



Drexel's Second Annual Showcase of Teaching

Hosted by the Drexel Center for Academic Excellence

Behrakis Grand Hall

April 15, 2014

School of Biomedical Engineering, Science and Health Systems
School of Economics
College of Computing and Informatics
School of Law
Center for Hospitality and Sport Management
School of Education
Westphal School of Media Arts and Design
College of Engineering
College of Medicine
School of Public Health
College of Arts and Sciences
Close School of Entrepreneurship
Pennoni Honors College
Goodwin College of Professional Studies
LeBow College of Business
College of Nursing and Health Professions

Drexel's Second Annual Showcase of Teaching
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Introduction and Welcome

Behrakis Grand Hall

April 15, 2014

Drexel's *Second 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 entitled "The Distinctiveness of a Higher Education" by Brian Coppola, PhD of the University of Michigan. Dr. Coppola is a Professor of Chemistry, recent recipient of the Cherry Award for Great Teaching, advocate for science education and promoter of global higher education partnerships across continents.

We hope that this event will prove the expansion 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 have presenters from several units at University City and Center City Campuses. These presenters include several disciplines and reflect the categorical diversity of our faculty as well as including some of our graduate students.

When you have enjoyed the different presentations and the range of topics as well as the Keynote talk by Dr. Coppola, we hope that you will fill out the short survey available when you exit from Behrakis Grand Hall. This will help us plan for the Drexel's *Third 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.

N. John DiNardo, PhD
Senior Vice Provost for Academic Affairs

Barbara Hornum, PhD
Director, Drexel Center for Academic Excellence

Shivanthi Anandan, PhD
Associate Director, Drexel Center for Academic Excellence

Showcase Presenters

(alphabetical)

Lloyd Ackert, PhD

College of Arts and Sciences

Dan Allen, MA

School of Education

Jason Austin, MLA

Westphal College of Media Arts and Design

Benjamin Barnett, MS

College of Arts and Sciences

Nancy Bellafante, MS

University Libraries

Radian Belu, PhD

Goodwin College of Professional Studies

Peter Bernbaum, Esq

Westphal College of Media Arts and Design

Kenneth Bingham, MA

College of Arts and Sciences

Carolyn Bitzer, PhD

College of Arts and Sciences

Rona Buchalter, PhD

Pennoni Honors College

Jamie Callahan, EdD

School of Education

andré carrington, PhD

College of Arts and Sciences

Irina Ciobanescu Husanu, PhD

Goodwin College of Professional Studies

Alisa Morss Clyne, PhD

College of Engineering

Jennifer Coates, MSN, MBA

College of Nursing and Health Professions

Fran Cornelius, PhD

College of Nursing and Health Professions

Dana D'Angelo, MBA

LeBow College of Business

Mary Jean De Carlo, EdD

School of Education

Diane DePew, PhD

College of Nursing and Health Professions

Jonathan Deutsch, PhD

Center for Hospitality and Sport Management

Pouya Dianat, PhD-student

College of Engineering

Mitchell D'Rozario, PhD-student

College of Arts and Sciences

Matthew Duvall, PhD-student

School of Education

Kevin Egan, PhD

Pennoni Honors College

Susan Epstein, MBA

LeBow College of Business

Yalcin Ertekin, PhD

Goodwin College of Professional Studies

Lisa Farley, MEd

College of Arts and Sciences

Sandra Friedman, CNM, MSN

College of Nursing and Health Professions

Ted Fristrom, PhD

College of Arts and Sciences

Stephen Gambescia, PhD

College of Nursing and Health Professions

Allen Grant, PhD

School of Education

Alexandra Greenfield, PhD-student

College of Arts and Sciences

Susan Gurney, PhD

College of Arts and Sciences

Elizabeth Haslam, PhD

School of Education

Maria Hnaraki, PhD

College of Arts and Sciences

Karyn Holt, PhD

College of Nursing and Health Professions

Barbara Hornum, PhD

College of Arts and Sciences

Katherine Houseman, MA

College of Arts and Sciences

Greg Jewell, MA

College of Arts and Sciences

Lisa Johnson-Ford, DrNP

College of Nursing and Health Professions

Karen Kabnick, PhD

College of Arts and Sciences

Theodoros Katerinakis, PhD-student

College of Arts and Sciences

Daniel King, PhD

College of Arts and Sciences

Ann Knettler-Smith, MA

Office of Disability Resources

Nancy Kraybill, JD

School of Law

Nora Leary, BA

College of Arts and Sciences

Ray Lum, MPhil, MS

School of Public Health

Daniel Marena, PhD

College of Arts and Sciences

Shawn Martin, MA

College of Computing and Informatics

Julie McGrain, JD

School of Law

Deirdre McMahon, PhD

College of Arts and Sciences

Jonson Miller, PhD

College of Arts and Sciences

Charles Morscheck, PhD

Westphal College of Media Arts and Design

Kristine Mulhorn, PhD

College of Nursing and Health Professions

Diana Nicholas, MFA

Westphal College of Media Arts and Design

Jacklynn Niemiec, M.Arch

Westphal College of Media Arts and Design

Alison Novak, PhD-student

College of Arts and Sciences

Mohammad Nozari, PhD-student

College of Arts and Sciences

Cem Sahin, PhD-student

College of Engineering

Michelle Sahl, PhD

College of Nursing and Health Professions

Philip Salas, BS

Westphal College of Media Arts and Design

Sheila Sandapen, PhD

College of Arts and Sciences

Kevin Scoles, PhD

College of Engineering

Samir Shah, DPS

LeBow College of Business

Kevin Smith, PhD-student

College of Arts and Sciences

John Speidel, MChE

College of Engineering

Jennifer Stanford, PhD

College of Arts and Sciences

Albert Tedesco, MA

Westphal College of Media Arts and Design

Brian Thiel, MS

College of Arts and Sciences

Monica Togna, PhD

College of Arts and Sciences

Elizabeth Tomaszewski, DNP

College of Nursing and Health Professions

Elise Turner, MA-student

College of Arts and Sciences

Maria Volynsky, EdD

College of Arts and Sciences

Joan Weiner, PhD

LeBow College of Business

Christopher Weyant, PhD

College of Engineering

Julianne Winters, PhD

College of Arts and Sciences

Lisl Zach, PhD

College of Computing and Informatics

Janet Zimmerman, MSN

College of Nursing and Health Professions

Morning Poster Session

10:00 a.m. – 12:00 p.m.

