators) if a controversy arises; and 3) ensure that assessment activities tie directly to student learner outcomes. This guide is designed to temper challenges of teacher indoctrination, lack of good judgment, political party favoritism, or teacher bias. This teaching technique is designed for secondary teachers and college faculty teaching health-related material.

Kathy Geller
School of Education

W. Edward Bureau
School of Education

Beyond the Content: Creating Communities of Practice to Foster Adult Learning

This poster session offers a look at transformative learning and its processes that enable adult learners to both reflect critically on their assumptions and to engage with others in generative dialogue. It considers how strategies for cultivating individual and community reflection in "communities of practice" within and beyond the classroom create learning environments that support the transformation of students' "frames of reference" and "mental models". This session describes teaching strategies that leverage transformative learning and offers insight into how these theories may inform teaching pedagogy.

Greg Jewell
English Language Center

The Research and Writing Process in Gateway Writing for Chemistry

The Gateway Program at the Drexel University English Language Center is designed for students who wish to study at Drexel but have IELTS or TOEFL scores that fall under the admissions thresholds. The Gateway Writing for Chemistry course, a requirement for these students in their third term of the program, develops research and writing skills with a focus on chemistry. The presentation will visually outline the current process being used for developing research papers: topic selection, choice of source materials, organizing a works cited page, outlining, and successive drafts. Along the way are efforts to guide the students in choosing appropriate topics and acceptable source material, as well as proper documentation of sources both in-text and in bibliographical format, towards the final goal of a coherently organized research paper in which the student writer's voice remains prominent and plagiarism is avoided.

Marlene Hilkowitz
School of Education

Matthew Van Kouwenberg
School of Education

Jason Silverman
School of Education

The Dual Agenda of DragonsTeach: Supporting STEM Learners; Preparing Future Teachers

In this session, the presenterswill discuss the DragonsTeach model for instruction, which is designed to support undergraduates to unpack and apply disciplinary knowledge in novel, educational settings. We will share the theoretical framework that guides our work and details the five phases of instruction: (1) Participating in inquiry-based learning activities; (2) Designing and revising lessons based on their activities and capitalizing on their content knowledge; (3) Testing in the field; (4) Revising and reflecting; (5) Makingconnections to disciplinary knowledge and pedagogical theory. The DragonsTeach program, which is grant funded within the nationally acclaimed and researched-based UTeach program, supports undergraduate STEM majors in the design and implementation of hands-on, inquiry based STEM lessons in K-12 classroom as a means to excite and engage the next generation of STEM teachers and professionals, while at the same time, helping to rethink how math and science are learned in nearby Philadelphia public schools.

Monica Ilies
College of Arts and Sciences

Natalya Khimich
Bennett S. LeBow College of Business

Michael Murphy
School of Law

Incorporating Technology into Curriculum: Distraction or Engagement Tool?

Academic professionals often consider integrating technology with traditional teaching methods as an attractive pedagogical approach to increase student engagement, improve major retention, and better develop cognitive behavior. Drexel faculty currently employ different classroom technologies across various STEM disciplines, as well as in the humanities and social sciences courses. This poster summarizes the interdisciplinary input provided by such faculty during the regular meetings of the 2014-2015 DCAE Faculty Learning Community on *Engagement and Experiential Learning*. The presentation focuses on the benefits and challenges of technology-oriented classes, as perceived by both faculty and students, through hands-on experience.

Kristy Kelly
School of Education

Samantha Mercanti-Anthony
School of Education

Kristian Reid
School of Education

Global Education Colloquium: From Brown Bag to Blackboard

The Global Education Colloquium was founded on the premise that providing a forum for rich dialogue between education students, scholars, policy-makers and activists would lead to more engaged research and best practice initiatives. This poster tells the story of the Colloquium's evolution from Brown Bag to BlackBoard, highlighting the collaborative nature of the course (including faculty, program staff, instructional design and learning technologies) and how this enhances student learning. The course is based on a monthly speaker series. Guests provide advance readings, and students discuss them in online contexts. Speakers present cutting-edge research on diverse global education issues. Students engage speakers both in person and live online, and in the process, learn to link theory with practice, develop important professional networks, and learn to connect local experiences with global socio-political-economic-cultural shifts affecting schooling. Colloquium talks are free and open to the public (https://webedit.drexel.edu/soe/event-series/gec/).