Jason Austin, MLA

Westphal College of Media Arts and Design

Jacklynn Niemiec, MArch

Westphal College of Media Arts and Design

“Critical Dialogue(s): Promoting a Culture of Inquiry in Foundation Design Studio”

In architecture, whether a novice or seasoned practitioner, starting is often the most difficult part of the project. Making the first mark on the page demonstrates commitment –translating an idea to material artifact – but more importantly, the act of making, whether a mark on a page or a model constructed of scrap material, initiates a conversation between author and material artifact. This repetitive, yet tactile interaction between hand, eye, and mind - albeit seemingly primitive - is fundamental to teaching elemental design principles. In ARCH 101, the act making and mistaking (or the iterative practice of making) was central to the inquiry-based learning exercises within the studio. The success of a student’s project resulted from the questions that were asked throughout the design process (as opposed to being answered) between student and material, student and student, and student and instructor –thus creating a learning culture comprised of inquiry in lieu of resolution.

Benjamin Barnett, MS

College of Arts and Sciences

“Preparing International Students for Graduate Studies in the United States”

International students who have done their undergraduate work in their native country have many challenges facing them when they arrive in the United States for graduate studies. Beyond the standard culture shock of moving to a new country, they must familiarize themselves with the norms of higher education in the United States and may face additional uncertainty as they move into graduate studies, as even domestic students might. This poster looks at how the English Language Center (ELC) addresses the needs of such students in its pre-academic program for Fulbright scholars. Before joining their individual institutions, recipients of the prestigious scholarship study at the ELC for a five week program which features classes in academic presentations, American culture, and research and writing. Program participants also establish contact with other graduate students and faculty through various workshops and activities, while short trips throughout the area support their cultural education.

Carolyn Bitzer, PhD

College of Arts and Sciences

“Oral History Research Presentations: Evidence of Student Learning”

In the final weeks of my Women/Society in a Global Context course (WMST 240), students conduct an oral history interview and present their findings to demonstrate their knowledge about power, privilege, difference, and identity. Each student group picks a woman to interview. They consider how to ask about issues or events in her life and how to contextualize her story within a larger social, political, and economic framework. Their final presentations include a three-minute video excerpt along with their personal reflections on the research process. These presentations provide tangible learning artifacts. The poster display will detail the expected learning, course goals, and assessment alignment and tools. The challenges as well as the successful outcomes will be linked to Drexel’s Student Learning Priorities (DSLPs) and the larger discourse on student-learning scholarship.

Irina Ciobanescu Husanu, PhD

Goodwin College of Professional Studies

Yalcin Ertekin, PhD

Goodwin College of Professional Studies

Radian Belu, PhD

Goodwin College of Professional Studies

“Development of Agent-based Tutor & Simulator System Implemented in Areas of Quality Control, Metrology and Prototyping Courses”

The fundamental problems in manufacturing education are related to improving the 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 a CNC machine control simulator systems to enhance the cognitive learning of online laboratories and the design and use of simulator interfaces for metrology and quality control systems to enhance the cognitive learning of online labs. In this poster we briefly present the new learning modules developed (virtual 3-D laboratory activities) as well as the status of development of our Agent-based Tutor & Simulator System (ATSS) and our assessment and evaluation process. As part of ATSS, we developed a web page carrying the course modules and lectures and tutorials for students and other users to browse using a remote desktop and virtual lab server.

Alisa Morss Clyne, PhD
College of Engineering

“Enhancing Biomechanical Engineering Education Through Problem-based Learning”

Mechanical engineers often have limited understanding of current biomechanical engineering research areas and how they apply to biomedical technology. Through a National Science Foundation Transforming Undergraduate Education in STEM grant, we redesigned MEM 304: Introduction to Biomechanical Systems into a problem-based learning course focused on current biomechanical research challenges. Course modules included medical device design, cellular and tissue biomechanics, biomanufacturing, bio-microfluidics, and bio-inspired robotics. Each module was inspired by a real-world task, and students completed hands-on laboratory projects as part of each module’s learning progression. Through this course, student co-operative education experiences, and biomechanical engineering senior design projects, we will improve education of biomechanical engineers who can translate laboratory discoveries into cutting-edge biomedical technology.

Lisa Farley, MEd
College of Arts and Sciences

“Using Innovative Techniques for Evaluation in an ESL Writing Classroom -- and Beyond...”

This poster demonstrates an innovative technique for assessing students’ writing using the technologies of Waypoint, and shows how students receive more detailed feedback regarding their strengths and weaknesses in drafts and final papers than the traditional written comments provide. The poster also illustrates the various features of Waypoint, presents examples, and shows how professors across the curriculum can utilize Waypoint rubrics.

Sandra Friedman, CNM, MSN
College of Nursing and Health Professions

“Let Me Introduce You to Your First Virtual Patient”

In the recent film HER, Joaquin Phoenix's character develops a relationship with a computer operating system named Samantha. Similarly, nursing students now have the ability to develop a relationship with a virtual patient. Gone are the days of nursing students honing their skills solely on live patients or mannequins in a simulation lab. There are simulated software packages that offer students interaction with virtual patients or avatars. In addition to examining a live patient volunteer, students work with a virtual patient online in guided modules that focus on building and enhancing history taking and physical assessment skills. Students engage with a virtual patient to perform a physical assessment, complete a health and psychosocial history, practice documentation, and engage in reflection after each interaction. We have found that students benefit from learning with a virtual patient and the training can enhance and refine nurses' practice.

Stephen Gambescia, PhD

College of Nursing and Health Professions

Michelle Sahl, PhD

College of Nursing and Health Professions

“Exploratory Study in How Professionalism is Explicated in Undergraduate Degrees in a Health Sciences College”

Efforts to define professionalism or to achieve a consensus to teach, judge, or operationalize professionalism in many pre-professional programs are surprisingly elusive. PURPOSE: To learn how the undergraduate degree programs in a health professions college in a United States university had explicated professionalism via a review of select academic documents. METHOD: The study selected and analyzed documents at the university, college, and degree program levels. These included statements of university-wide student learning priorities, the health professions college’s mission statement and strategic plan, the overall health profession degree programs’ student outcomes goals, student program handbook, and description of core courses for the major. RESULTS: Three major findings will be given. RECOMMENDATIONS: Academic administrators at all levels of a university, especially those within health professions, should closely examine major academic documents to ensure that professionalism is well-articulated, given its importance.

Nancy Kraybill, JD

School of Law

Julie McGrain, JD

School of Law

“Foundations of Legal Analysis: Learning to Write with Purpose Using Simulated Case Files, Sample Models, and Extensive Instructor Feedback”

Legal analysis and writing are driven by a lawyer’s representation of clients. Teaching students to write with this purpose is the primary goal of Foundations of Legal Analysis, a course offered to upper-level students who want to improve their legal writing. The class is co-taught by a former civil litigation partner turned Drexel Law faculty member and a current criminal defense attorney. We bring the "real world" into the classroom by developing civil and criminal problems drawn from real cases. Students sift through facts and apply the law to draft memoranda responding to assignments that replicate those given to new attorneys. We flip the classroom. Students read the assignment packets as homework. In class, we break the assignments into chunks and provide students with models to ensure their mastery of legal analysis and writing. By submitting multiple drafts to the instructors for feedback, students learn to "write like a lawyer."

Jonson Miller, PhD

College of Arts and Sciences

“Improving Student Performance in Large-Lecture Courses in Fifteen Minutes”

A single fifteen-minute meeting between myself and under-performing students of a large-lecture course led to improved test scores and student satisfaction. Large-lecture courses tend to create a sense of student anonymity, which leads to lower student motivation and, consequently, poorer performance. Moreover, the large workload of large-lecture courses makes it harder for instructors to provide the student-centered learning and student-teacher interaction that improves student outcomes. I chose to intervene with under-performing students in my 100-student history courses taken almost entirely by freshmen. I required all students who earned a D or F on the first exam to meet with me individually for fifteen-minutes. The result of these meetings was an average 13- and 23-point (out of 100) improvement between their first and second exams in 2010 and 2011 respectively. Moreover, both student satisfaction and my own joy of teaching increased.

Diana Nicholas, MFA

Westphal College of Media Arts and Design

Shivanthi Anandan, PhD

College of Arts and Sciences

Joan Weiner, PhD

LeBow College of Business

“Innovative Problem Solving and the Interdisciplinary Smart Initiatives Minor”

The newly approved Interdisciplinary Smart Initiatives (INSI) minor will allow students from across the University to plan and complete multidisciplinary projects that use technology to solve problems related to urban communities. The new minor is housed within the Westphal College of Media Arts & Design, but its students can come from any undergraduate program at Drexel. As long as students want the chance to produce an innovative, tangible project, they can take the minor; whether they're studying Biology, Engineering, Architecture, Interior Design or something else. This poster will describe the new minor relative to the first course, Innovative Problem Solving, which was taught in Fall 2013. Through this course, students explored different problem solving methods and were introduced to them firsthand through a series of guest speakers. This poster will chart the methodologies and outcomes of the course.

Samir Shah, PhD

LeBow College of Business

“Designing and Implementing Global Classroom Projects”

The poster will include information about my global classroom projects experience both from the faculty (design and setup of projects) and students' (learning) perspectives.

Jennifer Stanford, PhD

College of Arts and Sciences

“Developing an Active Learning Classroom to Teach a Large Sophomore Level Biology Course”

Active learning approaches have been clearly demonstrated in the literature to be more effective than lecture in promoting student learning, engagement and retention in large classrooms in STEM disciplines. Despite this, many high enrollment STEM courses at Drexel and other large research institutions are taught through didactic lecture. Major barriers to implementing active-learning approaches in the classroom include lack of knowledge about effective pedagogical approaches and discomfort with using unfamiliar approaches in the classroom. I will describe the initial implementation of an active learning classroom in a sophomore level biology course enrolling over 80 students, with focus on the mechanics of implementation, observations on how the approach compares to a didactic lecture course from the faculty perspective and the student experience. The goals of this poster are to expand awareness of this approach and to provide participants with concrete suggestions of how to implement a course structure of this type.

Theodoros Katerinakis, PhD-student

College of Arts and Sciences

Maria Hnaraki, PhD

College of Arts and Sciences

“Students Learn through the Looking Glass: Blended Experiential Pedagogy in the Drexel Abroad in Crete Program”

Drexel’s Study Abroad in Crete 4-course program operates with classroom “in mobility” of a hybrid nature: “2-4-4” weeks for Philadelphia, Greece, and on-line. The goal is to showcase an 8-year educational experience that enhances learning via a living- reflecting perspective. The Learning management System (LMS) backbone glues all program phases tight in a pedagogical setting. Students literally dive into the Mediterranean human-ecoscape of current rich multi-faceted culture, economy and society through Herzfeld’s looking glass approach. Peer instruction and interaction flips the classroom in Mazur’s terms. Student projects are research-oriented, including STAR scholars. Learning continues when students depart, as field research and travel is about changing perspective; the most important means of transportation is life itself. The program applies best practices in class pedagogy with synchronous contact and asynchronous rumination and retention; its intense experiential nature - via the Socratic Method- cultivates critical abilities, and forwards Gardner’s multiple intelligences towards Drexel learning priorities and global competencies.