Mohammad Nozari
College of Arts and Sciences

Pouya Diyanat
College of Engineering

Laptop Multitasking in the Classroom

Computers have become an inseparable part of any modern classroom; however, their usefulness in the in-class learning process is yet debatable. Multitasking on computers in class has been studied by Sana et al. It is shown that the scores of the students using these tools have been negatively affected. Moreover, it has been a source of distractions for other students who were in direct view of the same computer. Here we have verified the finding of this study by using the data from our previously taught classes. Additionally, we present an applied solution to enhance the benefits and remove the negative impacts of smart devices in the classroom.

Karen Nulton
College of Arts and Sciences

Don McEachron
School of Biomedical Engineering, Science and Health Systems

Teaching with Reflection

Scholarship of Teaching and Learning (Fink, 2011) posits the value of reflection to creating significant learning experiences. This poster builds on the scholarship of reflective practice and endorses the benefits of using guided reflecting questions in class. A Biomedical Engineering professor explains how he began to ask students three guided questions at the end of each lecture and how the results transformed his teaching. Sample student responses show how positing the questions helped students to articulate what they didn't understand while allowing the professor to address questions not asked in class and so feel revitalized in his teaching practice. The presenters will define the research behind the methodology of reflective writing and explore changes in biomedical engineering classes from using the reflective practice.

Michael Scheuermann
Office of Information Resources and Technology

Engaging Students and Enhancing Their Academic Experience - Using All Three Facets of Turnitin: Originality Checking, GradeMark, and PeerMark

Most faculty believe that Tunitin is only for catching students who plagiarize. It is far more than that. First, Originality Checking has several facets in itself. The GradeMark feature enables faculty to electronically mark-up student work, use existing comment libraries and rubrics, or to author, save, and repurpose feedback for students. Faculty can "create it once" and use their feedback elements over and over again - with multiple papers in the same class, across different classes in a given term, or even term over term. PeerMark enables faculty to select a Turnitin assignment to have an accompanying PeerMark assignment wherein students review and comment on each other's written work. Faculty can have students use Likert scale type questions to rate their colleague's work or enter text-based feedback for their course colleagues. The presenter will discuss and highlight all three of Turnitin's key features.

Mamta Shah
School of Education

Aroutis Foster
School of Education

Global and Local Relevance of Teacher Education in Game-based Learning

Shifting trends in educational research in game-based learning underscore the need to pay attention to teachers - an underrepresented group that has the potential to catalyze teaching, learning, and assessment with games. This presentation focuses on one application of the Game Network Analysis (GaNA) as a framework for developing teachers' competence in game-based learning and for designing games for learning. GaNA was used in a special topics teacher education course as a methodological framework to analyze games, integrate them, and consider the ecological conditions of the learning context in employing games for learning. In spring 2013-2014, fourteen pre-service teachers participated in the course, which was part of a doctoral research project in the School of Education. Despite making statistically knowledge gains in the constructs of GaNA, participants remained uncertain about using game in their future classrooms. The global and local implications for teacher education in game-based learning are discussed.

Samir Shah
Bennett S. LeBow College of Business

Dana D'Angelo
Bennett S. LeBow College of Business

How Do Students Benefit from Action Learning in Class Projects?

Students and institutions are becoming more involved with "real world" classroom activity beyond internships in programs and courses. This discussion will focus on how action-based learning is applied in various courses in business classes, and in particular use examples of consulting-based projects designed in courses relating to start-ups, technology and nonprofits. Additionally, it will include options with global classrooms, highlighting international partnerships for such projects, and provide evidence through research of comparisons with traditional internships. A review of the skills students can and do learn will be presented. Participants can include their own experiences to the conversation and share ideas.

Kevin Smith
College of Arts and Sciences

Monica Togna
College of Arts and Sciences

Teaching in Context and Learning in Action: Adapting Freshman Biology

Physiology and Ecology (Bio 126) is the third course in the freshman Biology sequence. Typically servicing between 350 and 400 students, this class consists of very large lecture sessions combined with smaller lab and recitation sessions of 24 students. While these students come from a variety of disciplines, the course traditionally emphasizes MCAT materials to prepare Biology students, with six weeks of physiology followed by four weeks of ecology. In Spring 2015, we restructured BIO 126 to create a curriculum that will both engage multiple disciplines while still covering all suggested MCAT material. The ecology material is now used as the context for learning physiological adaptation. This linkage is regularly displayed and reinforced throughout the course via a series of weekly active learning sessions, including customizable activities designed to engage the variety of disciplines and learning styles present in the student population.