Lisl Zach, PhD

College of Computing and Informatics

Shawn Martin, MA

College of Computing and Informatics

“Moving ‘The History of the Book’ into the 21st Century”

The History of the Book course is a traditional mainstay of Library and Information Science (LIS) education and a perennial favorite among students valuing contact with physical artifacts. In the digital age, knowledge representation has become independent of individual objects and such classes need to reflect these changes. Working collaboratively with experts from the University of Pennsylvania Libraries’ Kislak Center for Special Collections, Rare Books, and Manuscripts, we have developed a new online version of this discussion-based course offered as part of the Master of Science in Library and Information Science degree in the College of Computing and Informatics. This new version, augmented with video clips and other materials, draws on traditional content but situates itself in the context of knowledge representation through the ages, with a special emphasis on the role of information in the 21st century and beyond.

Morning Roundtable

Session #1
10:00 a.m. – 11:00 a.m.

Table #1 (Behrakis Grand Hall)

Allen Grant, PhD
School of Education

Fran Cornelius, PhD
College of Nursing and Health Professions

“The A B C’s of QM™ Getting Ready for a Course Design Review”

This presentation will provide an overview and introduction to the Quality Matters Peer-to-Peer feedback tool for continuous improvement of their course design. Attendees will learn key components of an internal QM review, how it works and how to know if they are ready for a review. Attendees will have the chance for a hands-on experience utilizing the tool in sample course review.

Table #3 (Behrakis Grand Hall)

Lloyd Ackert, PhD
College of Arts and Sciences

Kevin Egan, PhD
Pennoni Honors College

“Pedagogy on the Road-Less-Traveled: Creating and Assessing Travel-Integrated Courses—The Pennoni Honors College Field Cases of Florence, Italy and South Africa”

Co-curricular, experiential learning in the form of Travel-Integrated Courses creates rich opportunities for dynamic and impactful undergraduate education. Such courses help mitigate the rising challenge offered by online education and MOOCs to traditional academic settings. Based on two recent Travel Courses organized in the Pennoni Honors College “Great Works Symposium,” (GWS) we will discuss our experiences in structuring, funding, and implementing such courses. In addition, we will highlight the challenges of achieving best teaching practices when integrating a classroom-based course with a travel component. We will demonstrate the pedagogical value of these courses for undergraduate education by featuring the methods used to provide robust research and experiential learning opportunities. Our Travel Course examples are the “Galileo in Florence” travel course that was related to the “Lives in Science” GWS course and the South Africa course related to Museum Science.

Table #5 (Behrakis Grand Hall)

Pouya Dianat, PhD-student

College of Engineering

“Culturally Adoptive Teaching Methods for Enhancements in Learning Process of Young Adults”

This topic revisits the meaning of effective communication among individuals as a two-sided link, which requires both receipt and comprehension of sent data. Based on this perspective, influential teaching methods are described that function based on existing cultures and conventions among young adults. Case studies are then presented, in which utilization of a culturally-adopted language has enhanced students' motivation and engagement in learning conceptually hard scientific concepts in Electrical Engineering. It is eventually concluded that using these methods will increase students' satisfaction over learning new material, regardless of final evaluation results.

Table #7 (MacAlister 2019)

Katherine Houseman, MA

College of Arts and Sciences

Maria Volynsky, EdD

College of Arts and Sciences

Nancy Bellafante, MS

University Libraries

“Connecting the Dots: Enhanced Consultation Program for Multilingual Writers”

For many multilingual students, academic writing is a daunting task that requires the application of three interconnected skill areas – language (vocabulary and grammar), writing (organization and development of ideas) and research (integration and documentation of sources). A struggling writing student, however, may not be able to identify which aspect of a project needs improvement. So how can he or she know where to go for help? To streamline support for our growing international student population, the Drexel Writing Center, University Libraries and English Language Center launched a partnership in Fall 2012 to provide coordinated consultation services. Please join representatives from the Language, Writing, and Research (LWR) Consultation service to learn more about the program, the motivation behind the partnership, how the service works, lessons learned, and future directions. We will also discuss common challenges faced by multilingual writers and suggest resources faculty can incorporate into their courses.

Table #8 (MacAlister 2020)

Dana D'Angelo, MBA

LeBow College of Business

Susan Epstein, MBA

LeBow College of Business

“Developing University Peer Mentors as Second Chair Leaders”

The authors initially conducted exploratory research with a small sample of undergraduate upperclassmen in Drexel University's LeBow College of business to compare perceptions among peer mentors, new student mentees and faculty partners regarding the effectiveness of the peer mentors' application of specific leadership roles, skills, and behaviors when acting in the mentoring role. The sample included two faculty members, three peer mentors and approximately fifty student mentees. Initial results suggested that the perceptions among the different groups do indeed vary. Based on those results, a larger study was conducted. Eighteen faculty members, nineteen peer mentors and approximately two hundred student mentees participated. Results from the larger study indicated: significant changes occur in the self-perceptions of the peer mentors pre and post program; perceptions among the three groups involved regarding the peer mentors' leadership roles do vary; but no significant differences exist toward the peer mentors' leadership roles among the student mentees based on the mentees' gender or country of origin. Additional data also indicated higher retention for student mentees being peer-mentored in the program, and in higher peer mentor job placement levels upon graduation.

Morning Roundtables

Session #2

11:00 a.m. – 12:00 p.m.

Table # 2 (Behrakis Grand Hall)

Daniel King, PhD

College of Arts and Sciences

“A First Attempt at a Flipped Classroom”

The Flipped Classroom is a technique in which traditional in-class content delivery (e.g., lecture) is assigned outside of class time (e.g., lectures uploaded to the course website), leaving the class time for activities that allow students to actively engage with the content (e.g., solve problems). Since I already have students answer conceptual questions and do calculations during my lectures, I didn't think that flipping my classroom would provide much benefit. However, during this past winter term of cancelled classes, I found myself unable to keep on track with my syllabus. The solution that allowed me to get caught up was a modified flipped classroom: posting video mini-lectures (about 10 minutes long) prior to each class. During this roundtable discussion, we will talk about ways to record the mini-lectures, how to ensure that students watch them, and the pedagogical pros and cons to this approach.

Table # 4 (Behrakis Grand Hall)

Fran Cornelius, PhD

College of Nursing and Health Professions

Karyn Holt, PhD

College of Nursing and Health Professions

“Engaging the Online Learner”

Student-focused learning in a teacher-facilitated environment taking place online with two way interaction is engaged online learning. The importance of collaboration to learning provides a way to view the world in its complex state, with real world application. Weigel (2002) asserts that “content is the clay of knowledge construction; learning takes place when it is fashioned into something meaningful.” This session will provide attendees useful strategies/techniques that can be utilized to engage students in active learning in the online learning environment.

Table # 6 (Behrakis Grand Hall)

Ray Lum, MPhil, MS

School of Public Health

Cem Sahin, PhD-student

College of Engineering

Kevin Smith, PhD-student

College of Arts and Sciences

“Unifying Graduate Teaching Assistant Training for Online Teaching”

The Online Learning Council (OLC) has grown to 100 members from across the University of which 10 members are teaching assistants. Other members are faculty, administrators, technical and instructional design staff. The OLC's purpose is to improve and enhance the academic experience at Drexel through better use of technology, assessment, innovative teaching approaches, collaborative course reviews, and professional development. Many of these skills are relevant to the 2,000 graduate teaching assistants in their present role as well as professional development towards becoming young academics. The focus of this roundtable discussion is to address the benefits of integrating teaching assistants into Drexel's Initiatives related to Online Course Quality. These quality measures are based on the Quality Matters Standards and the Drexel University Core Design Element Checklist. The roundtable discussion will focus on how unification of teaching assistant training for online teaching would benefit the student, teaching assistant, faculty, program and university.

Table # 7 (MacAlister 2019)

Mohammad Nozari, PhD-student

College of Arts and Sciences

“More Active Recitation Classes”

Recitation classes are common in all fields, especially in the department of chemistry, which enrolls approximately 1200 students in their general Chemistry classes, Chem 101 and Chem 102. These recitations, however, are not interactive. There are several ways by which these classes could be more interactive, involving higher number of students in class, and changing the class dynamic from a teacher-based problem solving class to a more active, student-oriented learning environment. This approach includes minor changes to a teacher's grading value, the ways students are grouped and the inclusion of a variety of problem solving techniques.

Table # 8 (MacAlister 2020)

Dana D'Angelo, MBA

Lebow College of Business

“Consulting-Based Action Learning as an Experiential Learning Alternative”

Experiential learning (EL) has long been established as effective and dynamic in higher education. This active approach has been proven to provide participants the ability to apply and integrate prior experiences, as well as reflect upon outcomes of a project and their skill development. EL can be offered through an array of options, including computer simulations, cases, service learning, internships and co-operative education. Another option in this spectrum is “action learning”, which “connects theory with practice, and requires dynamic sense-making, fact-based decisions, high-performance teamwork, and persuasive communication” (grahammercer.com). Although co-operative education is the most comprehensive form of EL, action learning's consulting-based projects provide similar, stronger and complimentary results in the perceived learning benefits to participants. The inclusion of action learning in academic programs can be a successful alternative or complement to other forms of EL to meet overall institutional goals. The session will: review common methods of EL in academia; present LeBow’s offerings in, and EVP’s model for, consulting-based projects; provide comparative data of student perceptions of learning between two forms of action learning (consulting-based projects and co-operative education); present the authors’ research approach and methodology, and subsequent findings/results/observations; and discuss potential application in comparable programs among attendees at various institutions and within unique programs of study.

Afternoon Poster Session

2:00 p.m. – 4:00 p.m.

Lloyd Ackert, PhD

College of Arts and Sciences

"History of Science, Nature of Science, and Science Content"

The Nature of Science continues to be an important thread in national science standards and curriculum as it is essential for students' overall scientific literacy. The actual teaching, however, of the Nature of Science is complicated by numerous factors, including a lack of useful and available resources and the difficulty of including it among all of the other material that must be covered. I will present on how the history of science can help teach both the Nature of Science and support content teaching in college courses using several specific examples such as the Copernican Revolution, Darwinian evolution (including its somewhat harried history with Mendelianism) and theories of atomism. It will suggest ways that using the history and nature of science can provide unique opportunities to address state standards for pre-college programs (including the NGSS) and broader approaches like the Common Core.

Kenneth Bingham, MA

College of Arts and Sciences

"It's a Beautiful Life"

Many people are scared of death. However, the last days of someone's life are really a time to celebrate that life. In this class, each team of two created a video documentary and Life Journal book to help a hospice patient pass down their life experiences to their family and loved ones. When I originally signed up for this course, I had thought it one where I could make an immediate impact on my students. I sat down with Cyndi Rickards who brought the course to our school and spoke of our scope and goals. Knowing that most students this age consider themselves immortal, I thought I could help work with them through an experience with death and perhaps an early experience with the realization of their own mortality. What I discovered was remarkably different. I had expected the patients that they worked with to show them that death was not a frightening experience, but one of genuine grace. Instead, we found that the patients were more alive than any of us. Not only did they not fear death, it didn't actually impact their lives. Yes, they were going to die, but they were alive NOW. And they were enjoying it.