Victor Sohmen
College of Engineering

The Impact of Transformational Mentoring

Students in our graduate and undergraduate programs—face-to-face, blended, or online—need transformational mentoring to maximize their learning experience, tap deeper into their potential, and nurture positive memories of their academic experience. Indeed, protégés benefit immeasurably from transformational mentoring experiences, including: enhanced leadership abilities; higher-order thinking skills; creative problem-solving ability; greater productivity, technical and scholastic competence; enhanced professional confidence; prudent interpersonal relationships; and imbibing the mentor's imparted wisdom. Transformational mentoring is fuelled by transformational leadership, emotional intelligence, and a deep-rooted sense of mission. The mentor needs to have a vision and passion for the transformation of protégés in their ephemeral charge that is consciously geared to outlast their own lives, and to outshine their own competencies. The goal of this session is to highlight the importance of transformative mentorship in our roles as teachers, and for students to recognize the benefits of being active protégés through their higher educational experience.

Suruchi Sood
School of Public Health

Carmen Cronin
School of Public Health

Amy Henderson Riley
School of Public Health

Learning by Doing: Faculty and Student Collaboration in Global Health Research

"Learn one, do one, teach one" – this phrase encapsulates a practice-based teaching and mentoring approach to global health research. This process culminates in recognizing the student as a full participant and colleague, by teaching new skills, providing opportunities to practice, and gradually scaling back oversight and empowering students with increased autonomy. This poster will provide two examples from the School of Public Health: (1) A community-based masters project to monitor behavior and social change using participatory methods in Nepal for hygiene and sanitation, violence against children, and maternal and child health; and (2) a doctoral dissertation project evaluating individual and social change resulting from a maternal and child health entertainment-education radio drama in Mozambique. These examples explain how the students were key members of the project teams, developed research objectives, indicators, and tools, and traveled abroad to gain field experience. Opportunities to institutionalize this approach within Drexel will be explored.

Karen Weaver
Center for Hospitality and Sport Management

Best Practices for Comparison of Mobile Apps used by Professional Sports Organizations

SMT 290--Digital Media in Sports explores the expanding use of digital technology to enhance revenues and increase fan engagement in sports. A goal of the course is to create meaningful experiential activities that tie into the Drexel Student Learning Priorities (DSLPs) of Technology and Communication. Students were asked to analyze the team and/or league mobile apps used by the NBA, NFL or NHL and compare them with mobile apps developed by European Football Leagues and/or Professional Tennis Grand Slam events. Students first compared strengths, weaknesses and best practices within each league; they then identified best practices and corporate partners including the design partners for the apps. By the end of this project, students learned more about how to identify critical gaps in app architecture and design, giving them insight into which sports and teams were best in this space.

Adam Zahn
Office of International Programs

Ryan O'Connor
Office of International Programs

Integrating an Academic Component in a Service Learning Experience

This presentation will cover the Center for Civic Engagement's Alternative Spring Break course, a one-credit asynchronous course that enhances service-learning experiences using theories of civic engagement, experiential learning, intercultural sensitivity, and reflection before, during, and after immersion. This course is optional for students participating in domestic and international service-learning programs and has afforded students the opportunity to explore their personal motivations for participating in service, think critically about service and "voluntourism", and gain insight and knowledge about the mission, vision, and programming of the organizations that they will serve with over the week. The course has been praised by students for helping students "unpack" experiential learning tools before, during, and after immersion.

Did You Know That the Drexel Center for Academic Excellence…

…Organizes and hosts a university-wide orientation for all new faculty every September.

…Hosts a face-to-face teaching and learning orientation for adjunct faculty in the Fall and Spring.

…Plans teaching and learning development workshops for faculty. For the AY 14-15, topics included Problem-Based Learning and Active Learning Strategies.

…Works with VCAP to record all of our workshops and posts them to the Resources section of our website, www.drexel.edu/dcae, just in case you miss it.

…Hosts year-long faculty learning communities. Faculty are invited to partake as facilitators or participants.

…Provides sponsorship opportunities to faculty who present on various teaching and learning topics. In AY 14-15, the Center sponsored 9 faculty applicants.

Launched an adjunct online community in Fall 2014, which current enrolls over 900 adjunct faculty.

…Offers confidential, one-on-one consultations for faculty looking for feedback on their teaching, syllabus, course design or general best practices.

…Runs academic portfolio workshops pairing trained faculty mentors with faculty mentees for a 4 week workshop, culminating in the creation of a personalized academic portfolio.

Visit www.drexel.edu/dcae

for more information

Notes