Rona Buchalter, PhD

Pennoni Honors College

Jamie Callahan, EdD

School of Education

“Efficient and Effective Letters of Recommendation”

This poster will present the results of a 2013 campus-wide study on faculty practice of writing letters of recommendation. In that work, we surveyed or held small group conversations with 239 faculty from the majority of Drexel’s schools and colleges about their attitude, experience, and practice surrounding student letters of recommendation. As a result of this study, as well as our own experiences working with students, this poster will offer concrete recommendations and strategies for efficiently writing effective letters of recommendation.

Matthew Duvall, PhD-student

School of Education

Elizabeth Haslam, PhD

School of Education

“Participatory Learning in Virtual Classes Using Simulations”

This presentation will highlight a project in progress on designing effective and engaging simulations for online classes. Based on the constructivist principles of participative learning, simulations provide authentic contexts for learning. The online environment presents unique challenges, requiring careful attention to design and implementation of digital components. This poster will demonstrate how to use Adobe Captivate as one solution for creating enticing interactive course components.

Kevin Egan, PhD

Pennoni Honors College

“Teaching the Curriculum: Academic Advising as Pedagogical Practice”

This poster will explore the ways in which academic advising can serve as a pedagogical tool in “teaching the curriculum.” Specifically, it will apply advising theory and best practices developed in Individualized Major Programs (IMPs) to the broader curricular mission of higher education. The poster will illustrate the basis for the symbiotic relationship between advising practices within IMPs and the “advising as learning” model of academic advising, with a focus on expanding the ways in which we understand how teaching takes place through advising. Finally, it will explore three primary learning goals derived from the activation of teaching the curriculum through advising: 1) student empowerment through self-directed learning; 2) the ability for students to draw meaningful methodological and epistemological connections across disciplines; and, 3) the development of effective communication skills as students become advocates for their own academic and professional objectives.

Alexandra Greenfield, PhD-student

College of Arts and Sciences

Elise Turner, MA-student

College of Arts and Sciences

“The Adaptation of Kellerization to an Introductory Level Psychology Course”

Kellerization, a self-paced teaching method in which students utilize various resources to master segmented course material, includes: (1) individually-set movement through material (2) unit mastery requirement for advancement (3) written sources of essential information and (4) a personal-social aspect (Keller, 1968). Kellerization was implemented in Drexel University’s Introductory Psychology course to promote and evaluate student mastery of the content. This poster will track the changes made in course design from 2011-2013, including adaptation to online testing, deadlines for exams, number of exam attempts permitted, and amount of explanation delivered with exam corrections. These modifications were based on class performance data and student feedback. Recommendations for future adjustments will also be made.

Greg Jewell, MA

College of Arts and Sciences

“Scaffolding English Irregular Verb Learning for ESL Students”

English irregular verbs are high in frequency because they convey basic concepts. Yet they are also formally and semantically elaborate; consider, for example, the phrasal verbs formed with “make” and the various meanings of this simple word. For learners of English, however, it’s enough of an accomplishment to master their past and past participial forms and to use them accurately in a limited number of contexts. A scaffolding method facilitates the learning of these verbs by gradually moving from teaching to individual student learning objectives. In the six-level program at the Drexel University English Language Center, 20 verbs are added per level with practice focusing on listening recognition, spelling, pronunciation, and use in past and perfect tenses and the passive voice. Online and in-class resources are integrated into the process for learning and review.

Karen Kabnick, PhD

College of Arts and Sciences

Brian Thiel, MS

College of Arts and Sciences

“Biology Research Laboratory Course”

We are developing a laboratory course geared to enable more undergraduates the opportunity to engage in an authentic research program as opportunities in research faculty labs are highly valued for undergraduates but limited in availability. We are developing a small research program that could be progressed by different groups of students from term-to-term. A small group of students would work for one or two quarters on a set of projects. The departing students would pass their projects and reagents on to the next group of incoming students. The process would repeat. All accumulated information will be maintained electronically. When we get publishable results, even results worthy for a journal of undergraduate research, we will collect the names of the students who had contributed to that project, and submit the paper with all students’ names. Each student’s experience of the course would differ as he/she would enter at a different time in a project, anywhere from inception to the writing of the paper.

Nancy Kraybill, JD

School of Law

Julie McGrain, JD

School of Law

“Do We Need to Teach Law Students Grammar?’ An Emphatic ‘Yes!’”

Upon entering law school, most students have completed 16 years of formal education. Yet many law students have not learned the fundamentals of grammar, sentence structure, and paragraph cohesion. Our course, Foundations of Legal Analysis, helps to bridge the gap. A Drexel Law professor and a practicing lawyer work collaboratively to help upper level law students master clear and concise writing. In our flipped classroom, students complete homework assignments using an online grammar tool. We reinforce the students' mastery of grammar rules using "5 Minute Grammar" class lessons. We employ a multi-step learning process. We identify mistakes and model how to correct them. Then, we have the students identify and correct other similar mistakes. Finally, we have them independently identify and correct mistakes in their own writing. This laddered, feedback approach helps our students to become competent writers and creates a strong foundation for their development as effective legal writers.

Albert Tedesco, MA

Westphal College of Media Arts and Design

Philip Salas, BS

Westphal College of Media Arts and Design

Peter Bernbaum, Esq

Westphal College of Media Arts and Design

“Negotiating Retransmission Consent: A Classroom Simulation for Future TV Managers”

All managers negotiate. As part of the graduate program in television management, students engage in a simulated negotiation around a “retransmission consent fee.” This teaching tool is based on the requirement established under The Cable Television Protection and Competition Act of 1992 that provides, among other things, that broadcast networks can negotiate, a fee for their programming that cable companies desire to carry. If no fee is negotiated, programming blackouts can occur. In this simulation the class is divided into three pairs of negotiators representing XYZ-TV and CABLECO. Students are given background information and a week to research the position of the player each team represents. Three students acting as observers and three faculty members participate in the post-simulation discussion during which each pair of players presents the results of the negotiation process. The poster will present the background information, process, learning outcomes and student assessments of the simulation.

Monica Togna, PhD

College of Arts and Sciences

“Individualized Learning in Large Lectures Courses...a Multi-tiered Approach to Recitation Design”

Students entering undergraduate science programs differ greatly in academic backgrounds and learning styles. Hence, it is a challenge to try to best serve the needs of each individual amongst a large cohort of students. A course’s recitation component can offer an opportunity to individualize student learning, setting students up to succeed. Using a multi-tiered approach to design assignments can insure that students actively work through material via an appropriately customized path. Additionally, this tiered approach can foster the formation of student study groups. During the 2013 Spring Quarter the format was introduced for BIO 126 Physiology and Ecology. Mean exam scores for the pilot year were compared to data from the previous year. Based upon increases in both mean and median exam scores, the tiered recitation approach warrants further investigation. Also of note: student feedback concerning this approach has been overwhelmingly positive.

Christopher Weyant, PhD

College of Engineering

“Using a “Flipped Classroom” to Enhance Learning in a Large Lecture Introductory Materials Course”

As content delivery continues to evolve with the advent of online education and MOOCs, it is important to determine the effectiveness of incorporating advanced content delivery into the on-campus student experience. This study evaluates the effectiveness of using a “flipped classroom” in a introductory materials course taken by most engineering students by directly comparing assessment to a “traditional” lecture format. For Lecture A, the class was taught in a “traditional” format where all content delivery was during the lecture periods. For Lecture B, the class was taught in a “flipped classroom” format where lectures were recorded so that students could watch the appropriate lecture prior to class. Class time was used for answering questions, reinforcing important points, showing multimedia clips and in-class demonstrations. The objective of this study is to determine the effectiveness of the flipped classroom approach to student learning.

Julianne Winters, PhD

College of Arts and Sciences

Jennifer Stanford, PhD

College of Arts and Sciences

“Easing the Transition: Supporting International Freshman Learning Biology”

The cultural and language barriers international freshman face during their adjustment to college life can make the transition significantly more difficult than what is experienced by their native peers. To facilitate this transition, we created preparatory courses and individual sections to support international freshman students taking introductory biology courses (for majors) during the Fall 2013 and Winter 2014 terms. The purpose of the “Getting Ready for Biology” course was to cultivate confidence in learning scientific material through developing appropriate study, presentation, group work, reading, and test taking skills. In addition, students were placed in a lab specifically for an international student and a recitation section within the introductory biology sequence, with extended time towards completing assignments and asking questions. Thus far, we have seen positive growth among the students. Student reflections indicate growth in understanding American classroom norms and in their confidence in approaching their studies in biology.

Afternoon Roundtables

Session #1
2:00 p.m. – 3:15 p.m.

Table # 1 (Behrakis Grand Hall)

Ray Lum, MPhil, MS
School of Public Health

Mitchell D’Rozario, PhD-student
College of Arts and Sciences

Alison Novak, PhD-student
College of Arts and Sciences

“Unifying Graduate Teaching Assistant Training for Online Teaching”

The Online Learning Council (OLC) has grown to 100 members from across the University of which 10 members are teaching assistants. Other members are faculty, administrators, technical and instructional design staff. The OLC's purpose is to improve and enhance the academic experience at Drexel through better use of technology, assessment, innovative teaching approaches, collaborative course reviews, and professional development. Many of these skills are relevant to the 2,000 graduate teaching assistants in their present role as well as professional development towards becoming young academics. The focus of this roundtable discussion is to address the benefits of integrating teaching assistants into Drexel’s Initiatives related to Online Course Quality. These quality measures are based on the Quality Matters Standards and the Drexel University Core Design Element Checklist. The roundtable discussion will focus on how unification of teaching assistant training for online teaching would benefit the student, teaching assistant, faculty, program and university.

Table # 3 (Behrakis Grand Hall)

Lisa Johnson Ford, DrNP

College of Nursing and Health Professions

Jennifer Coates, MSN, MBA

College of Nursing and Health Professions

Elizabeth Tomaszewski, DNP

College of Nursing and Health Professions

“A Novel Approach on Breaking Bad News”

Educating students on how to deliver news of death is a challenge. The content is taught in a lecture format which may not emphasize the emotion and limited time preparation of such a situation in real time. To ascertain a novel approach to teaching breaking bad news, we utilized our residency week format to deliver the content. Each student entered a brief and tragic scenario followed by directly proceeding to the ‘family room’ where a standardized patient portrayed the role of family member as the student delivered the bad news in real time. Once students met with the patient and family, they went to a private space and journaled anonymously about the experience. Those entries were reviewed for themes, which provided the topics of a subsequent workshop and roundtable discussion on end-of-life management. A robust discussion allowed participants to reflect on their own biases and ethics while further learning the six steps of delivering bad news.

Table # 5 (Behrakis Grand Hall) (2013-2014 Faculty Learning Community)

Kevin Scoles, PhD

College of Engineering

Susan Gurney, PhD

College of Arts and Sciences

Nora Leary, BA

College of Arts and Sciences

“Challenges for New Online Course Developers”

Faculty from the 2013-2014 Online Teaching and Learning Faculty Learning Community (sponsored by the Drexel Center for Academic Excellence) will discuss their experiences in preparing and teaching their first online courses. The presenters will discuss the challenges faced in moving from face-to-face to fully online courses and welcome faculty to share their own best practices related to online design, development and implementation. Discussion topics will include: getting started; tools, policies and procedures; electronic course reserved; course design; and building an online community.

Table #7 (MacAlister 2019) (2013-2014 Faculty Learning Community)

Charles Morscheck, PhD

Westphal College of Media Arts and Design

andré carrington, PhD

College of Arts and Sciences

John Speidel, MChE

College of Engineering

“Evidence-based writing assignments”

Participants in the 2013-2014 Faculty Learning Community “Writing in the Disciplines: Assignments, Collaborations and Feedback” (sponsored by the Drexel Center for Academic Excellence) will seek to answer the following: What are evidence-based writing assignments and why should you use them? How can these assignments enrich a student’s understanding of your discipline? Following a preliminary conversation structured around these questions, each presenter will share examples of evidence-based assignments they use in their own classes, provide a background on how these assignments were created, and provide examples of additional Drexel resources to help students locate and evaluate appropriate evidence for the assignment.

Table #8 (MacAlister 2020)

Sheila Sandapen, PhD

College of Arts and Sciences

Ted Fristrom, PhD

College of Arts and Sciences

Deidre McMahon, PhD

College of Arts and Sciences

“A for Effort?: Recognizing Process as well as Product in Grading”

Almost every instructor, upon returning a graded project, has heard a disappointed student exclaim, “But I worked really hard on this.” Such students might elicit little sympathy, but faculty interested in supporting a process-centered pedagogy recognize the tension between requiring proposals, drafting and revising as best practices for project development, but grading the final product in isolation. In this roundtable discussion, three experienced writing professors explore the pedagogical rationales for this conceptual and compositional process through conferences, drafting and revising as tools to encourage student growth and development within and beyond academic writing. In addition, these professors will share tips and techniques for orienting students to the metacognitive work of project development – how they know they need more or different evidence; how they research, assess and incorporate forms of evidence; how they identify gaps in their own argument; and how they can strengthen both their ideas and presentation through revision. Often if a student follows these steps the revised product is better. Finally, our roundtable will address how we might grade to redefine “effort” as substantive change and increased ambition in students’ final project submissions and what happens if despite student “effort” on the project, the final project still falls short.

Afternoon Roundtables

Session #2
3:15 p.m. – 4:30 p.m.

Table # 2 (Behrakis Grand Hall) (2013-2014 Faculty Learning Community)

Janet Zimmerman, MSN

College of Nursing and Health Professions

Jonathan Deutsch, PhD

Center for Hospitality and Sport Management

Mary Jean DeCarlo, EdD

School of Education

Diane DePew, PhD

College of Nursing and Health Professions

“What We Have Learned Teaching Online”

Faculty from the 2013-2014 Online Teaching and Learning Faculty Learning Community (sponsored by the Drexel Center for Academic Excellence) will share their experiences teaching online. Presenters represent multiple colleges and have significant experience in course development, design and implementation in an online setting. They will tackle more complex issues related to online engagement techniques, assessment options and course design.

Table # 4 (Behrakis Grand Hall)

Barbara Hornum, PhD

College of Arts and Sciences

“Building on Millennial Characteristics with High Impact Practices: Team Activities in a Variation of a Flipped Classroom”

This roundtable will explore ways in which faculty interested in new teaching processes can design a course recognizing the strengths of certain Millennial student characteristics (peer support, personal applications of material) to create an experimental learning situation. It will use one case study that underscores many positives but raises some continuing issues involving others (risk aversion, need to structure). Attendees should engage actively in their own attempts to innovate and discuss how faculty should stay aware of cohort behaviors in terms of course delivery and assignments.

Table # 6

Dan Allen, PhD

School of Education

Ann Knettlar-Smith, MA

Office of Disability Resource

Kristine Mulhorn, PhD

College of Nursing and Health Professions

“Making Online Courses Accessible”

Ensuring that online course content is accessible to students with disabilities is a topic of growing concern in higher education communities. Drexel University’s Online Accessibility Committee built a course in BlackBoard Learn that is available to all instructors. The course, “Creating Accessible Online Content,” takes approximately four hours to complete. It has four modules: (1) Introduction to Students with Disabilities, (2) The Role of the Office of Disability Resources, (3) Best Practices: Practical Applications, and (4) Alternative Means to Completing Assignments. This session will provide an overview of the course and highlight modules two and three. Participants will gain an understanding of accommodation and accessibility and what measures need to be put into motion when course content is not accessible to a student with a disability. Additionally, they will learn the “low-hanging fruit” nature of best practices and how accessible online environments are also more usable by all students.

What Else Does The Drexel Center for

Annual Orientation and **Quarterly roundtables** for new faculty help make the transition to life at Drexel a simpler one.

Monthly Workshops centered around topics that are important to you, featuring experienced and knowledgeable presenters from across the university.

Biannual **Faculty Academic Portfolio Workshops** provide a valuable mentor and partner in the creation of your portfolio.

Faculty Learning Communities allow faculty to interact with each other over a particular topic throughout the course of the academic year, allowing for reflection, growth and valuable networking across campus.

Faculty Conference Travel Support highlights the DCAE's commitment to helping faculty present about teaching and learning at national and international conferences.

Individual, confidential **Consultations** provide faculty with a judgment-free zone to seek advice or share concerns about any topic related to their own teaching and learning.

Showcase of Teaching is a university-wide event that celebrates the innovative teaching techniques faculty and PhD students use on a daily basis.

The **DCAE Library** is chock-full of recent titles and publications. A full listing of available titles can be found on our website.

For more information, please visit our website:

www.drexel.edu/dcae